

SOCI 4500: Sociology of Childhood and Adolescence

Instructor Contact

Name: Phoebe Ho

Phone Number:

Office Hours: MWF 11:00am-12:30pm or by appointment

Email: phoebe.ho@unt.edu

Course Communications and Office Hours:

All relevant course communications outside of the virtual meetings will occur through Canvas and/or UNT email. For individual questions and concerns beyond lecture and reading materials, please email me directly or schedule a meeting during office hours. I will not discuss grades over email or in the classroom – any discussion regarding grades must be done during office hours.

Office hours can be directly reserved using the following link:

<https://bit.ly/2Zo9tWD>

Meetings are set in 15-minute increments. If you think you will need more than 15 minutes, you may reserve additional meeting slots within reason. Be sure to include your full name and UNT email address so that I can contact you if anything comes up. On the morning of your appointment, you will receive a Zoom invitation from me. Do not be late as it may impact other students' schedules. It is best to schedule meetings at a time when you will be in a quiet location where you can speak freely and without interruption. If you cannot make your appointment, please be sure to make changes at least 24 hours in advance so that other students have the chance to sign up. You may request appointments outside of these hours by email. Please provide several dates/times when requesting an appointment outside of the regular office hours. **Due to COVID-19, all office hours will be held virtually via Zoom.**

When sending me an email:

- Make sure that the answer is not already in the syllabus.
- Include an informative subject line and start with Dear Dr./Professor Ho.
- Have a clear and succinct inquiry.
- If you have not received a reply within 24 hours, you may send a polite reminder (above rules still apply).
- Refer to UNT's "Rules of Engagement" below for additional guidance on how best to communicate with faculty and peers in a class setting.

Course Description

This course focuses on socialization, parenting, and educational strategies in childhood and adolescence, and upon the social factors, agencies, and institutions (particularly education) affecting children and adolescents in modern society.

Course Structure

Classes will meet virtually (via Zoom) on Mondays and Wednesdays. A link to connect to Zoom will be posted to Canvas the morning of each class meeting. We will not meet on Fridays but there will be an assigned activity on Canvas each Friday for you to complete. A detailed breakdown of weekly readings and course assignments is provided below.

Course Prerequisites or Other Restrictions

There are no course prerequisites for this course.

Course Objectives

By the end of this course, students will:

- Have a solid foundation of sociological approaches to studying children and adolescents
- Understand how broader social contexts shape the development and life chances of youth
- Develop research skills including basic data presentation and interviewing techniques
- Be able to articulate a research question and carry out a simple research project using sociological approaches

Materials

All course readings will be held on electronic reserve at UNT libraries, including research articles and an electronic copy of the assigned book for the course. Hard copies of the assigned book will also be available at the UNT Bookstore as well as at online retailers. Refer to the Weekly Schedule below for details about course readings.

Required Book:

- Alexander, Karl, Doris Entwisle, and Linda Olson. 2014. *The Long Shadow: Family Background, Disadvantaged Urban Youth, and the Transition to Adulthood*. Russell Sage Foundation.

Technical Requirements & Skills

Minimum Technology Requirements

- Computer
- Reliable internet access
- Web camera
- Speakers or Headphones
- Microphone
- Microsoft Office Suite
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/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 word processor (e.g., Microsoft Word)
- Using spreadsheet programs (e.g., Excel)
- Using presentation and graphics programs (e.g., PowerPoint)

Course Policies

Late Work

Any requests for assignment extensions must be made as far in advance as possible, either by email or during office hours. Extensions will be provided solely at my discretion. I recognize that COVID-19 presents unique challenges and intend to be as flexible as possible in determining assignment extensions. However, it is your responsibility as a student to contact me as early as possible if you anticipate difficulties in meeting any of the deadlines.

Attendance Policy

You are expected to attend all class lectures. I allow three “no questions asked” absences for the semester. Absences beyond that will be reflected in your grade unless prior arrangements are made with me. Please communicate with me as soon as possible if you anticipate further absences.

COVID-19 impact on attendance

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

If you 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.

Extra Credit

There are no expected extra credit assignments. Any extra credit will be provided at my discretion.

Weekly Schedule

- Class activity/lecture
- Required Reading

Week 1: Introduction

- Meeting 1: 8/24
 - Introductions and overview, reminder: class survey
- Meeting 2: 8/26
 - Demographic snapshot of youth in U.S.
 - Class survey results
 - The “sociological imagination” and research paper assignment
- 8/28 Online Activity
 - Podcast: *The End of American Childhood: A History of Parenting from Life on the Frontier to the Managed Child*
<https://newbooksnetwork.com/paula-s-fass-the-end-of-american-childhood-a-history-of-parenting-from-life-on-the-frontier-to-the-managed-child-princeton-up-2016/>

Week 2: Sociological Theories of Youth Part 1

- Meeting 3: 8/31
 - Zelizer, Viviana A. 1981. “The Price and Value of Children: The Case of Children’s Insurance.” *American Journal of Sociology* 86(5):1036–56.
- Meeting 4: 9/2
 - Elder, Glen H. 1998. “The Life Course as Developmental Theory.” *Child Development* 69(1):1–12.
 - Furstenberg, Frank F., Sheela Kennedy, Vonnie C. McLoyd, Rubén G. Rumbaut, and Richard A. Settersten. 2004. “Growing up Is Harder to Do.” *Contexts* 3(3):33–41.
- 9/4 Online Activity
 - Blog Post: *Homesick Kids and Helicopter Parents: Watch that Judgment of “Kids Today!”*
<https://thesocietypages.org/ccf/2014/09/08/homesick-kids-and-helicopter-parents-watch-that-judgment-of-kids-today/>

Week 3: Sociological Theories of Youth Part 2

- No meeting on 9/7 (Labor Day)
- Meeting 5: 9/9
 - Kerckhoff, Alan C. 1976. “The Status Attainment Process: Socialization or Allocation?” *Social Forces* 55(2):368–81.
 - *The Long Shadow*, Preface
- 9/11 Online Activity
 - TBD

Week 4: Class Stratification Part 1

- Meeting 6: 9/14
 - Reardon, Sean F. 2011. "The Widening Academic Achievement Gap Between the Rich and the Poor: New Evidence and Possible Explanations." Pp. 91–116 in *Whither Opportunity?, Rising Inequality, Schools, and Children's Life Chances*, edited by G. J. Duncan and R. J. Murnane. Russell Sage Foundation.
- Meeting 7: 9/16
 - Lareau, Annette. 1987. "Social Class Differences in Family-School Relationships: The Importance of Cultural Capital." *Sociology of Education* 60(2):73–85.
 - *The Long Shadow*, Chapters 1-2
- 9/18 Online Activity
 - Documentary: *Poor Kids*
<https://www.pbs.org/wgbh/frontline/film/poor-kids/>

Week 5: Class Stratification Part 2

- Meeting 8: 9/21
 - Calarco, Jessica McCrory. 2014. "Coached for the Classroom: Parents' Cultural Transmission and Children's Reproduction of Educational Inequalities." *American Sociological Review* 79(5):1015–37.
- Meeting 9: 9/23
 - Oakes, Jeannie, and Gretchen Guiton. 1995. "Matchmaking: The Dynamics of High School Tracking Decisions." *American Educational Research Journal* 32(1):3–33.
 - *The Long Shadow*, Chapters 3, 6-7
- 9/25 Online Activity
 - TBD

Week 6: Racial and Ethnic Diversity Part 1

*****Deadline to receive approval for research paper topic 9/28*****

- Meeting 10: 9/28
 - Magnuson, Katherine A., and Jane Waldfogel. 2005. "Early Childhood Care and Education: Effects on Ethnic and Racial Gaps in School Readiness." *The Future of Children* 15(1):169–96.
- Meeting 11: 9/30
 - Small-Group Research Workshop 1
- 10/2 Online Activity
 - TBD

Week 7: Racial and Ethnic Diversity Part 2

- Meeting 12: 10/5
 - Tyson, Karolyn. 2002. "Weighing In: Elementary-Age Students and the Debate on Attitudes Toward School Among Black Students." *Social Forces* 80(4):1157–89.
- Meeting 13: 10/7
 - Kao, Grace. 2000. "Group Images and Possible Selves among Adolescents: Linking Stereotypes to Expectations by Race and Ethnicity." *Sociological Forum* 15(3):407–30.
- 10/9 Online Activity
 - Mid-term course evaluation
 - Blog Post: *Framing Violence Against Minority Youth*
<https://thesocietypages.org/trot/2017/06/22/framing-violence-against-minority-youth/>

Week 8: Racial and Ethnic Diversity Part 3

*****Deadline for Data Exercise 9pm 10/16*****

- Meeting 14: 10/12
 - Mid-term course evaluation review
 - Zhou, Min, Jennifer Lee, Jody Agius Vallejo, Rosaura Tafoya-Estrada, and Yang Sao Xiong. 2008. "Success Attained, Deterred, and Denied: Divergent Pathways to Social Mobility in Los Angeles's New Second Generation." *The ANNALS of the American Academy of Political and Social Science* 620(1):37–61.
- Meeting 15: 10/14
 - Orellana, Marjorie Faulstich, Lisa Dorner, and Lucila Pulido. 2003. "Accessing Assets: Immigrant Youth's Work as Family Translators or 'Para-Phrasers.'" *Social Problems* 50(4):505–24.
 - *The Long Shadow*, Chapters 5, 8
- 10/16 Online Activity
 - Documentary: *I Learn America*

Week 9: Neighborhoods and Social Institutions Part 1

- Meeting 16: 10/19
 - Small-Group Research Workshop 2
- Meeting 17: 10/21
 - Roda, Allison, and Amy Stuart Wells. 2013. "School Choice Policies and Racial Segregation: Where White Parents' Good Intentions, Anxiety, and Privilege Collide." *American Journal of Education* 119(2):261–93.
- 10/23 Online Activity
 - TBD

Week 10: Neighborhoods and Social Institutions Part 2

- Meeting 18: 10/26
 - Downey, Douglas B., and Dennis J. Condrón. 2016. "Fifty Years since the Coleman Report: Rethinking the Relationship between Schools and Inequality." *Sociology of Education* 89(3):207–20.
- Meeting 19: 10/28
 - Wildeman, Christopher, and Jane Waldfogel. 2014. "Somebody's Children or Nobody's Children? How the Sociological Perspective Could Enliven Research on Foster Care." *Annual Review of Sociology* 40(1):599–618.
 - *The Long Shadow*, Chapter 4
- 10/30 Online Activity
 - TBD

Week 11: Gender and Sexuality Part 1

- Meeting 20: 11/2
 - Buchmann, Claudia, Thomas A. DiPrete, and Anne McDaniel. 2008. "Gender Inequalities in Education." *Annual Review of Sociology* 34:319–37.
- Meeting 21: 11/4
 - Musto, Michela. 2019. "Brilliant or Bad: The Gendered Social Construction of Exceptionalism in Early Adolescence." *American Sociological Review* 84(3):369–93.
- 11/6 Online Activity
 - Blog Post: Building Better Children
<https://contexts.org/articles/building-better-children/>
 - TEDxUCDavisSalon: Beyond the Blue and Pink Toy Divide
<https://www.youtube.com/watch?v=xdHJGH97vvo>

Week 12: Gender and Sexuality Part 2

- Meeting 22: 11/9
 - Levey Friedman, Hilary. 2013. "Pink Girls and Ball Guys? Gender and Competitive Children's Activities." in *Playing to Win: Raising Children in a Competitive Culture*. University of California Press.
- Meeting 23: 11/11
 - Pascoe, C. J. 2005. "'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse." *Sexualities* 8(3):329–46.
 - *The Long Shadow*, Chapter 9
- 11/13 Online Activity
 - TBD

Week 13: Global Perspectives Part 1

- Meeting 24: 11/16
 - Schaub, Maryellen, Adrienne Henck, and David P. Baker. 2017. "The Globalized 'Whole Child': Cultural Understandings of Children and Childhood in Multilateral Aid Development Policy, 1946–2010." *Comparative Education Review* 61(2):298–326.
- Meeting 25: 11/18
 - Juárez, Fatima, and Cecilia Gayet. 2014. "Transitions to Adulthood in Developing Countries." *Annual Review of Sociology* 40(1):521–38.
- 11/20 Online Activity
 - TBD

Week 14: Global Perspectives Part 2*****Deadline for *The Long Shadow* Response Paper 9pm 11/25*****

- Meeting 26: 11/23
 - Dreby, Joanna. 2007. "Children and Power in Mexican Transnational Families." *Journal of Marriage and Family* 69(4):1050–64.
- Meeting 27: 11/25 (No Virtual Meeting)
 - Documentary: *49 Up*

Week 15: Policies and Debates

- Meeting 28: 11/30
 - "How disadvantaged neighborhoods amplify racial inequality." 2015. PBS News Hour.
 - Appelbaum, Binyamin. 2015. "Vouchers Help Families Move Far From Public Housing." *The New York Times*, July 7.
 - Miller, Claire Cain. 2020. "Public School Is a Child's Right. Should Preschool Be Also?" *The New York Times*, March 15.
- Meeting 29: 12/2
 - Wrapping Up

Course Requirements and Assignments

Assignment	Points Possible	Percentage of Final Grade
Participation Submit a question, comment, or reply on Canvas on assigned readings (beginning in Week 2). Submissions must be posted to Canvas by 9pm the day before the readings are due in order to receive credit. (Choice of any 15 readings, 10 points each)	150	15%
Data Exercise Details will be posted to Canvas. Due no later than 9pm 10/16.	100	10%
Collaborative Wiki Notes for <i>The Long Shadow</i> Contribute notes to the collaborative wiki for <i>The Long Shadow</i> on Canvas. Due no later than 9pm 11/18.	100	10%
<i>The Long Shadow</i> Response Paper Details and rubric will be posted to Canvas. Due no later than 9pm 11/25.	200	20%
Reading Presentation 15-minute individual presentation to class on assigned reading of choice, delivered on the day assigned reading is due. Additional details will be posted to Canvas.	150	15%
Final Research Paper Details and rubric will be posted to Canvas. Due no later than 9pm 12/8.	300	30%
Total Points Possible	1,000	100%

Grading

A = 90-100 (Excellent work)

B = 80-89 (Good work)

C = 70-79 (Fair work)

D = 60-69 (Passing work)

F = 0-59 (Failing work)

Rules of Engagement

Rules of engagement refer 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, do not 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 Ariel, 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 [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) 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) (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) (https://community.canvaslms.com/docs/DOC-10554-4212710328)

Student Support Services

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

Other student support services offered by UNT include

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

Academic Support Services

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

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

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable 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 a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. 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, refer to the [Office of Disability Access website](http://www.unt.edu/oda) at <http://www.unt.edu/oda>. You may also contact ODA by phone at (940) 565-4323.

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) (<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) (<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 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/) (<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/) (<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) (<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.