EADP 4050-001: Social Vulnerability in Disasters

Contact Information

Name: Dr. Mary Nelan (she/her/hers)  
Email: Mary.nelan@unt.edu  
Office: Chilton 308 K, enter through 302  
Office Hours: Thursday, 11:00 – 1:00 PM; or by appointment  
Class Meetings: Thursday, 2:00 - 4:50 PM, in Chilton 240

Teaching Assistants

Name: Ms. Ashley Thomas (she/her/hers) | Email: AshleyThomas12@my.unt.edu  
Office: Chilton 302 B | Zoom: https://unt.zoom.us/my/ashleythomas  
Office Hours: Tuesdays, 4:00 – 4:50 PM, or by appointment

Name: Ms. Ashley Thomas (she/her/hers) | Email: AshleyThomas12@my.unt.edu  
Office: Chilton 302 B | Zoom: https://unt.zoom.us/my/ashleythomas  
Office Hours: Tuesdays, 4:00 – 4:50 PM, or by appointment

Communication Expectations: Connect with me and our TA through email (the quickest way), Canvas inbox, and/or by attending office hours. During busy times, my email inbox quickly becomes full, so if you contact me during the work week and do not receive a response within 24 hours, please send a follow up email. (Response times may take more than 24 hours on weekends/holidays). Please keep all communications professional (tone, spelling, grammar, and salutations: Dr./Mr./Ms./Mx.).

Course Description & Objectives

Why are certain groups of people more susceptible to loss or harm in a disaster? Survey the aftermath of any disaster, and you will see inequality. Some homes receive more damage than others. Some groups and communities require more resources to cope with or to recover from a disaster. Physical hazard impacts only partially explain why these disparities exist. Social vulnerability is the other half of the answer. This course explores the many processes through which human systems and institutions create and perpetuate inequalities before, during, and after disasters.

We will examine how sociocultural attributes (e.g., gender, age, disability, class, race, ethnicity, housing tenure, and language/literacy) relate to specific needs and unequal outcomes across the emergency management cycle. Challenges of communication, aid delivery, evacuation, sheltering, housing reconstruction, physical and mental health, and capacity building are profiled. This course aims to engender empathy for vulnerable groups and to identify creative strategies that minimize disaster impacts and promote resilience to future extreme events. Through this course, students will learn to:

1. Describe the social and geographic dimensions of vulnerability.
2. Synthesize research findings, documentary evidence, and personal reflections to characterize the needs of vulnerable individuals.
3. Obtain and evaluate sociodemographic data to draw conclusions about vulnerable groups.
4. Perform a holistic community vulnerability analysis utilizing the social vulnerability approach.
5. Communicate the purpose, methods, and findings of a community vulnerability analysis.
6. Propose and justify appropriate capacity building strategies for distinct vulnerable groups.

**Teaching Philosophy**

With this course, I aim to foster two very different skill sets: one focuses on critical thinking and drawing evidence-based conclusions, while the other fosters empathy and equity for individuals with differing truths and experiences. Success in mastering these skills requires active listening, respectful dialogue, willingness to ask questions, and patience with your own learning process. My hope is for all students to feel comfortable sharing their personal insights. While I provide a framework for learning, students in this course can benefit from relying on one another as resources to support their mastery of these skills.

**Course Prerequisites & Notes**

**There are no prerequisites for this course, however I do not recommend it for freshmen.** Familiarity with Microsoft Excel and knowledge of how to read academic journal articles are helpful for success. Given this, it *I recommend EADP majors complete EADP 3010 (Principle of Emergency Management) 3020 (Methods in Emergency Management) prior to taking this course.*

Because this course (EADP 4050) counts as a UNT Social and Behavioral Sciences Core Course, three of the written assignments, called “Signature Assignments” (SAs), will be scored, in part, using standard UNT rubrics that assess four core objectives: social responsibility, empirical and quantitative skills, communication skills, and critical thinking. Copies of these rubrics are included with each SA’s instructions under the Assignments tab on Canvas.

**Course Requirements**

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<tr>
<th>Assignment</th>
<th>Percentage of Final Grade</th>
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| **Signature Assignment 1 – Critical Synthesis Essay** (25 points)  
Respond to one documentary film (A, B, C, or D—due date varies). Select your film preference during first week survey—the instructor will then assign your film. | 10%                       |
| **Signature Assignment 2 – Local Demographic Profile** (20 points)  
Choose one US city or county to profile. Download, organize, and interpret socio-demographic data (you will practice these skills first through lab exercises). | 10%                       |
| **Project – Community Vulnerability Assessment** (20 points)  
Social & Hazards Context Report | 20%                       |
| **Signature Assignment 3 – Capacity Building Proposal** (40 points)  
Propose and justify a strategy promoting resilience of a vulnerable group in your chosen US city or county (from SA 2) using evidence from your CVA Project. | 20%                       |
| **Participation** (20 points)  
Participation in 5 engagements @ 4 points each. Engagement opportunities include 3 lab exercises, 3 guest speaker conversations, 1 social vulnerability simulation, 1 resilience building workshop, and 1 Shark Tank proposal session. | 20%                       |
| **Quizzes** (200 points)  
13 quizzes on the weekly readings @ 20 points each. Lowest 3 quiz scores are dropped. | 20%                       |
| **Total** | 100%                       |
Grading Scale: A=90% or above, B=80-89%, C=70%-79%, D=60%-69%, F=Below 60%

Materials

There is no required text for this course. Readings and media for the course consist of academic research articles, news articles, podcast episodes, and documentary films. These materials will be posted in Canvas under the corresponding week (i.e., module). To help with retention, I highly encourage you to print and make notes in the margins or annotate these articles digitally as you read. The podcast links also include downloadable transcripts, so you may annotate these in the same way.

Some films will be available via an external URL web link posted on Canvas for you to rewatch at home, while others will need to be rewatched in the Chilton Media Library if you miss them in class.

Lecture material is based, in part, on the text below. This text is accessible as an eBook through the UNT library’s website. It is not required that you follow along, however this text may be helpful to consult for rationale or ideas when preparing your CVA project and/or SA 3 Capacity Building Proposal:


Computer Skills & Digital Literacy

To succeed in the course, students must be able to:

- Use Canvas – including discussion, inbox, and assignment submission features
- Use email with attachments
- Use Zoom – including chat and share screen features
- Convert, save, or print documents as Adobe PDF files

Students may find prior experience with the following helpful, but not required for success. Specific instructions will be given during face-to-face lab exercises regarding:

- Using spreadsheet programs (e.g., Microsoft Excel)
- Using presentation and graphics programs (e.g., Microsoft PowerPoint and Excel)
- Using geospatial software (e.g., ArcGIS Online, QGIS, or ArcMap Desktop)

Assignment Policy

Students should refer to the schedule in this syllabus to know when assignments are due. Official due dates and times will be posted in Canvas in the Syllabus tab. This will generally be 11:59 PM each Thursday, unless otherwise noted. Instructions and rubrics for each assignment are posted under the Assignment tab in Canvas. Assignments should all be saved and submitted as either .DOC, .DOCX, or .PDF file types. Click on the assignment title in the Canvas Assignment tab to access the submission window. I reserve the right to use Turnitin or similar software for submission on some assignments. Extra credit and bonus credit will be given at the instructor’s discretion.

Late Work & Grace Period

Submitting work on time is crucial to receiving timely feedback and scores on assignments, but I understand that sometimes there are extenuating circumstances.

- I will only accept late work for major assignments (SA 1, SA 2, CVA Project, SA 3)
• You have a 72-hour grace period when no late penalties will be deducted. Due dates for the course are always Thursdays at 11:59 PM, so the grace period ends on Sundays at 11:59 PM after the due date.
• Grace period does NOT apply to any assignment with a due date during final exam week.
• Following the grace period, the penalty is -10% per day the assignment is late. (Percentage of total score possible will be deducted accordingly.
• All late work must be submitted in the specified format (e.g., all SAs and the CVA project are due via Canvas).
• If you have an extenuating and documented reason (see examples below under Attendance Policy) for submitting late work beyond the grace period, I may waive or reduce the late penalty at my discretion. Please communicate with me as soon as possible if you anticipate missing a deadline so we can make alternate arrangements.

Instructor Feedback
For signature assignments, you can expect grades and feedback to be posted in Canvas within 2-3 weeks after the due date. Turnaround time will be faster for the CVA project and SA 3, which are submitted near the end of the term. Quiz scores will generally be updated weekly. Due to FERPA guidelines, all communication about grades should be handled through Canvas or a one-on-one Zoom call.

I am happy to pre-review a completed draft of any major assignment once per student, per assignment. The assignment must be submitted via email at least 72 hours before the due date. This gives me time to offer suggestions and for you to revise accordingly. Last minute requests will be ignored.

Attendance Policy
This course requires both your physical and mental presence for success. I expect students to arrive on time and come prepared for class. Because we only meet once a week, every class meeting is essential to your success. Although I will not take formal attendance, 40% of the final grade will come from quizzes and participation in class.

UNT recognizes excused absences for active military service, certain religious observances, or official university functions. See Student Attendance and Authorized Absences Policy (PDF) (https://policy.unt.edu/sites/default/files/06.039_StudAttnandAuthAbsence.Pub2_.19.pdf). In these cases, or if you receive training mandates that conflict with class, please see me in advance so we can make alternate arrangements. For extenuating circumstances (e.g., severe medical issues requiring hospitalization or extended treatment), please report these to the Dean of Students. I am happy to work with both you and the Dean of Students Office to come up with an alternate plan to complete the course requirements.

Please inform the professor if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are experiencing symptoms of COVID-19 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. It is important that you communicate with me prior to being absent, so we can discuss and mitigate the impact of the absence on your attainment of course learning goals.
Makeups

I do NOT offer makeup quizzes. You will automatically receive three dropped quiz scores—consider these your excused absences. Participation activities completed during class also may NOT be made up for a grade. Labs and lecture slides will be posted to Canvas following the class period in which they are scheduled. Any assignment completed outside of class time is subject to the late policy above. The only exception where lab exercises may be made up for credit is for COVID quarantine or isolation.

Contingency Plan

Remote instruction may be necessary in the case of unsafe weather or pandemic conditions. Please make sure you meet the technology requirements below, so you are ready in case this happens. In the event of a full conversion to remote learning, the course requirements, expectations, and schedule in this syllabus may also be modified. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn.

Minimum Technology Requirements

- Computer with Microsoft Office (i.e., Word, Excel, PowerPoint) and internet browser installed
- Reliable internet access
- Speakers
- Webcam with microphone (this is built into most laptops)
- Computer/device must meet Canvas technical requirements (https://clear.unt.edu/supported-technologies/canvas/requirements)

Professionalism

One purpose of graduate courses is to help professionalize students. Two ways that we can work towards that in our class is through professionalizing your emails as students and using proper titles.

Emails

Please feel free to email me when you need help in the class, this is not meant to intimidate you but rather help you to send appropriate emails not only to me but your other professors. There are 5 key elements to a successful email to professors:

1. Subject Line: Clearly identify which class you are in and what you are emailing about in a few words.
2. Name: Use the proper title and name for your professor. Address the email to either Professor or Dr. Nelan (I have a Ph.D.; you can call me doctor). Also, make sure you know my last name and spell it correctly (this goes for all of your professors).
3. Briefly (and politely) state the reason for your email. If you are frustrated with something, try to take a step back and write a polite email, it will go a long way. If your email is aggressive then I will not receive it well. Remember to write in a professional manner, it is respectful and I always try to respect my students so it is nice when they reciprocate.
4. Do not use slang, text language, or emoticons. This is very important, professional emails do not include this type of language and it is better to get into the habit of writing emails this way.
5. Proofread: Anything that you send to professors should be proofread, whether it is an assignment or an email.
*Bonus: Check the syllabus for the answer before you send an email (I will respond by referring you back to the syllabus if the answer to your question can be found here).

Titles
Using the proper title or honorific is respectful and important professional correspondence and interactions (emergency management being one of them). Please address me as either Dr. Nelan or Professor Nelan. Studies have shown that women are less likely than men to be addressed as Dr. and generally are called Ms. or Mrs. Why am I putting such an emphasis on this? It will serve you well in your future, in Emergency Management you will find that many people have titles and it is respectful to use those titles.

Technical Assistance
Part of working in a digital 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: [UIT Student Help Desk site](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).

Students with Disabilities
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 more information see the ODA website ([https://disability.unt.edu/](https://disability.unt.edu/)).

Rules of Engagement
Please work with me to create a classroom culture of open communication, mutual respect, and inclusion by practicing these rules of engagement:

  - Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
• Listen to your peers. This course provides a forum for discussing relevant societal issues that may be sensitive and/or personal. Practice social responsibility by keeping dialogue cordial and constructive.
• 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.
• 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, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
• Ask for and use the correct name and pronouns for your instructor and classmates.
• Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
• 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 Schedule

Week 1: August 24
• Emergency Management Basics & Introduction to Vulnerability
  1. Vulnerability reflection / response – complete for quiz grade
  2. Syllabus & self-introductions
  3. Form quiz / discussion groups – sign in counts as a quiz grade
  4. Complete first-week survey – if you have not already done so
  5. Lecture
  6. Activity: How Vulnerable Are We?

Week 2: August 31
• Social Vulnerability Applications & Theory
  1. Read before class:
  2. Quiz
  3. Lecture
  4. Activity: Embodying Vulnerability

Week 3: September 7
• Disability & Functional Needs
  1. Read before class:
b. News article: Morris, A. “‘We Didn’t Have a Plan’: Disabled People Struggle to Evacuate from Wildfires.”

2. Quiz
3. Social Vulnerability Simulation

**Week 4: September 14**

- **Age: Children & Older Adults**
  1. Read before class:
     b. MDC. “When Disaster Strikes – Promising Practices: Older Adults.”
  2. Quiz
  3. Lecture
  4. Film A – *Children of the Tsunami*
  5. Discussion

**Week 5: September 21**

- **Gender: Men & Women in Disasters / Poverty**
  1. Read before class:
  2. Quiz
  3. Lecture
  4. Film B – *Born with a Wooden Spoon*
  5. Discussion

**Week 6: September 28**

- **Poverty & Disasters**
  1. Guest Lecture: Francine Speer & Rafael Hernandez, Catholic Charities of Fort Worth
  2. Discussion
  3. Lab Activity 1: Interpreting Social Data
  **Due: Signature Assignment 1A**

**Week 7: October 5**

- **CVA: Using Social and Hazards Data**
  1. Read before class:
     b. “Understanding the ACS: The Basics.”
  2. Quiz
  3. Lecture
  4. Lab Activity 2: Retrieving Social & Hazards Data
  **Due: Signature Assignment 1B**
Week 8: October 12

- LBGTQ+ Households & Renters
  1. Read before class:
     b. MDC. "When Disaster Strikes – Promising Practices: Renters."
  2. Quiz
  3. Lecture
  4. Finish Lab Activity 2: Retrieving Social & Hazards Data

Week 9: October 19

- Race, Ethnicity & Environmental Justice
  1. Read before class:
  2. Quiz
  3. Lecture
  4. Film C – *Fenceline: A Company Town Divided*
  5. Discussion

- **Due: Signature Assignment 2**

Week 10: October 26

- CVA: Using GIS and Geospatial Data
  1. Read before class:
  2. Mini-lecture
  3. Lab Activity 3: Mapping Vulnerability with GIS
  4. Quiz

Week 11: November 2

- Indigenous Cultures, Livelihoods & Language/Literacy
  1. Read before class:
     b. News article: Mazzei, P. 2020. “Florida’s Coronavirus Spike is Ravaging Migrant Farmworkers”
  2. Quiz
  3. Lecture
  4. Film D – *We Are All Related Here*
  5. Discussion

- **Due: Signature Assignment 1C**
Week 12: November 9
- Homelessness
  1. Read before class:
     c. Gin, J. 2015. “Skid Row Realizations”
  2. Guest lecture: Margo Allen, JPS Hospital
  3. Quiz
  4. Remaining time: open lab– work independently on CVA Project

Week 13: November 16
- Building Resilience Equitably
  1. Read before class:
     b. Schumann, R.L. and Tunks, J. 2019. “Teaching social responsibility and geographic literacy through a course on social vulnerability in disasters.” (Read only p1 – top of p6)
  2. Quiz
  3. Workshop: Resilience Building Strategies
  4. Remaining time: open lab– work independently on CVA Project or SA3

- Due: Signature Assignment 1D

Week 14: No Class – Thanksgiving Break

Week 15: November 30
- “Shark Tank” with Capacity Building Proposals
  1. Attend session (Extra credit if you sign up to present)
  2. Complete SPOT survey
  3. Work independently on SA 3

- Due: CVA Project (Option A or B)

Week 16: December 7
- One-on-one consultation, if needed
- Due: Signature Assignment 3

Final Exam Week: December 14
- NO CLASS MEETING

Syllabus/Schedule Change Policy
Any changes to the syllabus, course information, course schedule, or due dates will be posted in Canvas under the Syllabus tab. I will also make a Canvas Announcement regarding any of these changes.
UNT Policies

Academic Integrity Policy
Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. Although I encourage you to find opportunities to learn with and through others, students who use other people’s work without citations will be violating UNT’s Academic Integrity Policy. Please read and follow this important set of guidelines for your academic success (https://policy.unt.edu/policy/06-003). If you have questions about this, or any UNT policy, please email me or come discuss this with me during my office hours.

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 violation 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/).
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.

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

*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](https://studentaffairs.unt.edu/canvas) 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/)