EDHE 5120/6900 Student Development Programming Administration
College of Education - Spring 2021 Course Syllabus
Zoom Class Meetings on designated Tuesdays at 4 - 6:30 pm

Instructor Information:
Dr. Uyen Tran-Parsons (she/her)
940-565-4873 (please leave a voicemail)
Uyen.Tran@unt.edu
Office Hours: Monday and Wednesday, 12 pm - 3 pm
Zoom office hours and advising appointments: https://unt.zoom.us/j/299748295

Graduate Assistant:
Mallory Moore (she/her)
Mallory.Moore@unt.edu (Email to schedule an appointment)

Zoom Class Meetings (click here)
Meeting ID: 830 0315 9818
Passcode: 5120

Expected Course Outcomes (CO)
At the completion of this course, students will demonstrate the ability to...

1. Identify potential sources of information relevant to the design and administration of student development programs in higher education.
2. Describe the fundamental elements of successful program administration (context, goals, and plans) as they apply to both two-year and four-year colleges.
3. Identify issues and processes involved in conceptualizing, planning, implementing, and evaluating student development programs at both two-year and four-year colleges.
4. Construct a professional development plan appropriate for new student affairs professionals.
5. Synthesize and integrate knowledge gained in this course to make informed administrative decisions and develop appropriate educational policies related to student affairs programming.
6. Identify challenges related to managing human and financial resources as related to student affairs programming.
WHAT BOOKS AND OTHER MATERIALS WILL I NEED?


*Referred to as “McClellan” in the course schedule.

Council for the Advancement of Standards in Higher Education. (2019). *CAS professional standards for higher education* (10th ed.).

*Referred to as “CAS” in the course schedule.

*This book is expensive. I recommend borrowing the book from a colleague or fellow Higher Education major who has already completed the course. Use of the 9th edition of the book is also acceptable for this class.

Additional readings will be available through the Willis Library at library.unt.edu. Use your UNT EUID and password for access.

**Recommended textbooks, but not required**

**Important Student Services**
The University of North Texas provides numerous student services to help you be successful in and outside of the classroom. I encourage you to reach out to me or others professionals on campus if you need help - whether related to academics or personal matters. Below are a few academic resources that I believe will be particularly helpful with this course:

<table>
<thead>
<tr>
<th>Writing Lab</th>
<th>Writing Lab tutors will provide feedback on papers as well as teach you important common writing errors. Graduate students may receive up to 1 hour of one-on-one tutoring (online) per day. <strong>Please note that midterms and the end of the semester are the Writing Labs busiest times. If utilizing their services during this time, anticipate an extra four to five days before receiving feedback.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Willis Library and their Librarians</td>
<td>Willis Library provides access to important academic books, journals, and magazines needed for this class. Distance learners may have library owned materials delivered at no charge. The College of Education Library Liaison is Jo Monahan (<a href="mailto:Jo.Monahan@unt.edu">Jo.Monahan@unt.edu</a>). I highly recommend making an appointment with her within the first month of school. She can teach you how to quickly find research materials needed for assignments in the course.</td>
</tr>
<tr>
<td>Tutors and</td>
<td>The Learning Center offers numerous academic support services - most</td>
</tr>
</tbody>
</table>
**IMPORTANT COURSE POLICIES**

**Impact of COVID-19**

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 or complete an assignment because you are ill, or unable to attend class due to a related issue regarding COVID-19.

If you are experiencing any 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. 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.

**Class Materials for Remote Instruction**

Students will need access to a laptop or desktop computer with speakers and a microphone. A webcam is optional. Additional required classroom materials for remote learning include: reliable high speed internet, email, Microsoft Word and Microsoft PowerPoint. Information on how to be successful in a remote learning environment can be found at [https://online.unt.edu/learn](https://online.unt.edu/learn).

**Class Recordings & Student Likenesses**

Six synchronous sessions will be offered over the course of the semester. We will spend the time together discussing the week’s topic and analyzing case studies. Synchronous (live) sessions will be partially recorded to be viewed at a later date throughout the semester. Attendance for each synchronous session is recommended, but not required.
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.

Course Communication
Important class updates will be posted in the “Announcements” section of Canvas. Unless you modify the settings, a copy of the announcement will automatically be emailed to your myUNT email address.

To contact the professor or graduate assistant, please email or call using the contact information provided at the top of the syllabus. Inquiries will receive a response within 24 hours. Prior to contacting me, please do your due diligence to find the answer to your question either by consulting with your classmates or reading through the syllabus.

Emergency Technology Plan
In order to complete this online course, students will have to depend on access to technology (especially a reliable internet connection). I understand that due to extenuating circumstances, there may be times where internet connection or access to technology may become challenges (examples: power outages; financial challenges result in loss of internet access). I ask that each person create an emergency technology plan to implement when extenuating circumstances arise. Please consider saving your work in multiple locations (such as your personal computer and Google Drive) and identifying a location near your home that has reliable public WiFi.

Grading Policy
Feedback and grades on assignments will typically be provided 7-14 days after the due date. An announcement will be posted to Canvas if turnaround time will be longer. Grades will be posted through the Canvas “Grades” section.

Late Assignments
Please see the course schedule for the name and due date for every assignment. Each week an assignment is past due, a full letter grade will be deducted. An assignment that is one week past due will receive a grade no higher than a ‘B’, two weeks past due will receive no higher than a ‘C’, and so on. Assignments past due more than three weeks will not be accepted. Late submissions of the end of the semester essay will not be accepted unless discussed with the professor; students will receive an automatic grade of zero on the assignment.

If you need to discuss turning in an assignment past the due date, it is your responsibility to contact the instructors at least 24 hours in advance of the assignment being due.

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

Academic dishonesty of any form will result in an automatic assignment grade of a zero.

**Incomplete**  
Students who wish to receive a grade of “incomplete” for the course must work with the instructor to submit the appropriate paperwork to the Registrar’s Office when 75% of the semester is over. Students must be passing the class in order to receive an incomplete. Any incomplete that is not resolved within one year will automatically be changed to a “F”.
**HOW YOUR COURSE GRADE WILL BE DETERMINED**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Percentage of Overall Grade</th>
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<tbody>
<tr>
<td>Essays (2 total)</td>
<td></td>
<td></td>
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<tr>
<td>Role of Student Affairs</td>
<td>100 points each</td>
<td>20%</td>
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<tr>
<td>End of Course Essay</td>
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<tr>
<td>Competencies &amp; Career Planning</td>
<td>100 points</td>
<td>15%</td>
</tr>
<tr>
<td>Functional Area Essays (3 total)</td>
<td>(100 points each)</td>
<td>40%</td>
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<tr>
<td></td>
<td>300 points total</td>
<td></td>
</tr>
<tr>
<td>Practice in Benchmarking Presentation</td>
<td>100 points</td>
<td>25%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>700 points</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

**Course Grades**

- Essays: 20.0%
- Functional Area Essay: 40.0%
- Competencies & Career Planning: 15.0%
- Benchmarking Presentation: 25.0%

**Grading Scale:**

- A = > 90% or higher
- B = 80-89%
- C = 70-79%
- <69% see instructor
COURSE SCHEDULE
All readings and due dates are subject to change. If changes are made, they will be highlighted in yellow. You are responsible for all readings and deadlines.

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic and Readings</th>
<th>Assignment for the week (due at 11 pm)</th>
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<tbody>
<tr>
<td>MODULE 1</td>
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<tr>
<td>1/12</td>
<td><strong>Introduction and Course Overview</strong></td>
<td>Individual Introductions + Stress Test Role of Student Affairs (due 1/19)</td>
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<tr>
<td></td>
<td>• Independently review “Start Here” and “Syllabus + Other Helpful Resources” Modules in Canvas including videos on APA.</td>
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<tr>
<td></td>
<td>• Begin Module 1. Read through class introductions and connect with classmates.</td>
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<td></td>
<td>• Complete the “Stress Test” to help us understand your current work and learning environments. Answer to the extent you are comfortable.</td>
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<td>• If this is your first semester, familiarize yourself with Zoom and its features.</td>
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<td></td>
<td>• Begin the first assignment, “Role of Student Affairs” and submit to Canvas before beginning any of the course readings.</td>
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<tr>
<td>1/19</td>
<td><strong>Context of Professional Practice</strong></td>
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<td></td>
<td>• McClellan, Part 1: Chapters 1-6</td>
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<td></td>
<td>• <strong>Introduction to CAS General Standards</strong></td>
<td></td>
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<td></td>
<td>• <strong>ACPA and NASPA Professional Competency Areas for Student Affairs Educators</strong></td>
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</tr>
<tr>
<td>1/26</td>
<td><strong>Class Zoom Meeting at 4 pm</strong></td>
<td>Competencies - and Career Planning (due 2/2)</td>
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<tr>
<td></td>
<td><em>Be prepared to discuss the readings from 1/19</em></td>
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<td></td>
<td>• McClellan, Ch. 12</td>
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<tr>
<td>MODULE 2</td>
<td></td>
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<tr>
<td>2/2</td>
<td><strong>Framework for Professional Practice</strong></td>
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<td></td>
<td>McClellan, Chapters 8-11</td>
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<tr>
<td>2/9</td>
<td><strong>Functional Areas: Academic Support and Student-Facing</strong></td>
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<td></td>
<td>CAS, Academic Advising &amp; Learning Assistance Programs</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
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</tbody>
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| 2/16 | Class Zoom Meeting at 4 pm | Academic Services Panel  
Guest Speakers: Dr. Joshua Adams, Dr. Theresa Lindsey, and Dr. Nikkole D. Stewart  
Pioneer Center for Student Excellence  
Texas Woman’s University  
Functional area essay #1: Academic-Support Functional Areas or Student-Facing Functional Areas (due 2/23) |
| 2/23 | The Purpose of Professional Practice | McClellan, Chapters 13, 15, 17  
| 3/2 | Organization and Administration | CAS, Auxiliary Services, College Unions, Dining Services  
McClellan, Chapter 18  
Mid-semester Check-In (due 3/9) |
| 3/9 | Class Zoom Meeting at 4 pm | Auxiliary Services Panel  
Guest speakers: Dr. Wendy Denman, Executive Director, and Mike Flores, Maintenance & Operations  
UNT University Union  
Functional area essay #2: Auxiliary Functional Areas (due 3/16) |
| 3/16 | Creating and Sustaining Partnerships | McClellan, Chapters 21, 22, & 23  
HigherEdLive episode: The Ombuds Office - Building Partnerships with Student Affairs.  
https://www.youtube.com/watch?v=G58DDH1FcAI |
<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
<th>Assignments/Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/23</td>
<td><strong>Managing Budgets, Risk, and Liability</strong> McClellan, Chapters 25, 26, &amp; 27</td>
<td>*Please begin working in your small groups on the final assignment/presentation</td>
</tr>
<tr>
<td>3/30</td>
<td><strong>Class Zoom Meeting at 4 pm</strong> Communication and Crisis Management</td>
<td>Functional area essay #3: Community-Facing Functional Areas (due 3/30)</td>
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<tr>
<td></td>
<td>McClellan, Chapters 29 &amp; 30</td>
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<td>violence in higher education, New Directions for Student Services,</td>
<td></td>
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<td></td>
<td>2018(161), 9-19.</td>
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<td></td>
<td>Centers.</td>
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<td><a href="https://cmsi.gse.rutgers.edu/sites/default/files/USRCs.pdf">https://cmsi.gse.rutgers.edu/sites/default/files/USRCs.pdf</a></td>
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<tr>
<td>4/6</td>
<td><strong>Research Week</strong>: No readings this week. Meet with group members to</td>
<td>End of Course Essay.</td>
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<td>complete final presentations</td>
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<tr>
<td>4/13</td>
<td><strong>Final Presentations Begin</strong>. No readings this week. <strong>Zoom Meeting</strong></td>
<td>Benchmarking presentation for Groups 1-5</td>
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<td>4-6:50 pm Groups 1-5 (15 minute presentations)</td>
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<tr>
<td>4/20</td>
<td><strong>Final Presentations Continued</strong>. No readings this week. <strong>Zoom Meeting</strong></td>
<td>Benchmarking presentation for Groups 6-9</td>
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<tr>
<td></td>
<td>4-6:50 pm Groups 6-9 (15 minute presentations)</td>
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<tr>
<td>4/27</td>
<td><strong>Finals Week</strong></td>
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<td></td>
<td>Last day to submit any late work is 4/27</td>
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</table>
HOW YOU WILL DEMONSTRATE LEARNING

All written assignments should be completed in a Word document and adhere to APA standards (unless advised otherwise by the instructor). Include your name on each assignment. Please use Times News Roman or Arial, 12-pt. font, 1” margins, double-spacing.

Role of Student Affairs: Reflection Paper

Page Length: 2-3 pages, double-spaced; cover page not required

Before you begin to engage with the content in this course, please spend some time reflecting on what you believe students should get out of college. Why should anyone go to college? What should they learn? Why is college worth it? After spending time reflecting, write a reflection essay that answers the following questions:

- What knowledge, awareness, and skills do you believe students should gain during their time in college? Be specific - what should students know; what should students be aware of; what skills should students have?
- What role does student affairs play in helping students achieve the aforementioned knowledge, awareness, and skills? Be specific - in what ways does/should student affairs offices (ex: student activities, multicultural affairs, orientation, residential life, advising, etc.) assist students in achieving the aforementioned knowledge, awareness, and skills.

Competencies and Career Planning

Page Length: 3-5 pages, double-spaced, cover page not needed

NASPA and ACPA are the two largest student affairs professional associations for student affairs. Together, they have compiled a “common set of professional competency areas” (p.4) all student affairs professionals should know. As graduate students and emerging student affairs or higher education professionals, it is important that you have structured space to reflect on your professional development. Complete the following:

- What is your ultimate career goal? What are your goals for 1, 5, and 10 years from now that will help you get there?
- What experiences and skill sets, both job related and volunteer, do you currently have on your resume? What additional experiences and skills do you need to meet your ultimate career goal?
- Read the “NASPA and ACPA Professional Competency Areas for Student Affairs Educators”. Select 2 competency areas to focus on for this assignment. Critique and explain in detail your current competency level (foundational, intermediate, or advanced). Next, discuss what steps you can take in the next month, 6 months, and 1 year to increase your understanding of the competency and potentially move to the next level.

Sections of this assignment adapted from The Strategic Guide to Shaping Your Student Affairs Career by Ardoin & Baxter Magolda (2014).

Functional Area Essays
The purpose of this assignment is to delve deeper into specific functional area essays in order to understand how they function and serve students. You will also understand the professional competencies that professionals in these areas need in order to be effective. There are three opportunities for you to complete functional area essays.

For each essay, you will first identify a functional area. For the purposes of this class, the functional areas defined by the CAS Standards have been divided into five categories in Appendix A: 1) Student-Facing Functional Areas; 2) Identity-Bases or Targeted-Population Functional Areas; 3) Academic Support Functional Areas; 4) Community-Facing Functional Areas; and 5) Auxiliary Functional Areas. I encourage you to select a functional area that you have an interest in. (Categories were created for the purposes of this class and are not formal categories used by CAS).

Once you identify your functional area, begin working on your essay which should be divided into three parts:

1. Provide an overview of the functional area (1-2 pages). You’ll see in each area in the CAS textbook that there is an overview of each functional area as well as articles listed - this is a good place to start. However, you can also use the UNT online library to find additional sources, if needed. Please summarize the functional area in your own words.

2. Find and summarize one peer-reviewed research article related to this functional area (2-3 pages). You’ll need to search and find an article using the UNT online library. Please ensure that the article is recent (published within the last six years) and is a research article (to know if your article is a research article, you should be able to identify research questions, methods, and findings within the article; if the article you found is missing those items, it is likely a conceptual article rather than a research article).

3. Identify and research one office or unit related to this functional area (2-3 pages). Now that you have learned more about the functional area, I would like you to identify one office or unit within your selected functional area at any 2- or 4-year institution in the United States (ex: if you’ve selected Campus Activities Programs as your functional area, you might identify the Office of Student Involvement and Leadership at the University of New Orleans). When you have identified an office or unit, engage in research using their website and social media pages to learn more. While you do this, please utilize the CAS Standards designated for that functional area. Pay particular attention to Parts 1, 2, 3, and 5 of the CAS Standards (mission, program, organization & leadership, and ethics). Write about the office or unit (be sure to include the name of the institution in which it is housed) and, based on your observations of their website and social media pages, describe how they address Parts 1, 2, 3, and 5 of the CAS Standards.

End of Course Reflection Paper

Page Length: 2-4 pages, double-spaced, cover page not needed
Each student will re-read their “Start of the Course Reflection Paper on the Role of Student Affairs” completed during the first week of the course. Re-answer the questions posed and write a new, detailed essay describing the knowledge, skills, and values you believe students should gain during their time as a student and the role of Student Affairs (in general terms) in assisting them. What has stayed the same from your original paper? What's changed?

Utilize information presented in the class including course textbooks to support your argument. Include citations and references in the paper.

Practice in Benchmarking
Presentation: ~20 minutes

Benchmarking allows for systematic comparison of similar departments or units at peer and aspirational institutions. You will be provided a hypothetical situation to respond to which will include benchmarking of up to three existing departments that work with identity-based or targeted-student populations.

The presentation will be created and completed in assigned small groups of 4-5 people. Each group will create an ~20 minute presentation with accompanying Powerpoint slides. More information will be provided in Canvas.
Appendix A
CAS Standards (Categorized for the efficiency of this class)

**Academic Support Functional Areas**
- Academic advising programs
- Civic engagement and service-learning programs
- Education abroad programs and services
- Internship programs
- Learning assistance programs
- Master’s level student affairs professional preparation programs
- Testing programs and services
- TRIO and college access programs
- Undergraduate research programs

**Student-Facing Functional Areas**
- Campus activities programs
- Career services
- Case management services
- College honor society programs
- Fraternity and sorority advising programs
- Housing and residential life programs
- Orientation programs
- Student conduct programs
- Student leadership programs
- Student media programs

**Auxiliary Functional Areas**
- Auxiliary services functional areas
- Clinical health services
- College unions
- Collegiate recreation programs
- Conference and event programs
- Counseling services
- Dining services programs

**Identity-Based or Targeted-Population Functional Areas**
- Disability resources and services
- Graduate and professional student programs and services
- International student programs and services
- Lesbian, gay, bisexual, transgender, queer+ programs and services
- Multicultural student programs and services
- Post-traditional and commuter student programs and services
- Transfer student programs and services
- Veterans and military-connected programs and services
Women’s and gender programs and services

**Community-Facing Functional Areas**
Alcohol and drug programs
Assessment services
Campus information and visitor services
Campus police and security programs
Campus religious, secular, and spiritual programs
Financial aid programs
Health promotion services
Parent and family programs
Registrar programs and services
Sexual violence-related programs and services
Undergraduate admissions programs and services
Succeed at UNT:
Show Up - Find Support - Take Control - Be Prepared - Get Involved - Be Persistent

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. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

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

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

Food & Shelter Insecurity
Any student is experiencing difficulty affording groceries or accessing food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students located on the 4th floor of the Union, Suite 409 or by calling 940-565-2648.
UNT has three food pantries at the following locations:
1) Denton - Diamond Eagles Resource Center in Crumley Hall;
2) Discovery Park in Room A160 next to the College of Engineering-Office of the Dean; and
3) UNT's New College at Frisco, which can be accessed by visiting the information desk.

More information including how to schedule a pick-up can be found online.

**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.

**Observation of Religious Holy Days**

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

**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 students’ 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.

**Student Perceptions of Teaching (SPOT)**

Completion of an online students’ perceptions of teaching is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work continually to improve my teaching. I consider your completion of this online survey to be an important part of your participation in this class.

**Sexual Discrimination, Harassment, & Assault**

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

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

Students sometimes have a need to withdraw from a class because of personal or academic reasons. Click here for deadline dates.

Students who wish to receive a grade of “incomplete” for the course must work with the instructor to submit the appropriate paperwork to the Registrar’s Office when 75% of the semester is over. Students must be passing the class in order to be eligible for an “incomplete”.