Instructor:  
Dr. April Becker  

Office Hours:  
Thursdays 3:30 – 4:30pm  
AND by appointment  
Room 360G Chilton Hall  
April.Becker@unt.edu  

Course Meeting Information:  
Thursdays  
11:00 am – 2:00 pm  
Matt 114  

ACCOMMODATIONS:  
The Department of Behavior Analysis, in cooperation with The Office of Disability Accommodation, complies with the Americans with Disabilities Act. Additionally, I consider all students to need an accommodation of some kind since you are all unique and diverse individuals with complex histories and current situations – particularly in the middle of a global pandemic and national dumpster fire. I request that you all submit a description of your accommodations to the accommodations discussion section of Canvas. If in addition you have accommodations that need to go through ODA as well, please include ODA paperwork and make sure to get it to me by the 3rd week (see ADA statement below).

POLICY ON CHILDREN, CAREGIVING, AND DOMESTIC LIFE:  
Respecting parenting and caregiver status is part of my overall commitment to respecting the rich and invaluable diversity of our UNT classrooms. If we return to the classroom before the end of the semester, all exclusively breastfeeding babies or other children or individuals who need care are welcome in class as often as necessary. Please use good judgement about when to step outside to tend to their needs and how to arrange their attendance in a manner compatible with the learning environment.

COURSE DESCRIPTION:  
In the first part of this course, students will be introduced to underlying problems and strategies for cross-level analytical science, and to behavioral science as the organizing framework for this class’s material. Under this organizing framework, students will then be introduced to the general architecture of the brain, to the known functions of important areas, and to the behavioral and environmental processes that contribute to building this anatomy. The second part of the course will focus on the mechanisms by which brains and behavior change, the mechanisms of neural plasticity and their relationship to the environment, to the physiological mediation of environment-behavior relations, to the network structures related to brain and behavioral plasticity, and to the role of biological complexity, systems organization, and integration in behavioral processes. Although it is not required, students will be best prepared for this course if they have already taken one at least one of the following: BEHV4900-711 (Behavioral Neuroscience), BIOL 4751/BIOL 5751 (Cells and Circuits), and BEHV 2700, 2300, 3150, or 5100 (Introduction to Behavior Analysis).

COURSE OBJECTIVES:  
Students use a behavioral organizing framework to:  
1. Discuss common philosophical problems involved with the study of intersectional fields between levels of analysis and incorporate their practical implications into the design of experiments, interpretation, and epistemology.
2. Identify sound approaches to connecting the fields of behavior analysis and neuroscience.
3. Recall and discuss basic principles of behavior analysis including the three term contingency, respondent conditioning, operant conditioning, and stimulus control.
4. Recall and discuss basic principles of neuroscience including the structures and functions of the neuron and glia, action potentials, synaptic transmission, and circuits.
5. Recall basic neuroanatomy, basic brain functions, the structure of important circuits, and the mechanisms of global brain states.
6. Apply the difference between selections and essentialist approaches to behavior and brain sciences with regard to various topics.
7. Identify developmental influences on neuroanatomy and dynamics.
8. Identify cellular, synaptic, systems, functional, and structural, mechanisms of brain plasticity.
9. Classify developmental, experience-based, and homeostatic plasticity and identify their underlying functions.
10. Describe the modulation of brain plasticity by neuromodulatory systems and feedback circuits

**MATERIALS:**

Readings for this class will be posted on Canvas.

**COURSE EXPECTATIONS:**

Students are expected to:
- Complete all readings before each class period
- Turn in all assignments including weekly topics documents on time
- Participate actively in class discussions and activities in order to maximize their learning experience
- Regularly monitor their UNT e-mail and blackboard and to respond accordingly to messages pertaining to schedule changes, clarifications, or other course-relevant announcements and requests

Students will be evaluated in part on preparedness and in-class activities.
## CLASS ACTIVITIES & REQUIREMENTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>Each week, we will assign readings according to student interest. We will need at least 2 people reading each paper deeply each week. Students should be able to provide a summary of their assigned papers in discussion sufficiently for those who were not assigned that reading to garner an idea of the important points. Students may still skim or read in less depth the papers that they are not assigned if they wish.</td>
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</table>
| **Weekly Topics Document**| Each student will produce a document about the week’s readings and seminar discussion, including:  
   1. A bulleted outline covering the main / important topics from all (assigned and unassigned) readings.  
   2. A section about how the readings and seminar form a big picture and what that picture is  
   The section of this doc on your assigned readings should be completed before coming to class. Unread paper outlines and seminar notes will be added during or after class, and the finished version submitted.  
   This document will serve as a learning tool, but also as a reference in the future. You should write your summaries with your future self in mind. Personal importance/emphasis and parsimony are more important than completeness. Length can be any that you wish, but I recommend no more than 1-2 pages. Achieving a complete picture of what your interests dictate as important within this length will force you to condense your thoughts. Tools to achieve brevity include bulleting and visual rather than verbal conveyance (feel free to make a drawing or figure!).  
   When we have readings that cover a great deal of simple route information, please copy/paste or page#/reference these important points into an appendix on your doc rather than copying. | 35     |
| **Seminar Leadership**    | Students will take turns utilizing their topics document to lead a seminar on assigned readings. The role of the leaders for each paper will be to:  
   1. Open by conveying the important points of the paper for those who did not read it  
   2. Make sure the conversation is complete (covers all important aspects of the topic). This means you may need to redirect or keep us on topic. Use your best judgement when redirecting interesting diversions. “Important” will be subjective.  
   3. Prompt participation in quiet people, guide participation with talkative people.  
   4. Play devil’s advocate if ideas are going unchallenged. | 30     |
| **Tests**                 | Students will design their own tests/testing materials based on their individual learning goals. Four small tests will be worth 5 points each and a final, long at-home test will be worth 10. | 25     |
| **Term Paper**            | Each student will write a paper synthesizing some portion of the class with a topic of their personal interest. Please vet your topic before you begin writing. The topic should justify approximately 4-5 pages minimum. | 20     |

**TOTAL POINTS** 110/100

A= 105-90, B=89-80, C=79-70, F=69 or below
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>SCHEDULE/ DUE</th>
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<tbody>
<tr>
<td>19-Jan</td>
<td>Syllabus, Overview, Individual Learning Choices, Topics Introduction</td>
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<tr>
<td>26-Jan</td>
<td>Before we can connect the dots: Levels of Analysis &amp; Reductionism</td>
<td>TOPICS DOC (NEXT DAY)</td>
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<tr>
<td>02-Feb</td>
<td>Connecting Behavior Analysis and Neuroscience</td>
<td>TOPICS DOC (NEXT DAY)</td>
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<tr>
<td>09-Feb</td>
<td>Components Week (Background Specific)</td>
<td>TOPICS DOC (NEXT DAY)</td>
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<tr>
<td>16-Feb</td>
<td>Brain Anatomy and Function Overview: Input-Output Flow &amp; the 3 Term Contingency</td>
<td>TEST 1 (FIRST 50 MIN)</td>
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<tr>
<td>23-Feb</td>
<td>Developmental and Dynamical Determinants of Brain Structure and Function: Selection vs. Essentialism</td>
<td>TOPICS DOC (NEXT DAY)</td>
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<tr>
<td>02-Mar</td>
<td>Selection-based Approaches to Behavioral and Brain Dynamics</td>
<td>TOPICS DOC (NEXT DAY)</td>
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<tr>
<td>09-Mar</td>
<td>Brain Plasticity: Overview, Mechanisms, Timing-Dependent Plasticity</td>
<td>TOPICS DOC (NEXT DAY)</td>
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<td>23-Mar</td>
<td>Plasticity in Systems</td>
<td>TOPICS DOC (NEXT DAY)</td>
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<td>30-Mar</td>
<td>Developmental, Homeostatic, and Meta Plasticity</td>
<td>TOPICS DOC (NEXT DAY)</td>
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<td>06-Apr</td>
<td>Plasticity-Controlling Systems: Neuromodulators</td>
<td>TOPICS DOC (NEXT DAY)</td>
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<tr>
<td>13-Apr</td>
<td>Feedback/Feedforward Circuits part 1 – Basal Ganglia</td>
<td>TEST 3 (FIRST 50 MIN)</td>
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<td>20-Apr</td>
<td>Feedback/Feedforward Circuits part 2 – Hippocampus</td>
<td>TOPICS DOC (NEXT DAY)</td>
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<tr>
<td>27-Apr</td>
<td>Feedback/Feedforward Circuits part 3 – Cerebellum</td>
<td>TOPICS DOC (NEXT DAY)</td>
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<tr>
<td>04-May</td>
<td>Selection meets Emergence: Systems, Self-Organization, Degeneracy, Complexity, and Integration</td>
<td>TOPICS DOC (NEXT DAY)</td>
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<tr>
<td>11-May</td>
<td>Present and Submit Papers</td>
<td>PAPER PRESENTATIONS</td>
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<tr>
<td>12-May</td>
<td>Submit Final Tests</td>
<td>TESTS UPLOAD</td>
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**Scholarly Expectations**

- Students are expected to use correct spelling, grammar and clarity in any written material submitted for class credit. If you need assistance in fulfilling this expectation, please refer to the writing lab (listed below), where you will find teachers ready to help you acquire these skills.

- In keeping with the norms of higher education, any student found guilty of academic dishonesty may receive a failing grade for the course and be reported to their college dean. Refer to your student handbook for complete provisions of the policies and procedures set forth by UNT.

- Religious Holidays: Please let me know within the first 15 days of the semester if you require provision for religious holidays. In accordance with state law, students absent due to the observance of a religious holiday may take examinations or complete assignments scheduled for the day missed within a reasonable time after the absence if the student has notified the instructor of each class of the date of the absence within the first 15 days of the semester. Notification must be in writing, either personally delivered with receipt of the notification acknowledged and dated by the instructor, or by certified mail, return receipt requested.

**Student Perceptions of Teaching (SPOT)**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The short SPOT survey will be made available to you with an opportunity to evaluate how this course is taught. You will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Please look for the email in your UNT email inbox.

**Absences**

Your attendance in this course is expected. You are expected to arrive on time to class (or zoom), come prepared with materials completed before coming to class, and to participate in class for the duration of the class period. Information about the University of North Texas’ Attendance Policy may be found at: [http://policy.unt.edu/policy/15-2-5](http://policy.unt.edu/policy/15-2-5)

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to COVID-19 including symptoms, potential exposure, pending or positive test results, or if you have been given specific instructions to isolate or quarantine from a health care provider or a local authority. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you must be absent for any reason other than the COVID-19 considerations listed above, you should arrange to submit the written assignments early. No assignments
turned in after the due date can be accepted. Students are responsible for making their own arrangements to obtain information from any missed class period. There will be no additional make-up opportunities for missed class periods.

If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) 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.

**STUDENT CONDUCT**

Each student automatically certifies that any material submitted for grading is his/her own *independent work*. UNT policies require reporting of plagiarism or any suspected violations that constitute possible academic misconduct. Students are responsible for being familiar with the Code of Student Conduct.

**STUDENT RESOURCES**

**BASIC NEEDS:** Your safety and wellbeing is more important than anything going on in class. Please feel free to reach out to me if you need to talk. Any student who faces challenges securing food, housing, or personal safety is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable doing so. This will enable me to provide any resources that I can. https://deanofstudents.unt.edu/

**STUDENT SUPPORT SERVICES:** I want to remind everyone that 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)
- **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)

STUDENT ACADEMIC SUPPORT SERVICES

• Code of Student Conduct: provides Code of Student Conduct along with other useful links
• Office of Disability Access: exists to prevent discrimination based on disability and to help students reach a higher level of independence
• Counseling and Testing Services: provides counseling services to the UNT community, as well as testing services; such as admissions testing, computer-based testing, career testing, and other tests
• UNT Libraries
• UNT Learning Center: provides a variety of services, including tutoring, to enhance the student academic experience
• UNT Writing Center: offers free writing tutoring to all UNT students, undergraduate and graduate, including online tutoring
• Succeed at UNT: information regarding how to be a successful student at UNT
• Registrar (https://registrar.unt.edu/registration)
• Financial Aid (https://financialaid.unt.edu/)
• 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/)

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
- UNT ID Card
- UNT Email Address
- Legal Name

*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?

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

- Canvas technical requirements: https://clear.unt.edu/supported-technologies/canvas/requirements
- It is recommended that you use Microsoft Word to prepare your written documents. As a student at UNT, you may download Microsoft Office for free. Please visit https://it.unt.edu/installoffice365 for more information.
**WEEKLY READINGS**

Reading guidance: Page numbers for each reading precede the reference, and approximate weekly totals antecedent the header to help you with your study/time management. “Quick read” means skim all material that is not new to you and do a moderate-speed read only of those parts that are of particular novelty or interest. “Moderate Read” means read all material once but don’t worry about digesting every detail or re-reading parts that confuse you. “Deep Read” means read fully for complete understanding. “Lay read” means that this paper was taken from a popular source and should therefore be a faster read. “Optional read” is what it sounds like.

This class will involve a lot of new material for any given background. You will have to learn to be a strategic reader in order to avoid getting lost, panicking, or creating disruptive holes in your learning process. We will discuss strategies to this end on the first day, which include: 1. knowing when to skim, when to skip, and when to focus, 2. scheduling lay reads for bedtime or times when you’re not fresh/need to relax, difficult reads for your best, most focused “on” times, and multiple reading windows (subdivided by sections/ headings) for long/complex reads.

Before we can connect the dots: Levels of analysis & Reductionism 65


Components Week (Background Specific) 129 / 107

If you are new to Neuroscience:

125 Bear, M. F., Barry W. Connors, M. Paradiso, M. F. Bear, B. W. Connors, and M. A. "Neuroscience" (2009). p. 28-44, 46-48, 59-166. **Quick read. Do not read extra boxes in this text. Skim any topics you’re already familiar with. This is to give you an overview. Don’t’ fret about remembering disconnected details – concentrate instead on the picture that the details paint.**


If you are new to Behavior Analysis:


20 Skinner, B. F. (1935). The generic nature of the concepts of stimulus and response. *The Journal of General Psychology, 12*(1), 40-65. Sort of moderate read, however this will be difficult even at moderate level. It may take multiple readings to get a moderate-read outcome. Do not read when you’re tired. Act like the page count is twice as long.


**Connecting Behavior Analysis and Neuroscience 50**


**Brain Anatomy and Function Overview: Input-Output & the 3 Term Contingency 75**


**Developmental and Dynamical Determinants of Brain Structure and Function: Selection vs. Essentialism 85**


Selection-based Approaches to Behavioral and Brain Dynamics 46 - 63


Brain Plasticity: Overview, Mechanisms, Timing-Dependent Plasticity 34 - 42

For this week: Non-bio folks DO NOT STRUGGLE, just absorb what you can. We will clarify in class.


Plasticity in Systems 78


Developmental Homeostatic, and Meta Plasticity 50


Plasticity-Controlling Systems: Neuromodulators 45 - 72


Feedback/Feedforward Circuits 1 – Basal Ganglia 66

30 Packard, M. G., & Knowlton, B. J. (2002). Learning and memory functions of the basal ganglia. *Annual review of neuroscience, 25*(1), 563-593. **Quick read**


6 Donahoe, J. W. (2014). Evocation of behavioral change by the reinforcer is the critical event in both the classical and operant procedures. *International Journal of Comparative Psychology, 27*(4). **Deep read**


**Feedback/Feedforward Circuits 2 – Hippocampus 57**

7 Gyorgy Buzsaki (2011) Hippocampus. Scholarpedia, 6(1):1468. **Moderate read**

1 Neural Circuits of the hippocampus. Neural Circuits and Memory Lab Website, https://sites.lsa.umich.edu/diba-lab/neural-circuits-of-the-hippocampus/ **Take a glance**


**Feedback/Feedforward Circuits 3 – Cerebellum 40**


7 Nixon, P. D. (2003). The role of the cerebellum in preparing responses to predictable sensory events. *The Cerebellum, 2*(2), 114. **Moderate read**


**Selection meets Emergence: Systems, Self-Organization, Degeneracy, Complexity, and Integration 86**


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. [Insert specific sanction or academic penalty for specific academic integrity violation.]

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).

Student Evaluation Administration Dates
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.

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