**Course ID/Course Name:** SOWK 4325/Interaction of Trauma and Substance Use

**Instructor Contact**

**Name:** Dhru Mukherjee  
**Office Location:** 390E Chilton, UNT  
**Phone Number:** 6183031380  
**Office Hours:** Thursdays 3-4 PM (Zoom Meeting ID: 918 2999 7461)  
**Email:** dhru.m@unt.edu

**Communication Expectations**

Canvas, emails through Canvas will be used to communicate directly with students. Students should send personal concerns or questions over Canvas email to the instructor. Students can expect to receive a response to emails within 24 hours. Students will be receiving feedback on assignments within 7 business days of the last day of submission. Grades of online quizzes will be posted immediately upon completion, and for discussion sections three days of the last day of submission, and for the assignments within 7 business days. Please review online communication etiquettes and standards on a webpage for students that provides Online Communication Tips (https://clear.unt.edu/online-communication-tips).

**Course Description**

This course explores the co-occurring nature of psychological trauma and substance use disorder (SUD), a prevalent issue for mental and behavioral health professionals in integrated health care settings. The course primarily focuses on the intersection of psychological trauma and substance use disorder, is there a relationship between the two conditions? The literature suggests that there is a surprisingly high degree of overlap between trauma and substance misuse. The overlap is of clinical significance since comorbidities of substance use disorder and post-traumatic stress disorders (PTSDs) show poorer outcome across many health indicators compromising their lives The course explores this relationship between trauma and substance abuse in four ways: a) it provides a detailed understanding of the two concepts (trauma and addictions), and their interactions, b) it goes into the details of identifying various categories of substances and how they work in our system, c) it discusses how trauma and addiction impact various demographic groups differently making one more vulnerable over the other, and d) finally it provides an overview of various accepted treatment protocols that therapists currently employ to treat clients with trauma and addiction. Thus the course defines the problem, discusses various assessment and treatment protocols across vulnerable population groups.

The course describes the chemical, social and behavioral aspects of a wide range of substance use categories, such as opioid use disorder, alcoholism, hallucinogen, Benzodiazepines, tobacco, and other substances. It explores the linkages of Adverse Childhood Experiences (ACE) on later life substance use and provides a comprehensive overview on screening tools, and both mental health and pharmacologically assisted interventions across lifespans of clients with substance use disorder and traumatic stress. This course also connects systematic, spiritual, legal, and other
social changes approaches to treat substance use disorders and trauma. Students participating in this course will be introduced to pathways of knowledge, attitudes and skills on the topic. The Course will address prevention and treatment models through micro, mezzo, and macro level interventions. Students are expected to critically assess their understanding of psychological trauma and examine their own responsibility for addressing its interactions with substance use disorder. There are no prerequisites or other restrictions for this course. It is open to any major.

**Course Structure**

This course is 100% online. There is no face to face meetings. The content for this course is structured in a series of Learning Modules that include readings, assignments, discussions, activities, and exercises to assist you in achieving the learning objectives. Reading assignments are specified in the syllabus/modules and this material must be read to complete module assignments. The learning modules are released on Monday mornings at 12:00 a.m. and assignments are due on Sundays by 11:59 p.m. The length of this semester is 4 weeks.

**Course Prerequisites or Other Restrictions**

There are no required prerequisites for this course. However, in order to be successful in this course you will need to:

- Describe the scope of practice of trauma and substance use along with the foundation that theory sets for the field,
- Cite sources, giving credit to where you obtain information.
- Network with others and utilize tact when offered differing perspectives.
- Make the commitment to spend at least 10 hours a week reading the assignments, reflecting on the material covered, and participating in other activities throughout the course.

**Course Objectives**

By the end of this course, students will be able to:

1. Identify different types of traumatic stress and substance use disorders and their mutual co-occurrences and cultural influences. (CC #1, 2, 3, 4)
2. Critical engagement in the theoretical models of substance use disorders from pharmacological, cognitive, trauma-responsive systems, behavioral and psychodynamic approaches. (CC #1, 4, 5, 6)
3. Distinguish effective assessment and screening protocols involving trauma and substance use in integrated healthcare settings (CC#7)
4. Assess basic intervention protocols involving trauma and substance use (CC# 7 & 9)
5. Evaluate best practices involving trauma and substance use (CC # 9)
6. Locate local, state and federal level policies involving trauma and substance use. (CC # 5) (CC = Council of Social Work Education Educational Policy and Accreditation Standards)

**Materials**

Textbook information:

**Teaching Philosophy**

I come with a desire to spark my students’ interests in the world and its diversity, to shake up their presumptions, to recognize their own biases and consider the perspectives of others, and help them see the connections between the past and present in their own lives. I am focused on developing critical thinking skills through reading, deconstructing, discussing, and writing about primary and secondary sources, and my goal is to help my students garner an appreciation for the human condition as well as more sophisticated knowledge about specific historical debates and movements.

**Technical Requirements & Skills**

**Minimum Technology Requirements**

Provide a list of the minimum technology requirements for students, such as:

- Computer
- Reliable internet access
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite
- **Canvas Technical Requirements** (https://clear.unt.edu/supported-technologies/canvas/requirements)

**Computer Skills & Digital Literacy**

Provide a list of course-specific technical skills learners must have to succeed in the course, such as:

- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using spreadsheet programs
- Using presentation and graphics programs

**Netiquette**

Netiquette, or online etiquette, refers to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors’ proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don’t refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
- Use standard fonts such as Arial, Calibri or Times new Roman and use a size 10 or 12 point font
Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
Limit and possibly avoid the use of emoticons like :) or 😊.
Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
Be careful with personal information (both yours and other’s).
Do not send confidential information via e-mail

See these Netiquette Guidelines (http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf) for more information.

Success in an Online Course
While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations that students may not be aware of. Consider providing tips for success based on your own online teaching and learning experiences. You can also include a link to or adapt tips from this webpage for students, “How to Succeed as an Online Student” (https://clear.unt.edu/teaching-resources/online-teaching/succeed-online).

Getting Help

Technical Assistance
Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: http://www.unt.edu/helpdesk/index.htm
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Walk-In Availability: 8am-9pm
Telephone Availability:
  • Sunday: noon-midnight
  • Monday-Thursday: 8am-midnight
  • Friday: 8am-8pm
  • Saturday: 9am-5pm
Laptop Checkout: 8am-7pm

For additional support, visit Canvas Technical Help (https://community.canvaslms.com/docs/DOC-10554-4212710328)

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)
  • Student Affairs Care Team (https://studentaffairs.unt.edu/care)
Course Requirements

List all required assignments and graded activities for the course, along with a short description and the points possible. Best practice is to clearly indicate both points and percentages if you are using both in the course. Here is a table example below:

<table>
<thead>
<tr>
<th>Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
</tr>
<tr>
<td><strong>The Problem Definition:</strong> Understanding the intersection of trauma and substance use disorders. Read the materials in the following chronology</td>
</tr>
<tr>
<td>1) <strong>Step 1:</strong> Learn about substance use disorder. <strong>Read Chapter: 1</strong> from the book, this chapter will define the problem for you, will lay out a case of why substance use is such a problem? How wide-spread it is? How much it costs our economy?</td>
</tr>
<tr>
<td>2) <strong>Step 2:</strong> Learn about the people who misuse substances. <strong>Read chapter</strong> 2 from the textbook, here the author explains why do people choose to use drug and alcohol? It looks like there is cyclical patterns of such behavior. Chemicals are responsible for tolerance, dependence and withdrawal responses to substances that we get addicted to, there is continuum of it, what does it mean getting addicted to a chemical? The chapter ends with some useful terms and jargons that professionals who work with substance use disorders use. Its good to know them, make sure your remember.</td>
</tr>
<tr>
<td>3) <strong>Step 3:</strong> Now skip to <strong>chapter 25</strong> that talks about co-occurring disorders, what is it? Focus especially on page 325 where they discuss the Torrens and Rossi’s (2015) four hypotheses outlining the relationship between mental health and SUD. What kind of challenge such cooccurring disorders pose for therapists and medical practitioners? How undiagnosed cooccurrences can cause serious problems for client. On page 327 the chapter lists various types of co-occurrences; post-traumatic disorder is one of it.</td>
</tr>
<tr>
<td>4) <strong>Step 4:</strong> read the web-based article on Understanding the impact of trauma (<a href="https://www.ncbi.nlm.nih.gov/books/NBK207191/">https://www.ncbi.nlm.nih.gov/books/NBK207191/</a>)</td>
</tr>
<tr>
<td>5) <strong>Step 5:</strong> read the web-based article understanding the connection between trauma and substance use.</td>
</tr>
</tbody>
</table>
### Week 2

<table>
<thead>
<tr>
<th>Reading for the week</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Textbook: Chapters 1, 2, and 25 and two web-based articles listed above</td>
</tr>
</tbody>
</table>

**Assignments:**
1. Take a quiz based on the above readings. (100 points)
2. Participate in the discussion (100 points)

### The Pharmacological structures of different substances and their mechanisms and impact. Read the materials for this week in the following chronology

1. **Step 1:** Read **chapter 3** from the textbook takes you to a fascinating journey of in what ways a drug is administered determine how they are absorbed in the body, and how that absorption level determine addictive potency, what happens to the residue of drug that is not absorbed? The absorption, distribution, transport and biotransformation mechanisms predict bioavailability of the compound that help us test someone if they have taken a certain drug. This mechanism is true for all kind of addictive substances be it coffee, cigarette and alcohol or prescription benzos, barbiturates, hallucinogens and opioids. So this is a very important chapter that you would like to focus a little more.

2. **Step 2:** Watch this youtube overview of the psychoactive drugs in this Khan Academy video, please pay close attention to the content of this youtube: [https://youtu.be/icD3l5bhhKY](https://youtu.be/icD3l5bhhKY)

3. **Step 3:** Skim through the absorption, distribution, delivery and elimination process and effect of Alcohol (Chapter 5), CNS stimuli like meth (Chapter 8). Cocaine (Chapter 9). Marijuana (Chapter 10), opioid (Chapter 11) and Hallucinogen (Chapter 12). I have included one stimulant, one opiate, one depressant, and one hallucinogen. Since marijuana fall under both depressant and hallucinogen category I have kept it as a stand-alone category.

4. **Step 4:** Please read this article on the relationship between opioid use disorder and PTSD [https://www.researchgate.net/publication/244479734_Comorbid_Posttraumatic_Stress_Disorder_and_Opiate_Addiction_A_Literature_Review](https://www.researchgate.net/publication/244479734_Comorbid_Posttraumatic_Stress_Disorder_and_Opiate_Addiction_A_Literature_Review)

5. **Step 5:** There is a powerpoint slide on the effect of trauma on brain, please browse through it.

**Assignments:**
1. Take a quiz based on the above readings. (100 points)
| Week 3 | **Population affected by trauma and substance use** Read the materials for this week in the following chronology  
1. **Step 1:** This week we will discuss how different population groups are affected by SUD. How and what types of SUD affect the neonate (**chapter 17**), women (**chapter 18**), LGBTQ+ population (**chapter 19**), children and adolescents (**chapter 20-21**), older adults (**chapter 22**).  
2. **Step 2:** Read this web-based article about substance abuse among the military population [https://americanaddictioncenters.org/occupational-stress-influences/military-substance-abuse](https://americanaddictioncenters.org/occupational-stress-influences/military-substance-abuse)  
3. **Step 3:** Scheme through two reports (PDFs) posted on the Material section of Week 3 on how opioid use disorder (OUD) is affecting black and Hispanic communities.  
4. **Step 4:** Watch the youtube video on canvas  

**Assignments:**  
1. Take a quiz based on the above readings. (100 points)  
2. Participate in the discussion (100 points)  

Reading for the week  
From Textbook: Chapters 17, 18, 19, 20, 21, 22, one web-based article and two PDF reports (scheme through them) |
| Week 4 | **Trauma-informed Treatment of SUD. use** Read the materials for this week in the following chronology  
1. **Step 1:** Start by reading the harm reduction and abstinence-based approaches to substance use disorder (SUD)  
2. **Step 2:** Read **chapter 26** on the biopsychosocial model of addiction.  
3. **Step 3:** Read **chapter 28**, discussing the assessment of substance use disorders. Many assessment tools could be found here [https://www.drugabuse.gov/nidamed-medical-health-professionals/screening-tools-resources/chart-screening-tools](https://www.drugabuse.gov/nidamed-medical-health-professionals/screening-tools-resources/chart-screening-tools)  
4. **Step 4:** Read chapters **35** to learn about the role of group therapy in substance use disorder, and read the PDF reading on the harm reduction approaches.  
5. **Step 5:** Read the chapters **26, 28, 31, 32, 33 and 35** intervention to SUD  

**Assignments:**  
1. Take a quiz based on the above readings. (100 points)  
2. Write the second essay paper (200 points)  

Reading for the week  
From Textbook: Chapters **3, 5, 8, 9, 10, 11 and 12**, and one web-based article and one Youtube Video listed above |
Grading

Include the grading scale (A-F) along with the point totals/percentages you will use to calculate the final grade. For example:

A = 900-1000
B = 800-899
C = 700-799
D = 600-699
F = 500-599

Include a list that details the point/percentage values for each assignment/type of assignment. You might also include descriptive grading criteria that describes the quality of work that constitutes A, B, C, etc. Lastly, it is best practice to provide your policy on late work here as well as details regarding the presence or lack of extra credit opportunities.

Course Evaluation

The Student Perception of Teaching (SPOT) is required for all classes at UNT. SPOT is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. I am very interested in the feedback I get from students, as I work to continually improve my teaching. The SPOT 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. The survey will be made available during weeks 13, 14 and 15 (Dates of administration 13 – April 30) 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.

Course Policies

Assignment Policy

Students must complete assignments as specified in this syllabus, learning modules, or other informational materials. You are required to read the Learning Modules and assigned readings in order to make a contribution to weekly course activities such as discussions, exercises, activities, or other assignments. Make every effort to clearly understand the expectations for all assignments and deadlines as located in this syllabus or posted online.

Carefully review the syllabus or instructions outlined in each module for official due dates. Assignments are typically due before midnight on the due date and will be closed and locked
after this time period. However, the learning modules and course content will remain open and available for your ongoing educational needs. For organizational purposes, keep track of all important assignment due dates in your own personal calendar! All assignments must be submitted in Canvas during the established timeframes and when the available assignment links are open. The modules or syllabus usually provide descriptions of assignments. In addition, assignment guidelines may be available to provide extended details. Always carefully review and follow instructions before submitting assignments!

Assignments completed for this course should first be saved on your computer and then submitted in a readable format that is friendly to an online environment (for example, PDF, Microsoft Word, Word for Mac, or Rich Text). Assignments will be submitted using the Canvas Assignment drop box.

**Late Work**

Late assignments will not be accepted in this class. All written assignments will be turned in on Canvas. There will be no exceptions so please pay attention to all due dates on this syllabus. Do not wait until the last day to submit assignments — as potential problems are unpredictable! Also, do not submit assignments after the deadline thinking there will be some exception made for you. Instead, work on the next assignment to ensure it is submitted on time! Always allow yourself a minimum of several hours to upload documents — many students report their computers freeze! Remember, even one minute late means it is late! (Note: rarely will university policies supersede these requirements).

**Examination Policy**

Students are responsible for ensuring they have a reliable Internet connection before they test online. There will be no “do-overs allowed” due to technical failures unless the failure is universal and affects all students. Online exams are due by their respective due dates and times. Your exam must be complete by this time. Any exam that all, or in part, is submitted late will receive a zero (0). Exams will be timed and no backtracking is allowed.

**Instructor Responsibilities and Feedback**

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Using proper grammar in written communications is very important. It demonstrates professionalism and helps to establish your credibility. Turning in a professional product that you can be proud of should be a priority EVERY TIME! Make sure that all of your work is carefully
proofread and is typed, double spaced, and has one-inch margins, 12 font size, a cover page and pages are numbered, following APA 7th guidelines. It should be easy for the reader to understand your line of reasoning. Excessive grammatical/syntactical errors will result in a lower grade. Please proofread.

For written assignments, the instructor has the goal of providing feedback to students within two weeks. The instructor will help students grow and learn; providing clear instructions for projects and assessments, answering questions about assignments, identifying additional resources as necessary, providing grading rubrics, reviewing and updating course content, etc.

**Attendance Policy**

State your attendance policy. An attendance policy is required for every UNT syllabi. Visit the University of North Texas’ Attendance Policy (http://policy.unt.edu/policy/15-2-) to learn more.

**Class Participation**

Include your classroom participation policy here.

**Syllabus Change Policy**

Provide information as to policies regarding changes to the syllabus, course information, due dates.

**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/).

**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 Blackboard 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 Blackboard 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

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.

Recommended Readings


