University of North Texas  
PADM 5700 Spring 2021 (Winter-Mester)  
LOCAL GOVERNMENT LEADERSHIP & MANAGEMENT DURING COVID-19

Faculty: Dr. Abraham David Benavides  
Office Hours: Before and after class and by appointment. Since this is an online class you are welcome to visit in person or please email or call me or Zoom. If you visit in person, please follow the UNT distancing regulations. My office is big enough to where you would be 6 feet away and my door would remain open. 
Office: 204F Chilton Hall  
Class Time: 6:00pm to 8:50pm – For 7 Zoom Meetings. The rest at your discretion.  
Phone: 940-565-3264  
Phone: 940-367-6063 Cell Phone  
Email: benavides@unt.edu

COURSE PURPOSE:

The objective of the course is to explore and better understand the local government leadership and management during the COVID-19 pandemic in the Dallas Fort Worth Metroplex. Foundational readings will be provided to students to help them understand the basic concepts of emergency management at the local level. Additional readings will also provide a complimentary understanding of the various issues confronted by local governments during these difficult times. The course will also consider the pervasive relationship of public health in the contemporary emergency and disaster prevention, response and recovery environment. Discussions will examine the changing and unique role of the public health field in emergency management, paying special attention to epidemiology, integration with traditional emergency services, medical and first responders, public safety, and the need for comprehensive pre-education of professional and public communities. The class will cultivate insight into the necessary integration of public health in the development of effective emergency response contingencies specific to natural, accidental and intentional disaster events. Much of the knowledge gained in this course, in addition to the readings and class discussion, will come from local government managers who will share their first-hand knowledge and experiences with the class. Students will be expected to gain insight into the need for a reinforced and integrated public health system to augment traditional emergency response capabilities as well as to provide early detection and identification capabilities representative of intentional biological events in order to optimize response and recovery activities.

This course assumes a basic familiarity with American political values, processes and institutions learned through an introductory local government course. This course is not a typical emergency management course although readings and references to preparedness, mitigation, response, and recovery will be frequent. This course looks at the emergency management response more so from a local government administrative lens considering management and leadership more so than from an emergency management point of view which is more hands on implementation oriented.
**COURSE OBJECTIVES:**

This short winter semester we will explore the context and structure of local government and emergency management response in different ways: through course readings, lectures, guest speakers, field research, videos, and reading assignments. At the end of the semester, each successful student should be able to:

1. Discuss the history of Emergency Management, and why it has evolved into the current approach to managing disasters.
2. Organize emergency management functions, organizations, and activities using concepts and terms explained in the course.
3. Explain the all hazard emergency management process that integrates the resources of local, State, and Federal governments and voluntary and business assets.
4. Explain the local, State, and Federal roles in emergency management.
5. Describe the elements of an integrated emergency management system.
6. Discuss the role of individuals and organizations, as well as their relationships with one another, in emergency management.
7. Discuss the National Incident Management System and how Emergency Management functions are applied within its context.
8. Explain social, political, and economic implications of a disaster.

**Why do you need these course objectives?** Whether you become a local government manager or an emergency manager or whether you select public service at another level of government – in a nonprofit organization, or in a private corporation, you will most likely encounter an emergency. The more you understand how local governments operate during emergencies, the better you can make decisions that will more effectively help you lead.

**REQUIRED TEXTS:**

Various readings will be provided for you on Canvas. These will be either PDFs or links for your online convenience. YouTube videos will also be required for viewing.

*World Wide Web:* The following sources might need to be accessed during the winter semester. The links are also located on Canvas.

[www.fema.gov](http://www.fema.gov) - for basic information on the federal emergency management system, reports, legal documents, training and planning documents, and status reports on disasters, as well as links to state and local emergency management agencies
www.dhs.gov - for basic information on the Department of Homeland Security, including FEMA, and its constituent agencies and directorates

www.iaem.org - for information on the International Association of Emergency Managers, job listings, commentary on current policy issues

www.colorado.edu/hazards - for information regarding specific hazards, full texts of some of the Natural Hazards Center’s series of working papers and quick response reports for recent disasters, and other information sources

www.udel.edu/DRC/ - for applied social science research related to disasters, full texts of some of the Disaster Research Center’s publications, including reports to FEMA and other government agencies

www.emforum.org - Emergency Information Infrastructure Partnership (EIIP) forum. Holds Internet workshops on a broad range of emergency management issues and maintains an archive of transcripts.

https://www.icma.org/ - The International City/County Management Association (ICMA) is the professional and educational organization for chief appointed managers, administrators, and assistants in cities, towns, counties, and regional entities throughout the world.

https://www.nctcog.org - The North Central Texas Council of Governments was established to assist local government with regional planning efforts in order to coordinate regional development.

TECHNICAL REQUIREMENTS/ASSISTANCE

UIT Help Desk: http://www.unt.edu/helpdesk/index.htm

The University of North Texas provides student technical support in the use of Canvas and supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu
Phone: 940.565-2324
In Person: Sage Hall, Room 130
Hours are:
- Monday-Thursday 8am-midnight
- Friday 8am-8pm
- Saturday 9am-5p
- Sunday 8am-midnight
- Blackboard technical requirements: https://clear.unt.edu/supported-technologies/blackboard/blackboard-technical-requirements
- Other related hardware or software necessary for the course: such as headset/microphone for synchronous chats, word processor, etc.
• Canvas technical requirements: https://clear.unt.edu/supported-technologies/canvas/requirements
• Other related hardware or software necessary for the course: such as headset/microphone for synchronous chats, word processor, etc.

GENERAL COURSE POLICIES:

I expect all students to conduct themselves with professional courtesy, which includes but is not limited to the following:

(1) A COVID Hotline is available to help UNT community members understand and report COVID-19 symptoms, get access to testing information and/or results, receive guidance on actions they may need to take following potential exposure, and ask any other questions related to COVID-19’s impact on university operations. The hotline number is 844-366-5892 and the email address is COVID@unt.edu.

(2) UNT Statement on Face Covering

Face coverings are required in all UNT facilities. Students are expected to wear face coverings if visiting campus. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

If you are experiencing any symptoms of COVID-19 (Links to an external site.) (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html (Links to an external site.)) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

(3) Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

• While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
• Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
• Ask for and use the correct name and pronouns for your instructor and classmates.
Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.

Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.

Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”

Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.

Avoid using “text-talk” unless explicitly permitted by your instructor.

Proofread and fact-check your sources.

Keep in mind that online posts can be permanent, so think first before you type.

See these Engagement Guidelines (https://clear.unt.edu/online-communication-tips) for more information.

COURSE ASSIGNMENTS:

(1) **Readings** should be completed in advance, and class members should be prepared for class discussions. I love to talk, but at this level of education, your participation is required. In order to increase compliance, students will be assigned readings to review during the live Zoom session. Other students will be required to provide a summary of the reading for the rest of the students via online post. It will be assumed you will be prepared to lead a discussion. Your name will be highlighted in front of the reading. The Last day to submit your review is January 6, 2021. However, since some of you provide your reading to the class in December, please upload it after you present.

(2) **Class attendance and participation** are expected in a graduate course. While I will be tolerant of legitimate absences (e.g., an occasional work assignment, sickness), I will be intolerant of illegitimate absences (e.g., just cutting class). More than two of the latter may result in a final grade deduction. Borderline grades will be determined based on meaningful class participation (remember, we learn from one another). We only meet 7 times on Zoom so please make an effort to attend every Zoom class. I know it is the end of the year and many celebrate this special time of year, so if you cannot attend these sessions please consider dropping the class. This class will go by very quickly.

(3) **Examinations:** One examination as part of this course will be administered on January 8, 2021. The exam will consist of short answer responses – which for me is a short paragraph and a few long essays. The exam will be posted on January 1, 2021.

(4) **News Summaries and Analysis:** Students are required to submit 3 memos that review local news events related to COVID-19 and local government. The first paragraph will summarize the article and the second will include analysis and applicability to class work and or the field in general. One page, single space, Memo style. No need to attach a copy of the article. A link is sufficient and required.
(5) **Individual field Research:** Please see page 15 of the syllabus for details. Please note the research is due on January 7, 2021.

(6) **Reading Assignments:** Two (2) reading assignments will be required. Students will need to review the *PA Times: A Powerful Voice for Public Service*, from the American Society for Public Administration, and ICMA’s *Leadership and Professional Local Government Managers: Before, During, and After a Crisis* and provide a review of the readings. See Canvas for specific assignment.

(7) **Late Work,** Just as you would expect to turn in a work assignment in a timely manner, so also should you submit class assignments in a timely manner. Late work will be subject to a penalty of a grade-a-day deduction unless an arrangement is made well in advance of the due date of an assignment. This class is really time sensitive so there is not a lot of leeway to give extra days to complete assignments. Nevertheless, Canvas will not have a cut-off date to be sensitive to time constraints of the class.

(8) **Class Conduct.** Please be aware that if I must warn individuals repeatedly for being extremely disruptive during a class period, I will ask them to leave and they will be counted as absent for that day. Repeated transgressions of conduct will give you a lower letter grade than you would otherwise earn, and severe repeated transgressions will cause you to be dropped from the course with a letter grade of F. Students engaging in unacceptable behavior will be referred to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr). Yes, even Zoom classes can have disruptive students.

(9) **Annoyances.** Please be respectful of your fellow students and turn off your mic, cell phones, beepers, pagers, etc. Ringing thingamajigs are very disruptive. Please don’t talk while I lecture, have a guest lecturer, or other students are talking. Allow everyone to hear what is being discussed in class. Frequently being late, leaving the zoom class early, discourteous behavior, etc. will cost you points for that day. Class is over at 8:50 pm. rarely but on occasion the class might run late.

(10) **Zoom participation:** I expect students to participate in the 7 Zoom classes. This means turning off your mic until requested to turn it on and turning on your Video so that I can see you. I understand turning off the video will occur on occasion for various reasons. However, it should be on most of the time. This is a class and I expect your full participation. I know many of you can multi-task but I need your full participation. Also, please review the section in this syllabus on [Transmission and Recording of Student Images in Electronically-Delivered Courses](#).  

(11) **Changes in Syllabus** may need to be made to accommodate guest speakers and other shifts. Should the need for changes occur, I will inform the class as soon as possible of any changes to readings and assignments.

(12) **Academic Honesty** is expected. An act of academic dishonesty will result in a grade of zero on the assignment, a probable failing grade in the course, and a recommendation of additional disciplinary action.
**FINAL GRADES** will be computed on the following basis:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Final Grade</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>News Summaries and Analysis from <a href="https://www.tml.org/170/Connect-News">https://www.tml.org/170/Connect-News</a> or any other news worthy site.</td>
<td>5 Points</td>
<td>December 17</td>
</tr>
<tr>
<td>Class Participation/Reading Summary</td>
<td>15 Points</td>
<td>Various Dates</td>
</tr>
<tr>
<td>Reading Assignment 1: <em>PA Times: A Powerful Voice for Public Service</em></td>
<td>15 Points</td>
<td>December 18</td>
</tr>
<tr>
<td>Reading Assignment 2: <em>Leadership and Professional Local Government Managers: Before, During, and After a Crisis</em></td>
<td>15 Points</td>
<td>December 29</td>
</tr>
<tr>
<td>Individual Field Research</td>
<td>25 Points</td>
<td>January 7, 2021</td>
</tr>
<tr>
<td>Final Examination</td>
<td>15 Points</td>
<td>January 8, 2021</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Course Grading**

**A = 90 to 100 points**  
(Outstanding, excellent work. The student performs well above the minimum criteria).

**B = 89 to 80 points**  
(Good, impressive work. The student performs above the minimum criteria).

**C = 79 to 70 points**  
(Solid, college-level work. The student meets the criteria of the assignment).

**D = 69 to 60 points**  
(Below average work. The student fails to meet the minimum criteria).

**F = 59 or less points**  
(sub-par work. The student fails to complete the assignment).
COURSE CALENDAR AND WEEKLY ASSIGNMENTS

Please give this material some analytical thought before coming to class. You are expected to participate in discussions and share your opinion.

December

14      Synchronous Zoom Class

Introduction and Organization of the Course; Overview and context for Local Government Emergency Management

Welcome and introduction to the course

Lecture

Guest Speaker: Ben Thatcher, City Manager of Boerne, Texas. The city of Boerne, TX is a full service city in the Texas Hill Country with a population of 17,600, 280 employees, and an annual budget of $82m. City Departments include: Communications, Finance, Planning, Engineering, Utilities (Water, Waste Water, Electric, and Gas), Police, Fire, IT, Convention & Visitors Bureau, Library and Parks & Rec.

Readings

Phases of disaster and emergency management—planning, response, recovery, mitigation, preparedness planning (again)

Jason Adams The Preparedness Cycle: The five Phases of Emergency Management
https://www.connectconsulting.biz/the-preparedness-cycle/

Monica Benavides FEMA Phases of Emergency Management
https://www.hsdl.org/?view&did=488295


Additional Resources

U.S. Department of Health & Human Services Public Health Emergency
https://www.phe.gov/emergency/preparedness/Pages/default.aspx

15      Synchronous Zoom Class

Responding to Emergencies
**Lecture**

**Guest Speaker:** Panel from City of Dallas: Majed Al-Ghafry, Assistant City Manager, Elizabeth Reich, Chief Financial Officer, John Fortune, Assistant City Manager, and Rocky Vaz, Emergency Management Coordinator. The city of Dallas is a full service city with a population estimate in 2019 of 1,343,573. It is the 9th largest city in the U.S. and home to 21 Fortune 500 companies. Largest metropolitan area in the nation not on a navigable body of water.

**Readings:**


**Emma Crotty** Ready Emergency Response Plan U.S. Government Document
[https://www.ready.gov/business/implementation/emergency](https://www.ready.gov/business/implementation/emergency)

It Hit Us First: COVID-19 and Your Municipality: The first Municipality in Florida to have a confirmed positive case, J.C. Jimenez, (May 2020) *ICMA Public Management Magazine* On Canvas

**Additional Resources**

Responding to Emergencies: Comprehensive First Aid/CPR/AED American Red Cross

16 Synchronous Zoom Class

**The Importance of Communication**

**Lecture**

**Guest Speaker:** Panel City of Southlake: Alison Ortowski, Assistant City Manager, and Mike Starr, Fire Chief. Southlake is in both Denton and Tarrant County. The 2019 population estimate is 31,279. The median income is around $192,000. The city covers 22.5 square miles and is well known for its Southlake Town Square and home to an affluent community.

**Readings**


**Jared Devries** 5 Communication Tips to help Emergency Managers Succeed EKU Online
[https://safetymanagement.eku.edu/blog/5-communication-tips-to-help-emergency-managers-succeed/](https://safetymanagement.eku.edu/blog/5-communication-tips-to-help-emergency-managers-succeed/)
Tips for Communicating in an Emergency Federal Communication Commission
https://www.fcc.gov/reports-research/guides/tips-communicating-emergency

Principle: Actionable Communicate in Emergencies, World Health Organization
https://www.who.int/about/communications/actionable/emergencies

17 Synchronous Zoom Class

The Importance of Coordination and Collaboration

Lecture

Guest Speaker: Eric Strong, Assistant City Manager, City of Allen Texas. The City is located north of the city of Dallas and in 2019 it was estimated to have a population of 105,623. The city has a 79,000-square foot convention center, 160,000 in revenues, 105.6 in expenditures and 654 million in total assets. Both Eric Strong and the City manager, Eric Ellwanger took my local government course.

Readings

Emily Diehm Disasters and the America State: How Politician, Bureaucrats, and the Public Prepare for the Unexpected, Patrick S. Roberts Chapter 1, from Disaster Relief to Disaster Management, On Canvas

Johnny Ellzey Coordination of a Community Response

Collaboration in Disasters: A Cultural Challenge for the Utilities Sector

Additional Resources

Coordination in Disaster: A Narrative Review
https://www.researchgate.net/publication/291355963_Coordination_in_Disaster_A_Narrative_Review

News Summary 1 and Analysis Due

18 Asynchronous Class at Home

Potpourri of COVID-19 Themes

Lecture and Review of Readings:
The reading above has over 15 short and very interesting readings on the COVID-19 pandemic. They come from various points of views and are all very instructive. Please select five (5) of the readings and provide a summary of the important points from the articles. What opinions or arguments helped increase your perspective and understanding about the pandemic and governance? Minimum 2 pages double spaced, 1” margins, 12 point font, Times Roman.

**Reading Assignment 1 Due**

**21 Synchronous Zoom Class**

The Importance of Recovery

**Lecture**

**Guest Speaker:** Charles Reed, Budget and Policy Administrator. Dallas County is located in the heart of Texas. As of the 2019 census estimates, the population was 2,768,139. It is the second-most populous county in Texas and the ninth-most populous in the United States. Its county seat is Dallas, which is also the third-largest city in Texas and the ninth-largest city in the United States.

**Readings**


**Rhett Gum** Disaster Recovery
https://searchdisasterrecovery.techtarget.com/definition/disaster-recovery

**Additional Resources**


Social Vulnerability

Readings:


News Summary 2 and Analysis Due

28 Asynchronous Class at Home

National Incident Management System and FEMA

Readings:

The readings for today are designed to familiarize you with FEMA and its resources and Specifically the NIMS system that is in place to provide guidance in responding to emergencies. As future local government managers it will be essential for you to be familiar with the processes and resources available to you in responding to emergencies of various types.

Arvonna Wolfenbarger National Incident Management System https://www.fema.gov/emergency-managers/nims


Additional Resources
29  Asynchronous Class at Home

Emergency Management, Local Government, and Various Disasters

Readings:


The reading above provides a pretty comprehensive overview of various disasters that local governments have experienced. Please pay special attention to Part 2 Lessons Learned and Recommendations and provide a summary of what you feel are the important points for you to remember as you move into or are already in the local government arena. Minimum 2 pages double spaced, 1” margins, 12 point font, Times Roman.

Reading Assignment 2 Due

January

04  Synchronous Zoom Class

The Importance of Leadership

Lecture

Guest Speaker: Maribel Martinez, City of fort Worth Texas

Readings:


News Summary 3 and Analysis Due
05  Synchronous Zoom Class

The Importance of Learning from Emergencies – After Action Reports

Lecture

Guest Speaker: Panel from the North Texas Council of Governments, Molly McFadden, Director Emergency Preparedness and Vanessa Hooker, Emergency Preparedness Senior Administrative Assistant. The North Central Texas Council of Governments (NCTCOG) is a voluntary association of, by and for local governments, established to assist in regional planning. NCTCOG's purpose is to strengthen both the individual and collective power of local governments and to help them recognize regional opportunities, eliminate unnecessary duplication, and make joint decisions. Programs and departments encompass transportation planning, environment and development, aging and disability resources, emergency preparedness, demographic research, regional training, criminal justice, 911 emergency numbers, a regional police academy, and more. Use the links on this page to learn about the programs and initiatives active throughout the 16-county region.

Readings

Kevin Pantoja After-action report template and guide for Disaster Recovery planning, Allen R. Earls (November 2020)

Tylar Phillips Disasters and the America State: How Politician, Bureaucrats, and the Public Prepare for the Unexpected, Patrick S. Roberts Chapter 8, Government’s Increasing Role in Disaster Management, On Canvas


Additional Resources

Wharton @ Work (2012) After Action Reviews
https://executiveeducation.wharton.upenn.edu/thought-leadership/wharton-at-work/2012/04/after-action-reviews/

06  Asynchronous Class at Home

Business Continuity and the Importance for local Governments.

Readings:


Assignment: Class participation 1 page summary of assigned reading due today.

07   Asynchronous Class at Home

Online student research and work day. Individual Field Research due today. For details see page 15.

08   Asynchronous Class at Home

Final Examination Due today

Individual Field Research

Per the topic of the course, I am very interested personally and professionally in how local governments are responding and responded to the current COVID-19 pandemic. Although most local governments here in Texas and the metroplex are very similar in structure – the council manager form of government – the leadership in these cities varies greatly. Therefore, the assignment is to:

1. Write a research report on a selected city/county about what they have done or how they have changed because of the COVID-19 Pandemic.
2. Select a city or county that you are currently working or interning for. Or select a local government of your choice. Since the class is time sensitive, I hope you select a local government that you are most familiar with.

3. Review the sample questions provided on canvas. These questions vary greatly and are designed to provide you guidance. You do not need to respond to every question. These are simply provided to guide your research. You select the direction you want to go.

4. The hope is that you capture what your “city” has done. During the Zoom classes we will hear from several city managers and what they did. Your attempt is to do the same but in written format.

5. Canvas has a model outline that you can follow. The research should be at least 6 pages Minimum, double spaced, 1” margins, 12 point font, Times Roman. Please include an additional page of references “Links” where I can go to verify information you provide or further research innovative city ordinances or policies that were generated.

Student Perceptions of Teaching (SPOT) will be administered on January 6th and January 7th, Required: Please complete course evaluation by going to www.my.unt.edu.

STUDENT EVALUATION OF INSTRUCTION
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available January 6th and 7th to provide you with an opportunity to evaluate how this course was taught. Student feedback is very important to UNT, please complete your SPOT (Student Perceptions of Teaching) survey during the open evaluation time.

UNT Policies

Academic Integrity Policy
Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy
UNT 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 a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students 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. For additional information see the ODA website (https://disability.unt.edu/).
Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)
The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

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. Visit UNT’s Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect
Students’ access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).
Sexual Assault Prevention
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses
Federal Regulation
To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).
The paragraph reads:
(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance
To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.
If such an on-campus activity is required, it is the student’s responsibility to do the following:
(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.
Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

**Student Verification**
UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses. See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (https://policy.unt.edu/policy/07-002).

**Use of Student Work**
A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Download the UNT System Permission, Waiver and Release Form

**Transmission and Recording of Student Images in Electronically-Delivered Courses**

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.

2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.
No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

**Class Recordings & Student Likenesses**

Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

**Academic Support & Student Services**

**Student Support Services**

**Mental Health**

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team](https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

**Chosen Names**

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](https://studentaffairs.unt.edu/)
- [UNT ID Card](https://studentaffairs.unt.edu/)
- [UNT Email Address](https://studentaffairs.unt.edu/)
- [Legal Name](https://studentaffairs.unt.edu/)

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*
Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns.

You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- What are pronouns and why are they important?
- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person’s pronouns?
- How do I correct myself or others when the wrong pronoun is used?

Additional Student Support Services

- Registrar (https://registrar.unt.edu/registration)
- Financial Aid (https://financialaid.unt.edu/)
- Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
- Career Center (https://studentaffairs.unt.edu/career-center)
- Multicultural Center (https://edo.unt.edu/multicultural-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- Pride Alliance (https://edo.unt.edu/pridealliance)
- UNT Food Pantry (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services

- Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
- Academic Success Center (https://success.unt.edu/asc)
- UNT Libraries (https://library.unt.edu/)
- Writing Lab (http://writingcenter.unt.edu/)