EDHE 6510 – History & Philosophy of Higher Education  
College of Education – Department of Counseling & Higher Education  
Fall 2017 - Course Syllabus (Online Section)

About the Instructor:  
Uyen Tran-Parsons, Ph.D.- Senior Lecturer  
Office Location: Sycamore 289  
940.565.4873 (office)  
940.597.8997 (cell)  
Uyen.Tran@unt.edu  
Face-to-Face: MW 12-3 pm  
Online Office Hours: Tuesdays 5-6 pm  
https://www.gotomeet.me/TranParsons  
(By appointment preferred)

DESCRIPTION OF THE COURSE
Prerequisites: None  
Credit Hours: 3
This course will examine key influences and the historical and philosophical development of higher education from colonial to contemporary periods including the histories of underrepresented individuals and institutions. The course concludes with an exploration of current social, political, and economic challenges in higher education and current public debates about different aspects of higher education.

EXPECTED COURSE OUTCOMES (CO)
At the completion of this course, students will demonstrate the ability to:

CO 1: Describe historical and philosophical influences relevant to the shaping of postsecondary education today.

CO2: Identify the historical and current catalysts for future directions in higher education in the United States.

CO3: Critically discuss ongoing debates about higher education such as the purpose and value of higher education and who should pay for postsecondary education.

CO4: Describe and analyze access and equity issues facing higher education.

CO5: Demonstrate understanding of APA guidelines.

CO6: Develop skills in scholarly writing and library research.

REQUIRED TEXTS
SUPPLEMENTAL RESOURCES

- APA manual, 6th edition
- Readings available on Blackboard under some modules
- Readings via library course guide: http://guides.library.unt.edu/edhe6510
- Readings via online course reserve: http://library.unt.edu
  - Click “Course Reserves” on the right side of the page.
  - Enter “EDHE 6510”.
  - Select “Tran-Parsons, Uyen”
  - Password for book chapter readings: 6510F17
- The Chronicle of Higher Education (free access through the UNT Library)
- Online archive of primary and secondary readings on higher education, which is a supplement to *The History of Higher Education*, 3rd ed., published by the Association for the Study of Higher Education (ASHE): http://www.pearsoncustom.com/mi/msu_ashe/

HOW THE COURSE IS ORGANIZED

Although a specific class day is not assigned for the course, all readings and assignments should be completed by *Tuesdays at 10 pm* of each week.

This course is organized into twelve modules. These modules should be reviewed and completed in order. Assignments and activities are numbered sequentially, identified within each module, and located in folders identified in the left-hand navigation panel on Blackboard.

This course has a great deal of reading each week. Students are encouraged to make every effort to manage their time wisely, even working ahead of schedule on readings and assignment if needed.

COMMUNICATIONS

Announcements
New information, reminders, and updates will be posted in the “Announcements” section of Blackboard. Students should check weekly for new announcements.

Communication with the Instructor
To contact the instructor, please use the Blackboard email function or call 940-565-4873. Inquiries will receive a response within 24 hours. Text messages are also welcomed.

Students should expect feedback on most assignments within 4-5 days of the due date. Grades will be posted through the Blackboard Grade Center. Feedback on major assignments, e.g. final paper, can be found on the actual paper through Turnitin.

Discussions
In order to do well in this course, a high level of interaction must occur between the student-
instructor and student-student in the “Discussion Board” of Blackboard. Students are encouraged to express their ideas and opinions. We should work collaboratively to establish an environment where we all feel comfortable being candid about the topics and the materials covered.

If there are differences of opinion, I expect that we will explore them in a framework of mutual respect, observing rules of common courtesy. This should not dissuade you from taking an occasional risk. Feel free to take an informed risk with an opinion, a conceptual framework, or an idea you want to pursue.

### COURSE GRADES & ASSIGNMENTS

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module Assignments</strong></td>
<td>208</td>
</tr>
<tr>
<td>a. APA Quiz</td>
<td>55</td>
</tr>
<tr>
<td>b. Essays, IRA’S, &amp; Group Discussions</td>
<td>155</td>
</tr>
<tr>
<td>(15.5 points each x 10 activities)</td>
<td></td>
</tr>
<tr>
<td><strong>You Choose Assignment</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>Discussion Paper</strong></td>
<td>192</td>
</tr>
<tr>
<td>a. 1-page topic overview</td>
<td>35</td>
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<tr>
<td>b. Outline of paper</td>
<td>55</td>
</tr>
<tr>
<td>c. Final paper</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>500 points</td>
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</table>

** A full letter grade will be deducted each week an assignment is overdue. Final papers that are submitted after the due date will not be accepted and will receive no credit.

### GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>450-500</td>
</tr>
<tr>
<td>B</td>
<td>400-449</td>
</tr>
<tr>
<td>C</td>
<td>350-399</td>
</tr>
<tr>
<td>F</td>
<td>&lt;399</td>
</tr>
</tbody>
</table>
DESCRIPTION OF ASSIGNMENTS

Module Assignments
Each class module includes individual assignments or group online discussions. These activities are designed to assess the student’s understanding of the course topic and the ability to apply course concepts. While this course does not have a set meeting time, all assignments will be due on **Tuesday’s by 10 pm**. Please refer to the course schedule for specific due dates.

Group Assignments: Online Discussions
There are a total of 6 online group discussions: Modules 2, 3, 5, 6, 9, and 12. Each student will be assigned to one of the following small groups for course discussion: Harvard, Yale, or Princeton. Questions to be addressed by the group are located within the module. It is suggested students set aside 1-1.5 hours to complete online group discussions.

Participation in online group discussions will be evaluated on the following criteria:
• Ability to create clear and detailed answers to prompts
• Quality of responses to peer-published posts
• Ability to connect to current research such as other journal articles, books, current news articles.
• Level of consideration for others
• See grading rubric on p. 8 for more details

Individual Assignments: Varied

**APA Worksheet** - The field of Higher Education utilizes APA formatting for all major research projects and papers. This assignment is designed to help students become familiar with rules for common citations and references. The quiz must be completed with a minimum of 80% accuracy before moving on to the next module. There is no limit to how many times the quiz is resubmitted.

**Expository Essay** – The expository essay in Module 4 is designed to help students practice their writing skills by creating arguments in a clear and concise manner. Specifically, after completing the week’s readings from Washington and DuBois, students will evaluate whom they disagree with most. Then, students will individually complete an expository essay in support of that individual. The essay should be 2-3 pages in length for master’s students or 3-4 pages in length for doctoral students. Submit the final essay through Blackboard on the assigned date.

**Insights, Reflections, Analysis** – IRA’s are designed to help students gain new understanding about the readings through basic research of materials that amplify the week’s course topic, and finding connections to personal experiences. The assignments should be completed independently and submitted to Blackboard on the assigned date. Inclusion of APA citations and references are required. There are a total of three IRA’s. See the course schedule for specific deadlines.
**You Choose Assignment**

**Length: 4-6 pages**

*Adapted from the work of Dr. Mary Beth Gassman, Penn State*

Choose 1 of the 2 assignment options below. Select an event that occurred between 1940 and 1965, such as the GI Bill of 1944, the birth of community colleges, or McCarthyism and higher education, for the focus of the assignment.

Papers should be double-spaced, and utilize a minimum of five scholarly sources. Sources such as newspaper articles, archival photographs, etc. may be incorporated but will not count as a scholarly source. Utilize 1” margins and 12-point Times New Roman font. See Grading Rubric on pg. 11.

**Point of View Essay** - History is an interpretation that can vary depending on whose point of view it is told from. Write a paper from the point of view of someone that is significant to higher education between 1940 and 1965. The name of the character can be fictitious, but their experiences must be grounded in research.

**Oral History** – Personal stories often help parts of history come to life. Identify an individual who was involved higher education between 1940 and 1965 such as a former administrator or college student. Research the topic ahead of time and prepare a list of questions prior to the interview. Include a minimum of five secondary resources to support the information acquired from the interview. Do not turn in a transcript of the interview – synthesize the information and create an essay. Describe the impact of the event on the individual's life. Highlight how the individual's responses further emphasize or contradict the research.

**Historical Significance and Future Direction Paper**

**Length: 10-12 pages**

Select an event, a person, a movement, or a social or economic change and trace the impact/influence it had on the development of higher education. Through scanning of the external and internal environments and with an analysis of historical trends, discuss possible and probable changes in higher education for the 21st Century. What are the catalysts that will cause these changes? Support your predictions with documentation from the literature. Use peer-reviewed and scholarly literature to back up your arguments. The rubric used for grading final papers can be found on page 10.

The paper should follow APA style (6th Ed.) and include references. The cover page, references, and/or appendixes do not count towards the overall page length.

The final paper will be written in stages in order to receive feedback throughout the process.

1. **One-Page Overview (35 points)**: a one-page, single-spaced description of the paper
topic explaining its relevance to higher education as a whole.

Grading Criteria for One-Page Overview

• Topic & Development of Idea (20 points): Topic is about an event/person/movement in higher ed. history; Impact/influence on the development of higher education through current day is explained.

• Sources and References (10 points): Minimum of two scholarly sources included in one-page overview; Formatted according to APA guidelines

• Format (5 points): Paper is one-page, double-spaced. Utilizes 12-point font and 1” margins.


Grading Criteria for Outline of Paper

• Topic & Development of Idea (30 points): Topic is about an event/person/movement in higher ed. history; Core theme/thesis is adequate and appropriate along with coherent, coordinated, supported points to be addressed. Impact/influence on the development of higher education through current day in fully explained.

• Sources and References (15 points): Appropriate source material, such as scholarly books and peer-reviewed journals, used to support ideas. All are cited and referenced according to APA guidelines. Minimum of four scholarly sources for master’s students, and six scholarly sources for doctoral students, included in outline.

• Format and Writing Skills (10 points): Grammar, spelling, and syntax are appropriate for outline. Assignment is a minimum of two-pages, double-spaced. Utilizes 12-point font and 1” margins.

Final Paper (100 points): Paper should be formatted according to APA guidelines (12-point font, 1” margins, etc.). Final submission must include a cover page, running header, page numbers, and full APA citations and references. A minimum of eight sources required for master’s students; ten sources required for doctoral students. Submit final paper via Blackboard. See grading rubric on p. 10 of the syllabus.
<table>
<thead>
<tr>
<th>WEEK/DATE</th>
<th>COURSE TOPIC</th>
<th>DUE THIS WEEK</th>
</tr>
</thead>
</table>
| 1 8/29    | Module 1: Course Overview  
• Independently review the syllabus  
• Online Orientation (recommended, not required) @ 5:30 pm  
Log on at: https://global.gotomeeting.com/join/766320597 |  
| 2 9/5     | Module 2: Colonial Colleges  
• Thelin: Introduction & Ch. 1  
*Reminder – Discussions occur in 2 parts: 1) Answer discussion questions by Friday at 10 pm. 2) Respond to peers by Tuesday at 10 pm.* | -Individual Intro,  
-APA Wksheet,  
-Group Disc #1 |
| 3 9/12    | Module 3: The American Way  
• Yale Report of 1828 (link on BB) & Thelin: Ch. 2 | Group Disc #2 |
| 4 9/19    | Module 4: Educating Some and Not Others  
• Washington - Industrial Education for the Negro  
• DuBois - The Talented Tenth |  
| 5 9/26    | Module 4 continued: Educating Some and Not Others  
• Giles - Howard Thurman: The making of the Morehouse man, 1919-1923  
• Thelin: Ch. 3-4 | Expository Essay |
| 6 10/3    | Module 5: Educating Women  
• Thelin: Ch. 5  
• Gordon - From Seminary to University: An overview of women’s higher education, 1870-1920  
• Palmieri - From Republican Motherhood to Race Suicide: Arguments on the higher education of women in the United States  
• Eisenmann - Educating the Female Citizen in a Post-war World: Competing Ideologies for American Women, 1945-1965 | Group Disc #3 |
| 7 10/10   | Module 6: Higher Education & the World Wars  
• Gasman - Scylla and Charybdis: Navigating the Waters of Academic Freedom at Fisk University during Charles S. Johnson’s Administration  
• Hutcheson - McCarthyism and the Professoriate  
• Allen - Communists should not teach in American Colleges  
• O’Toole - Tenure – A conscientious objection | -Group Disc #4,  
-1 pg. overview |
<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Content</th>
</tr>
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</table>
| **Module 7: Higher Education Expansion - Veterans** | 10/17 | - Thelin: Ch. 6-7  
- Clark - “The Two Joes Meet. Joe College, Joe Veteran”: The GI Bill, College Education, and Postwar American Culture |
| **Module 7 cont.: Higher Education Expansion - Community Colleges** | 10/24 | You Choose Essay  
- Dougherty & Townsend – The uncertain future of the community college workforce development mission.  
- Hutcheson - Reconsidering the Community College  
- Delmont - Working Toward a Working-Class College |
| **Module 8: Free Speech, Activism, & Campus Unrest** | 10/31 | -Final Paper Outline;  
-Watch film online  
-IRA #1  
- Berkeley Free Speech Controversy (link on BB)  
- Astin, etc. - Unrest Era  
- O’Brien - The Development of the New Left  
- View film online: “The Day the War Came Home” (link on BB) |
| **Module 9: Underrepresented Students and Higher Education – The Early Years** | 11/7 | Group Disc #5  
- Gasman – The origins of the United Negro College Fund as the Cornerstone of Private Black Colleges  
- MacDonald, Botti, & Clark - From Visibility to Autonomy: Latinos in Higher Education in the U.S., 1965-2005  
- AIHEC Tribal Colleges: An introduction |
| **Module 10: Universities in the Postwar Era** | 11/14 | Schedule 1-on-1 appointment with instructor to discuss final paper  
IRA #2  
(all readings available through Library Course Reserve)  
- Brint, Steven. (2002). The rise of the “practical arts.” In Steven Brint (Ed.), *The future of the city of intellect: The changing American university* (pp. 231-259). (library e-book)  
| **Module 11: Fundraising, Philanthropy, and Higher Education** | 11/21 | IRA #3  
- Kimball & Johnson - The beginning of “free money” ideology in American universities: Charles W. Eliot at Harvard, 1869-1909  
- MacDonald & Hoffman - “Compromising La Causa?”: The |
<p>| | |</p>
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| **Ford Foundation and Chicano intellectual nationalism in the creation of Chicano history, 1963-1977**  
- Cook – Fund raising and the college presidency in an era of uncertainty: From 1975 to the present.  
- Thelin, Ch. 8 (recommended, not required) |   |
| **Module 12: University Leadership & External Constituencies**  
- Hall - Trolling for University Presidents is Profitable Niche for Dallas Headhunter  
- Harcleroad & Eaton - “The Hidden Hand: External Constituencies and Their Impact” from Altbach Ch. 8  
- Legon, Lombardi, & Rhoades - Leading the University  
- Stripling - Board Battles | **Group Disc #6** |
| **Final Paper due by 10 pm on 12/5. Use Turnitin link on BB.** |   |
# Rubric for Evaluating Discussion Board Postings & Participation
*(Includes IRA’s and Expository Essays)*

<table>
<thead>
<tr>
<th>Category</th>
<th>Unsatisfactory (1 point)</th>
<th>Satisfactory (2 points)</th>
<th>Excellent (3 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grounded in course readings</strong></td>
<td>Discussion postings are not grounded in course readings</td>
<td>Discussion postings are generally, but not always grounded in course readings</td>
<td>Discussion postings are primarily grounded in course readings</td>
</tr>
<tr>
<td><strong>Key Ideas</strong></td>
<td>Key ideas are unclear, underdeveloped or difficult to grasp</td>
<td>A limited number of key ideas are developed</td>
<td>Key ideas are clear and well developed</td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td>Student is not fully engaged in discussion and/or analysis of assigned course readings</td>
<td>Student is generally engaged in discussion and/or analysis of assigned course readings</td>
<td>Student is always engaged in discussion and/or analysis of assigned course readings</td>
</tr>
<tr>
<td><strong>Building on prior knowledge and experience</strong></td>
<td>Student does not build upon prior knowledge and experience in critiquing and discussing course readings and other assignments</td>
<td>Student generally builds upon prior knowledge and experience in critiquing and discussing course readings and other assignments</td>
<td>Student always builds upon prior knowledge and experience in critiquing and discussing course readings and other assignments. Student demonstrates ability to identify and discuss potential implications of course readings and other assignments for policy, practice, and/or future research.</td>
</tr>
<tr>
<td><strong>Implications for Higher Education Research and Practice</strong></td>
<td>Student does not demonstrate awareness of implications of course readings and other assignments for higher education research and practice.</td>
<td>Student generally demonstrates awareness of implications of course readings and other assignments for higher education research and practice outcomes.</td>
<td>Student demonstrates exceptional insight into the potential implications of course readings and other assignments for higher education research and practice.</td>
</tr>
<tr>
<td><strong>Citations &amp; References</strong></td>
<td>Does not include additional scholarly sources within the post. Reference and citation errors detract significantly from paper.</td>
<td>A minimum of 2 additional scholarly sources is utilized within the post. One to two references or citations missing or incorrectly written.</td>
<td>A minimum of 3 additional scholarly sources is utilized within the post. All references and citations are correctly written and present.</td>
</tr>
</tbody>
</table>

*Rubric adapted from M.B. King and L. Havlik, UW Madison, Instructional Leadership and School Improvement*
### Rubric for Evaluating “You Choose” & Final Paper

*Basic structure provided by the Psychology Department at San Jose State University and adapted for this course.*

<table>
<thead>
<tr>
<th></th>
<th>Needs work (6 points)</th>
<th>Developed (8 points)</th>
<th>Exemplary (10 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relevance to course</strong></td>
<td>Topic is not relevant to course and does not address a significant event/person/movement in higher ed. history</td>
<td>Paper is about an event/person/movement in higher ed. history, but lacks clarity on its impact on higher education for the 21st century.</td>
<td>Paper is about an event/person/movement in higher ed. history and traces the impact/influence it had on the development of higher ed. for the 21st century.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Needs work (10 points)</th>
<th>Developed (12 points)</th>
<th>Exemplary (14 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus &amp; Sequencing</strong></td>
<td>Little evidence. Material is logically organized into topic, subtopics, or related to topic. Many transitions unclear or nonexistent.</td>
<td>Most material clearly related to subtopic, main topic. Material may not be organized within subtopics. Attempts to provide variety of transitions.</td>
<td>All material clearly related to subtopic, main topic. Strong organizations and integration of material within subtopics. Strong transitions linking subtopics with main topic.</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>No to few research literature mentioned. Sources are not scholarly or are insignificant.</td>
<td>Sources well selected to support thesis with some research in support of thesis</td>
<td>Strong peer reviewed research based support for thesis.</td>
</tr>
<tr>
<td><strong>Writing style</strong></td>
<td>Difficult to read with numerous grammatical mistakes; Does not meet 10 page minimum. Word choice is choppy or awkward.</td>
<td>Few grammatical mistakes, Generally written well, but some sections lack clarity. Meets 10-page minimum. Scholarly writing with minimal passages that are unclear or awkward.</td>
<td>No grammatical mistakes; easy to read and follow line of thought. Meets 10-page minimum. Scholarly writing. Easy to follow.</td>
</tr>
<tr>
<td><strong>Relevance to course</strong></td>
<td>Topic is not relevant to course and does not address a significant event/person/movement in higher ed. history</td>
<td>Paper is about an event/person/movement in higher ed. history, but lacks clarity on its impact on higher education for the 21st century.</td>
<td>Paper is about an event/person/movement in higher ed. history and traces the impact/influence it had on the development of higher ed. for the 21st century.</td>
</tr>
<tr>
<td><strong>Citations &amp; References</strong></td>
<td>Reference and citation errors detract significantly from paper.</td>
<td>References somewhat comply with APA standards. One to two references or citations missing or incorrectly written</td>
<td>All references and citations are correctly written and present.</td>
</tr>
<tr>
<td><strong>APA Style</strong></td>
<td>Does not comply with APA basics re: margins, font, headings, etc.</td>
<td>Somewhat complies with APA basics re: margins, font, headings, etc.</td>
<td>Complies with all required APA general formatting</td>
</tr>
</tbody>
</table>
**Succeed at UNT**

Show Up - Find Support - Take Control - Be Prepared - Get Involved - Be Persistent

**Academic Integrity and Academic Dishonesty**

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: [http://vpaa.unt.edu/academic-integrity.htm](http://vpaa.unt.edu/academic-integrity.htm).

**EagleConnect**

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit [https://eagleconnect.unt.edu](https://eagleconnect.unt.edu). This is the main electronic contact for all course-related information and/or material.

**Student Perceptions of Teaching (SPOT)**

Completion of an online students’ perceptions of teaching is a requirement for all organized classes at UNT. This short 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 continually to improve my teaching. I consider your completion of this online survey to be an important part of your participation in this class.

**Disability Accommodation**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at [http://www.unt.edu/oda](http://www.unt.edu/oda). You may also contact them by phone at 940.565.4323.
Observation of Religious Holy Days

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Acceptable Student Behavior in the Classroom

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 Center for Student Rights and Responsibilities 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, and field trips. The Code of Student Conduct can be found at: www.unt.edu/cs

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, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.