

# EDUC 6120: Theoretical Foundations for Educational Studies Syllabus

## Fall 2018

<p><b>Daniel G. Krutka, Ph.D.</b>  Assistant Prof. of Social Studies Ed.  Department of Teacher Ed. &amp; Admin.  <a href="#">CV</a>   <a href="#">Profile</a>   <a href="#">@dankrutka</a>   <a href="#">Research</a></p>	 <b>University of North Texas</b>	<p style="text-align: center;"><b>Section 1</b></p> <p><b>Time:</b> Wednesdays, 5:30-8:20pm  <b>Place:</b> Wooten Hall, room 113  <b>Canvas:</b> <a href="http://unt.instructure.com/">http://unt.instructure.com/</a></p>
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### Instructor Contact Information

<b>Office</b>	Matthews Hall 206Q <i>(with greenscreen &amp; mics for recording)</i>
<b>E-mail</b>	dan.krutka@unt.edu
<b>Videoconference</b>	Google Hangout (dankrutka@gmail.com); Skype (dan.krutka)
<b>Twitter</b>	@dankrutka; Course hashtag: #NTsschat; College hashtag: #UNTedu
<b>Google Account e-mail</b>	dankrutka@gmail.com; <i>For use when sharing Google docs, slides, etc.</i>
<b>Office Hours</b>	Mondays: 10am-12pm; 3pm-5pm; Wednesdays: 1pm-5pm, and by appointment; Please make appointments even during office hours.

### Course Description

Theoretical perspectives of major importance in educational studies today. Attention is given to the contexts in which the theories have developed, to the major claims that are made and to the means by which the claims are supported.

### Prerequisites

n/a

### Keywords

Critical Theory; Curriculum Studies; Educational Theory; Etymology

### Appendices

**A:** The Educator as Agent of Engaged Learning; **B:** TEA Departmental Policy Statements

## Instructor and Course Introduction

**Welcome** to EDUC 6120: Theoretical Foundations for Educational Studies ! I **am Dr. Dan Krutka** and I am excited to explore foundations of educational studies with you this semester. I was a high school social studies teacher for six years, but I have experience working with students in elementary, middle, high school settings. I have been active as a social studies professor and researcher since 2011. I am active in numerous social studies organizations, edited the book [Keywords in the Social Studies: Concepts and Conversations](#) (2018), and host a podcast sponsored by the National Council for the Social Studies ([find episodes here](#)). When I'm not reading history or rapping along to the Hamilton soundtrack, I spend a lot of time with my wife Kim (who is an elementary librarian in Denton ISD), watching NBA games, and playing Super Nintendo. I am a native Oklahoman who is happy to be an active member of the Denton community.



This syllabus provides basic information about our course and assignments, but **the course calendar is your week-to-week guide with instructions of what you will do each week**. As the instructor, I reserve the right to change or modify course assignments, projects, and examinations as are needed to improve our class, but you will be notified with sufficient time for adjustment. As is detailed in the **professional participation** portions of this class, I have **high expectations** for professional participation, dispositions, and communication. I am excited about the semester and **I am here to support you** in your journey in academia. Do not hesitate to **set up an appointment** if you ever need assistance. Let's make this semester a great one!

## Assignments

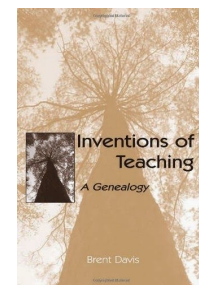
Most assignments will be provided to you in the form of PDF articles, videos, or podcasts.

### Required Book

You are required to have a copy of this book with you in class on weeks when it was assigned.

Davis, B. [Inventions of teaching: A genealogy](#).. New York, NY: Lawrence Erlbaum.

- Purchase at UNT bookstore, Amazon (ebook, new & used, etc.)



## Course Aims

1.	To become familiar with major theories in the field of education, including their histories, developments and impacts over time;
2.	To investigate debates in the field of curriculum studies, including debates over the relationship between curriculum theorizing and curriculum development; theory and practice; curriculum and pedagogy; and self and society;
3	To explore various conceptions of curriculum, including currere, curriculum as “text,” and the institutional curriculum;
4.	To situate selves of study as ongoing constructions of curriculum and as sources for curriculum inquiry.

## Major Assignments

*Grade Distribution: A=90-100; B=80-89; C=70-79; D=60-69; F=59- (grades are rounded up)*

Assignment	Brief Description	Points <small>100 Total; Points &amp; percentage are the same</small>
<b>Professional Participation</b>	<p>The professional participation grade is intended to ensure the success of both doctoral students and our class community. This component of the course includes in-class attendance and professional participation, dispositions, and communication. <b>Class attendance</b> is required and students are expected to arrive to class sessions on time, stay for the entirety, and engage productively; arrive to class to prepared to participate; complete assignments prior to deadlines; And <b>communicate as soon as possible</b> if you will miss a class, deadline, or have an extenuating circumstance to address the issue. <b>If you are absent</b> on a due date, the assignment/project should be turned in before class digitally (Canvas or e-mail) unless other arrangements have been made. If accepted, late assignments will be subject to a point deduction. Assignments not completed at mastery levels may be returned for improvement, but these opportunities may be limited and a grade of "I" or "F" can be assigned. Students will lose points for arriving late/leaving early (-1) or missing more than one class (-5 for each missed class). One point can be earned back for providing a <a href="#">class detective report</a> in the next class. Missing more than three classes can result in failure of the course.</p>	<b>20</b>

	<p><b>Professional participation</b> requires respect, courage, responsibility, and energy by doc students to help create a class community. Throughout the course you will be expected to think deeply, creatively, and self-critically, support your conclusions with varied forms of evidence, support our classroom community, and develop and present positive alternatives with the appropriate parties when you are dissatisfied with an existing situation. Your knowledge of course assignments, themes, and activities should be evident through your prepared participation. This will include your contribution to our class community with a <b>class job</b> that you will choose at the beginning of the semester. In addition to the these participation expectations, all students are expected to meet and sign departmental <b>professional disposition</b> expectations as outlined in <b>Appendix A</b>. Finally, <b>professional communication</b> requires timely, clear, and respectful <b>communication</b>. You are expected to communicate any issues (e.g., missed class, personal problems) as soon as possible. Graduate students are expected to respond to electronic communications (e.g., Canvas, e-mail) from Dr. K within 1-2 business days and schedule face-to-face meetings if requested by the Dr. K.</p> <p>The professional participation grade will be updated four times during the semester.</p>	
<p><b>Theoretical Lens Paper</b></p>	<p>Each student will develop some command of a theoretical orientation that is influential in her or his concentration (e.g., curriculum studies, early childhood studies, education leadership, language and literacy studies) by studying the scholarly literature. This will be the major project for the course, and it will take the form of an academic paper and presentation. An alternative is to take a theory that is little known in that concentration area and to make a case for it. This assignment will count as the “final exam.” Students will make presentations during the last class meeting and they will have an opportunity to discuss the papers. <b>Click here for full assignment description and grading rubric.</b></p>	<p><b>25</b></p>
<p><b>Theoretical Practitioner Paper</b></p>	<p>Each student will identify a theory relevant to her or his concentration (e.g., curriculum studies, early childhood studies, education leadership, language and literacy studies), identify an appropriate practitioner journal, and meeting the requirements for the journal, submit a paper that is intended to contribute to the</p>	<p><b>25</b></p>

	field and be accessible for classroom teachers. <b>Click here for full assignment description and grading rubric.</b>	
<b>Media Contributions</b>	We will be sharing our learning via Twitter and the creation of different forms of media this semester. Each student will create two pieces of media (e.g., infographic, podcast, video) that “shares our learning” with other educators in accessible ways. We will also tweet our learning throughout the semester in an effort to “share our learning” and engage educators beyond our classroom walls. <b>Click here for full assignment description and grading rubric.</b>	<b>10</b>
<b>Discussion Potluck</b>	The Discussion Potluck assignment will provide doc students practice in leading a whole class discussion. Each student will facilitate a 25-30 minute group discussion over our weekly assignment(s) (e.g., reading, podcast, video). You will complete (1) <b>planning</b> , (2) <b>leading</b> , and (3) <b>reflecting</b> components of this assignment. First, you will closely review the weekly assignments and the Discussion Potluck requirements (page 1), and then complete the <i>Discussion Potluck Planning Template</i> . You are required to meet with Dr. K to review the planning template the week prior to facilitating the discussion to receive feedback and make recommended changes. Second, you will lead a whole class discussion based on planning. Third, you will reflect on the whole class discussion. <a href="#">Click here for full assignment description and grading rubric.</a>	<b>10</b>
<b>Miscellaneous Assignments</b>	Doc students will be asked to complete various other miscellaneous assignments during the semester. Details for this assignment will be provided in class.	<b>5</b>

### Calendar Preview

The following calendar provides doc students a preview of major assignments for planning purposes, but doc students should follow the [full and updated calendar for course requirements](#). This calendar will not include minor tasks or activities. Moreover, doc students are expected to be flexible as minor changes are often made by me to improve the course.

<b>EDUC 6120: Theoretical Foundations for Educational Studies Calendar</b> <i>Note: This tentative course calendar offers a preview of major assignments that are subject to change.</i> <a href="#">See Course Slides Here</a>	
<b>Surveying the Menu</b>	
<b>Week 1</b>	n/a

08.29	
<b>Weeks 2</b> 09.05	<p><i>Unsettling Perspectives on Education</i></p> <ul style="list-style-type: none"> <li>● Eisner, E. (2003). <a href="#">Questionable assumptions about schooling</a>. <i>Phi Delta Kappan</i>, 84(9), 648-657.</li> <li>● Baldwin, J. (1963, December 21). <a href="#">A talk to teachers</a>. <i>Saturday Review</i>.</li> <li>● Rogers, C. (1952) <a href="#">Personal thoughts on teaching and learning</a>. In <i>Freedom to learn</i>.</li> <li>● Krutka, D. G. &amp; Milton, M. (Producers). (2018). <a href="#">Episode 81: Curriculum theory with Mark Helmsing</a>. <i>Visions of Education</i> [podcast].</li> <li>● Review Syllabus and Calendar; Choose week options to lead Discussion Potluck; Choose weeks to create media</li> </ul>
<b>Week 3</b> 09.12	<p><i>The Metaphysical: The Unchanging World (1/2)</i></p> <ul style="list-style-type: none"> <li>● Chapters 1 through 6 of Davis, B. <a href="#">Inventions of teaching: A genealogy</a>. New York, NY: Lawrence Erlbaum.</li> </ul>
<b>Week 4</b> 09.19	<p><i>The Metaphysical: The Unchanging World (2/2)</i></p> <ul style="list-style-type: none"> <li>● Chapters 7 through 9 of Davis, B. <a href="#">Inventions of teaching: A genealogy</a>. New York, NY: Lawrence Erlbaum.</li> </ul>
<b>Week 5</b> 09.26	<p><i>The Physical: A Changing World (1/2)</i></p> <ul style="list-style-type: none"> <li>● Chapters 10 through 13 of Davis, B. <a href="#">Inventions of teaching: A genealogy</a>. New York, NY: Lawrence Erlbaum.</li> </ul>
<b>Week 6</b> 10.03	<p><i>The Physical: A Changing World (2/2)</i></p> <ul style="list-style-type: none"> <li>● Chapters 14 through 17 of Davis, B. <a href="#">Inventions of teaching: A genealogy</a>. New York, NY: Lawrence Erlbaum.</li> </ul>
<b>Test Tasting</b>	
<b>Week 7</b> 10.10	<p><i>Curricular Questions</i></p> <ul style="list-style-type: none"> <li>● Greene, M. (1971). <a href="#">Curriculum and consciousness</a>. <i>Teachers College Record</i>, 78(2), 253-269.</li> <li>● Pinar, W. F. <i>The Reconceptualization of curriculum studies</i>.</li> </ul>
<b>Week 8</b> 10.17	<p><i>Labor Perspectives</i></p> <ul style="list-style-type: none"> <li>● Freire, P. (1970/2000). <a href="#">Pedagogy of the oppressed</a>. New York, NY: Continuum International Publishing.</li> <li>● Apple, M. W. (2012). <a href="#">Controlling the work of teachers</a>. In <i>Knowledge, power, and education</i> (pp. 126-141). Routledge.</li> <li>● Giroux, H. A. (1985). <a href="#">Teachers as transformative intellectuals</a>. <i>Social Education</i>, 19(4), 376-379.</li> </ul>

<p><b>Week 9</b> 10.24</p>	<p><i>Critical Perspectives</i></p> <ul style="list-style-type: none"> <li>● Ladson-Billings, G. (2004). Just what is critical race theory and what's it doing in a nice field like education. In G. Ladson-Billings &amp; D. Gillborn (Eds.), <a href="#"><i>The RoutledgeFalmer reader in multicultural education</i></a>, (pp. 49-67). New York, NY: RoutledgeFalmer.</li> <li>● Collins, P. H. (2004). Toward a new vision: Race, class, and gender as categories of analysis and connection. In L. Heldke &amp; P. O'Connor (Eds.), <a href="#"><i>Privilege, oppression, and resistance: Theoretical perspectives on racism, sexism, and heterosexism</i></a>, (pp. 529-543). New York, NY: McGraw-Hill.</li> <li>● Tuck, E., &amp; Yang, K. W. (2012). <a href="#"><i>Decolonization is not a metaphor</i></a>. <i>Decolonization: Indigeneity, Education &amp; Society</i>, 1(1), 1-40.</li> </ul>
<p><b>Week 10</b> 10.31</p>	<p><i>Pragmatic Perspectives</i></p> <ul style="list-style-type: none"> <li>● Shulman, L. S. (1986). <a href="#"><i>Those who understand: Knowledge growth in teaching</i></a>. <i>Educational Researcher</i>, 15(2), 4-14.</li> <li>● Dewey, J. (1902). <a href="#"><i>The child and the curriculum</i></a>. Chicago, IL: University of Chicago Press.</li> </ul>
<p><b>Week 11</b> 11.07</p>	<ul style="list-style-type: none"> <li>● À la carte articles (choose two of your own)</li> </ul>
<p><b>Attending the Potluck</b></p>	
<p><b>Week 12</b> 11.14</p>	<ul style="list-style-type: none"> <li>● <b>In class:</b> Work on papers and presentations</li> </ul>
<p><b>Week 13</b> 11.21 <i>Thanksgiving, 11.22-25</i></p>	<ul style="list-style-type: none"> <li>● Theoretical Practitioner Paper and Poster Presentation</li> </ul>
<p><b>Week 14</b> 11.28 No Class</p>	<ul style="list-style-type: none"> <li>● <b>No class:</b> Work on papers and presentations</li> </ul>
<p><b>Week 15</b> 12.05</p>	<ul style="list-style-type: none"> <li>● <b>In class:</b> Work on papers and presentations</li> </ul>
<p><b>Week 16</b> 12.12</p>	<ul style="list-style-type: none"> <li>● Final Theoretical Lens Paper and Paper Presentation</li> </ul>

## Appendix A: The Educator as Agent of Engaged Learning



Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.



5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

**Ethical Behavior and Code of Ethics:** The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code [www.sbec.state.tx.us](http://www.sbec.state.tx.us)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

**Submitting Work:** All assignments will be submitted via Canvas unless otherwise instructed. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

**Grading and Grade Reporting:** Grading rubrics for all assignments can be found on the course Canvas website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

**Writing Policy:** Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://ltc.unt.edu/labs/unt-writing-lab-home>.

## Appendix B: Teacher Education & Administration Departmental Policy Statements

**UNT Career Connect:** All undergraduate students are expected to participate in “UNT Career Connect.” Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: <http://careerconnect.unt.edu/default> .

**Disabilities Accommodation:** “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.” Dr. Barbara Pazey is the compliance officer and contact person for the Department of Teacher Education & Administration.

**Observation of Religious Holidays:** If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

**Academic Integrity:** Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: [http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student\\_Affairs-Academic\\_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf). Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

**Acceptable Student Behavior:** Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>.

**Attendance:** See the instructor’s attendance policy.

**Eagle Connect:** All official correspondence between UNT and students is conducted via Eagle Connect and it is the student’s responsibility to read their Eagle Connect Email regularly.

**Cell Phones and Laptops:** Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be turned off, unless they are being used to take class notes and/or participate in class activities.

**SPOT:** The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

**Collection of Student Work:** In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

**Foliotek e-Portfolio.** Foliotek is a free to you software data management system (MMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidence/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The college of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: <https://www.coe.unt.edu/office-educator-preparation/foliotek>.

**Comprehensive Arts Program Policy.** The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

**Technology Integration Policy.** The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

**Six Student Success Messages.** The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.

**Food/Housing Insecurity.** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this:  
<https://deanofstudents.unt.edu/resources/food-pantry>

**Title IX Services.** Sexual discrimination, harassment, & assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT's Dean of Students' website offers a range of resources to help support survivors, based on their needs:

<http://deanofstudents.unt.edu/resources>. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached via email at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students' office at 940-565-2648.

**University Mental Health Services.** I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it's important to stay the course, it's also important to acknowledge when you may need more support. UNT's Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333 and/or refer to the following website: <https://speakout.unt.edu/content/mental-health-resources>