MORE Behavioral Neuroscience Research Course Manual

Compulsive-like (left) and non-compulsive like (right) OCD mice

**BIOL 394W (3 credits)**
University of Alaska Fairbanks
Spring 2018
Abel Bult-Ito
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Part I: Syllabus

1. Detailed Description of MORE Behavioral Neuroscience Research

Welcome to MORE Behavioral Neuroscience Research, a fully online special topics course! During this semester, you will participate in biomedical research on mice, including data collection, data analysis, and interpretation of results. You will learn about obsessive-compulsive disorder (OCD) and other conditions in humans and how basic animal research has the potential to contribute to improving the human condition. You will be collecting data on three different behaviors using over 90 videos of individual mice per behavior, and an additional behavior with about 23 videos. You will write a research paper describing your results and do a thorough review of the peer-reviewed literature to put these results into the appropriate scientific context.

The goals of this course are:
To offer a comprehensive undergraduate biomedical research experience to online students from Alaska, the US, and around the world that is an equivalent experience to students who work in the physical research laboratory, to expose students to the scientific research method with hands-on research activities, and to have students develop scientific writing skills.

The learning objectives of this course are:
1. Complete IACUC training.
2. Discuss how research on animals must be scientifically justified, humane and ethical, and provide new knowledge.
3. Perform biomedical behavioral neuroscience research entirely online.
4. Collect behavioral data from mouse videos from compulsive-like, non-compulsive-like, and randomly bred mouse strains.
5. Analyze data for each behavior collected by students.
6. Interpret and discuss results in the context of other published research.
7. Describe the key characteristics of obsessive-compulsive disorder (OCD), anxiety, and depression in humans.
8. Compare and contrast compulsive-like, anxiety-like, and depression-like behaviors in mice to equivalent conditions in humans.
9. Formulate original research hypotheses.
10. Describe and discuss as to how basic research, as performed in this course, contributes to the animal model of OCD and how it may have the potential to contribute to improving the human condition.
11. Write a scientific research paper.
12. Complete writing intensive (W) requirements.

The OCD mouse model you will be using:
The compulsive-like mouse model was developed from mouse strains artificially selected for high levels of nest-building behavior (compulsive-like big nest-builders; HA1 and HA3), low levels of nest-building behavior (non-compulsive-like small nest-builders; LA1 and LA2), and randomly-bred control mice (CA1 and CA3), with intermediate nest-
building levels (Bult and Lynch, 2000). These mice show face, predictive, and construct validity for a compulsive-like phenotype, using behavioral assessments and pharmacological treatments (Greene-Scholesser et al., 2011; Mitra et al., 2016, 2017a, 2017b, 2017c; Winter et al., 2018).

References:

We will use a variety of approaches to accomplish the goals and learning outcomes, which are all available on the course online portal through BIOL 043 Massive Online Research Experience (CRN 34597) or BIOL 194 Behavioral Neuroscience Research (CRN 35952). You need to register for one of these classes in addition to BIOL 394. I suggest BIOL 043 because this will not add tuition costs. Consequently, you will be asked to pay another $100 research fee to account for your larger use of mice (about four times more than the students in BIOL 043 or BIOL 194).

1. Content modules (about 9 hours). We will discuss the format of the course, what you get out of the course, what is expected of you, and the ethics of using mice in research. In addition, we will discuss the background on the four mouse behaviors
you will be researching and how these behaviors relate to obsessive-compulsive disorder (OCD), anxiety, and depression in humans.

2. Laboratory training, data analysis, and data interpretation modules, Institution Animal Care and Use Committee (IACUC) training, and discussion boards (about 10 hours). In these modules, you will receive detailed information on how the behavioral data of the OCD mice was obtained and how you are to collect your own data set using these behavioral videos, and how to analyze and interpret the data. In addition, you will learn about the ethical use of mice in research and how to handle the animals. You will also be asked to contribute to discussion boards related to the course content.

You are required to successfully complete IACUC training during the first two weeks of the course. You will be withdrawn from the course if you have not completed this training by the end of the second week, i.e., by 11:59pm Alaska standard time (AKST) on Friday 26 January 2018.

3. Collection of behavioral neuroscience research data (about 75 hours). For each behavior, 11-16 mice from each of six mouse lines will be individually videotaped. You will collect your own dataset using all the available videos (over 90) for three out of four behaviors. For each of three behaviors, you will spend about 20-25 hours to collect and analyze the data and 5-6 hours for one additional behavior. Please be advised that you may be collecting several behavioral components for each behavior. This course is individualized to meet your needs and the research experiences you want to have. You get to choose the three behaviors from a set of four behaviors/experiments, including marble burying behavior, open field, tail suspension test, and a behavior/experiment selected by students. Please realize that collecting data in this format is very intensive, at a very high scientific level, and one of the most challenging laboratory exercises you have ever done. Take frequent short breaks so you can stay focused. You will have to submit all data (of over 90 mice for the three behaviors you choose) by the due date for each data submission module. Therefore, I suggest you work ahead with the previous modules so you have enough time to finish the data collection.

4. Provide course feedback (about 1 hour). You will be asked to choose a novel behavioral neuroscience experiment in collaboration with the other students in the course. You will be asked to choose what type of experimental manipulation to conduct and what behavior(s) of the OCD mice to test. This may include treatment with a drug and/or selection of which OCD mouse lines to use. The instructor will perform this experiment and videotape the procedures and the mice, so you can collect and analyze the data of this novel experiment. You will also be asked to provide a student opinion of instruction of the course, so I can improve it for future offerings.
5. Write a scientific research paper describing your results and doing a thorough peer-reviewed literature review to put your research results in the appropriate scientific context (about 45 hours). This paper will follow the format of a peer-reviewed neuroscience journal of your choice.

This manual will act as your guide for this course. In it is a description of the course requirements, module topics, and reading assignments, as well as general information to help you get the most out of this course. You should refer to it regularly throughout the semester.

Your minimal responsibilities for this course are defined in the Course Requirements section below. Be aware, however, that your successful completion of the course activities depends on how well you integrate all of the different kinds of information you receive from content modules, trainings, reading assignments, and data collection, analysis, and interpretation activities. Therefore, do not think of those assignments as separate entities but rather as parts of a jigsaw puzzle; together the complete concepts emerge.

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Office hours: By appointment for in-person or online chat, or by email during work hours (8am through 5pm)

Course Meeting Times and Locations
Content modules, laboratory trainings, and data sets will be available online. Generally, these are available when you complete the previous module. The analysis modules (5, 8, 12, and 15) will be made available on Monday by 1pm Alaska standard time (AKST) as I will need to compile all students’ data so you can analyze them. Activities and assignments each week need to be completed by Friday 11:59pm (23:59) AKST.

Course Section
BIOL F394; UX1; CRN 35953; Prerequisite: UAF junior or senior undergraduate standing, or permission by instructor.

Canvas Network Site
Go to https://canvas.instructure.com/enroll/XMXPJ7,
Or go to https://canvas.instructure.com/register and use the join code: XMXPJ7,
Or go to [https://canvas.instructure.com/courses/1252911](https://canvas.instructure.com/courses/1252911) and click the “+ Join this Course” button on the top right of the screen.

**Minimum Skills and Technology Requirements**
This is an online course. Students are expected to be active participants in online exchanges with their cohort. Additionally, there will be periodic online interaction with the instructor. Students will use a computer to communicate, to access online multimedia (audio, video), and to create multimedia. Consistent Internet access is required.

Students are expected to have the most current versions of several applications that will be used in this course, including Google Chrome, Microsoft Word, Excel, and their computer’s operating system. Students must also be comfortable navigating the internet.

**Disabilities Services**
The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. We will closely work with the Office of Disabilities Services (208 Whitaker Building, 474-5655 or TTY at 474-1827; email: uaf-disabilityservices@alaska.edu) to provide reasonable accommodation to students with disabilities.

To ensure that everyone has equal opportunities to succeed in this course, please let me know if I need to accommodate any disabilities that you may have with assistance of Disability Services. Any information you provide will be held strictly confidential.

**Support Services**
The Division of Student Services provides student-centered programs and services designed to assist students in achieving their personal, academic and career goals. In collaboration with the academic deans, we lead the university in recruiting a diverse student body. With the use of ongoing assessment, we support and develop programs and communities that contribute to the retention, success and leadership development of students. Go to [http://www.uaf.edu/sss/](http://www.uaf.edu/sss/) to learn more.

UAF eLearning provides student service support for this online course. See their website at: [http://elearning.uaf.edu](http://elearning.uaf.edu).

Writing support services are available to UAF students through the Writing Center, located in 801 Gruening, 474-5314, online at: [http://www.alaska.edu/english/writing-center/](http://www.alaska.edu/english/writing-center/). You are encouraged to use this resource to meet writing expectations.

Technology support services are available through the OIT Support Center, 450-8300 (Toll Free: 800-478-8226), online at: [http://www.alaska.edu/oit/sc/about/contact.xml](http://www.alaska.edu/oit/sc/about/contact.xml), and via email to helpdesk@alaska.edu.

**Accessibility and Privacy**
Details on the accessibility and privacy statements for technologies used in this course
2. Course Requirements

To do well in this course you must watch and participate in all course activities. Your grade will be based on the following criteria:

1. Content Modules 4%
2. Laboratory Training 4%
3. Data Analysis 4%
4. Data Interpretations (W: writing intensive) 5%
5. Collect Data 25%
6. Participate on Discussion Boards (W) 5%
7. Choosing Novel Experiment 1%
8. Complete Course Evaluation 2%
9. Scientific Research Paper (W) 50%

Total: 100%

Watch Content Modules
Whether you watch the content modules will be monitored by the Canvas Network course management system and evaluated with short online quizzes. You cannot move forward to the next module without watching the video in its entirety and completing the quizzes for each content module correctly.

Watch Laboratory Training Modules
Whether you watch the laboratory and training modules will be monitored by the Canvas Network course management system and evaluated with short online quizzes. You cannot move forward to the next module without watching the video in its entirety and completing the quizzes for each laboratory training session module correctly.

Watch Data Analysis Modules
Whether you watch the data analysis modules will be monitored by the Canvas Network course management system and evaluated with short online quizzes. You cannot move forward to the next module without watching the video in its entirety and completing the quizzes for each data analysis session module correctly.

Watch Data Interpretation Modules (writing intensive)
Whether you watch the data interpretation modules will be monitored by the Canvas Network course management system and evaluated with short online quizzes. You cannot move forward to the next module without watching the video in its entirety and completing the quizzes for each data interpretation session module correctly.
Collect Data
Because this is a laboratory course, data collection comprises 25% of your final grade. Whether you watch the mouse videos will be monitored by the Canvas network course management system. You cannot move forward to the next module without watching each of the assigned mouse videos and uploading the data in the appropriate spreadsheet.

For three of the four behaviors, you will collect data of all animals from the six mouse strains. For some behaviors, you will collect data on several different components. To get credit for data collection for each behavior, all your data points need to be within an acceptable range, which will be defined for each behavior.

Participate on Discussion Boards (writing intensive)
Your active participation in this course is expected. For each module, we will have at least one discussion board to which you are expected to contribute constructively. To receive credit for this activity, you should have contributed constructively to all of the discussion boards.

Choosing a Novel Experiment
The instructor will design novel experiments from which the students taking the course will choose one. Each experiment will have received IACUC approval before the start of the semester. Whether you contribute to choosing the novel experiment on the OCD mice will be monitored by the Canvas Network course management system. To receive credit, you will have to complete the online survey(s) related to this activity.

Complete the Course Evaluation for BIOL 394 (UAF Blue)
Receiving your feedback on the course is very important for improving the course for future offerings. Your feedback will be anonymous and only provided to the instructor after the grades have been posted. Please be advised that completion of the evaluation is mandatory, as you will not receive a grade if you do not complete it by the end of the course.

Writing Intensive (W) Activities (60% of final grade)
Because this is a writing intensive (W) class, 60% of your final grade will be determined by the following writing intensive activities:

How to Earn the W Credit
To earn the W credit for this course, you need to earn a passing grade (C-) on the final scientific research paper AND earn a passing grade (C-) for the course as a whole.

Please let me know during the first week of class whether you would like to receive W credit for this class so we can complete a petition form.

Write a Scientific Research Paper (50% of final grade)
Although in the BIOL 043 class the reading is not mandatory, you are required to read most of these papers and include them in your scientific research paper where appropriate. You are also expected to do additional literature searches to bring your paper to the highest scientific level possible. The paper should include a 200-word abstract and introduction, material and methods, results, and discussion sections, to a minimum length of 15 pages double spaced with 1 inch borders, and font size of 11 or 12, using Arial or Times fonts. The references cited section is in addition to this page minimum and should contain at least 30 peer-reviewed articles.

- The first draft of your paper is due on 2 April 2018 (15% of final grade). You will receive detailed feedback about content and organization. These are the most important components of your grade (75%), although I will also pay attention to tone, word choice, sentence structure, grammar, punctuation, and spelling (25%). I will also meet with you in person if you prefer to discuss your first draft and how to improve it.
- The second draft of your paper is due 16 April 2018 (15% of final grade). You will receive detailed feedback as described for the first draft and you are encouraged to meet with me to discuss my feedback.
- Your final paper is due 30 April 2018 (20%) and will be graded as described for the first draft.

The scientific research paper should have the following components:

- **Title page,** including author and affiliation information.
- **Abstract.**
  - No more than 250 words.
  - Usually it includes 2-3 sentences of background, 2-3 sentences of methods, 3-4 sentences of results, and 2-3 sentences of discussion/conclusion/interpretation.
- **Introduction.**
  - The background information, including OCD and comorbidities.
  - Describe the Bult-Ito mouse model.
  - Briefly describe what you studied in this paper and what hypotheses you want to test, questions you want to answer, or objectives you want to accomplish.
- **Methods.**
  - Describe the animals used and IACUC approvals obtained.
  - Describe how the behaviors were measured.
  - Describe what experimental manipulations were done if applicable.
  - Describe the statistical analysis.
- **Results.**
  - Describe the results in writing and include appropriate statistical results.
  - Illustrate the results with figures and/or tables.
  - Use a similar format as used in the methods section.
- **Discussion.**
  - Compare your findings with already published work.
  - Describe how your findings relate to and contribute to the understanding of the OCD model.
  - Describe how your results compare to other animal models and the OCD condition in humans.
  - Describe how you interpret your results in the context of what is known in the
research field.
  o Include a concluding paragraph at the end in which you summarize the discussion and present one or two key interpretations.

- **Acknowledgments**, in which you thank those who have contributed to the work and list those who have funded the research.

- **References**.
  o Include full citations of all peer-reviewed articles you have cited in the text of the paper.
  o Do not include articles you did not cite in the text of the paper.

**Data Interpretation (5% of final grade)**
For each of four data interpretation modules (1.25% each), you will submit your interpretation of the results in writing after each data analysis module. You will be graded on content and organization (75%) and other writing characteristics (25%), and I will provide you with feedback. This will help you write the discussion section of your scientific research paper.

**Discussion Board Contributions (5% of final grade)**
Each of your Discussion Board contributions will be reviewed on content and organization (75%) and other writing characteristics (25%). You will receive comments from me to improve your discussion board contributions.

**Additional Writing Intensive Activities (0% of final grade)**
You are encouraged to provide me with written sections of the scientific research paper before the first due date of 2 April 2018. I will provide you with general feedback regarding content and organization.

**Additional Activities**

**Biological Sciences Capstone Project Credit**
This course can also be used to earn Biological Sciences Capstone Project credit. Please enroll in BIOL 400 Capstone Project (CRN 33239) as well. Please let me know during the first week whether you would like to do this.

You are required to prepare a 15-minute oral presentation of your capstone project. As this is an online class, you are asked to do a screen cast in which you show PowerPoint slides with a small window of you presenting your work. Free software to do screen casts can be found at [https://screencast-o-matic.com/](https://screencast-o-matic.com/). The oral presentation will be graded on effectiveness of description of the objectives of the presentation, effectiveness of description of the rationale for your project, effectiveness of description of methods and results, effectiveness of interpretation of results, quality of original
conclusions, synthesis, and recommendations for future research, and effectiveness of presentation, including slides, tone of voice, presentation style, etc.

To earn the Biological Sciences Capstone Project credit for this course, you need to earn a passing grade (C-) on the final scientific research paper, earn a passing grade (C-) grade on your oral presentation, AND earn a passing grade (C-) for the course as a whole.

**Instructor Response Time**
I will respond to direct communication within 24 hours during work days whenever possible. If for some reason I do not respond, I may have missed your message. Please email me again if I do not respond within 48 hours.

I will complete and return feedback and grades for your homework and assignments within seven days whenever possible.

**Late and Incomplete Work Policy**
Late submission of assignments will result in a loss of one point per assignment. Incomplete assignments can be made up until the last day of class, i.e., by 5pm AKST on 30 April 2018. Loss of points due to late submission cannot be made up.

**Required and Optional Work**
You are required to read the materials in each (sub)module, watch each video in each (sub)module, complete each quiz with all questions answered correctly, submit the data for all animals in your group, contribute to each discussion board by posting your answers to all questions and responding to other students' posts, i.e., respond to at least two posts by other students.

The peer-reviewed readings are optional, but you are expected to read the peer-reviewed articles you use for your research paper.

**Grading**
The class will be graded on a straight percentage basis:

- 97.0-100% is an A+
- 93.0-96.9% is an A
- 90.0-92.9 is an A-
- 87.0-89.9 is a B+
- 83.0-86.9 is a B
- 80.0-82.9% is a B-
- 77.0-79.9 is a C+
- 73.0-76.9 is a C
- 70.0-72.9% is a C-
- 60.0-69.9% is a D
- < 60% is an F

I will not grade on a curve. Be aware that the grading scale above will be used without exception. Therefore, for example 89.9% will result in a final grade of B+ and 59.9% will result in a final grade of F. The 0.1% difference may seem like a small difference, but since it is based on 9+ separate grades, it truly reflects a level of performance that does not warrant a higher grade. Being on the right side of the cut-off is your responsibility!
Explanation of NB, W, and Incomplete Grades
This course adheres to the UAF guidelines regarding the granting of NB Grades: The NB grade is for use only in situations in which the instructor has No Basis upon which to assign a grade. In general, the NB grade will not be granted.

Your instructor follows the UAF Incomplete Grade Policy: The letter “I” (Incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student’s control, such as sickness, he has not been able to complete the course during the regular semester. Negligence or indifference are not acceptable reasons for an “I” grade.

Information about last date to drop, last day for full tuition and fees refund, and last date to withdraw from the course can be found on the UAF academic calendar at http://catalog.uaf.edu/calendar/.
### Part II: General Course Information

#### 3. Outline of Content Modules, Laboratory Trainings, and Data Collections
(Subject to Change)

<table>
<thead>
<tr>
<th>Week of the semester</th>
<th>Content Modules/Laboratory Trainings: Topics</th>
<th>Data Collections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 16-19 Jan</td>
<td>Module 0: Format of the course; student expectations &lt;br&gt;Module 1: IACUC Training</td>
<td>-</td>
</tr>
<tr>
<td>2 – 22-26 Jan</td>
<td>Module 1: IACUC Training &lt;br&gt;Module 2: The ethics of using mice in research</td>
<td>-</td>
</tr>
<tr>
<td>3 – 29 Jan-2 Feb</td>
<td>Module 3: Scientific background on OCD in humans and compulsive-like behavior in mice; nest-building data presentation</td>
<td>-</td>
</tr>
<tr>
<td>4 – 5-9 Feb</td>
<td>Module 4: Laboratory training session 1: Marble burying test (compulsive-like behavior) and Data collection 1</td>
<td>Marble burying test</td>
</tr>
<tr>
<td>5 – 12-16 Feb</td>
<td>Module 5: Data analysis session 1: Marble burying behavior</td>
<td>-</td>
</tr>
<tr>
<td>6 – 19-23 Feb</td>
<td>Module 6: Scientific background on anxiety behaviors in humans and mice</td>
<td>-</td>
</tr>
<tr>
<td>7 – 26 Feb-2 March</td>
<td>Module 7: Laboratory training session 2: Open field test (anxiety) and Data collection 2</td>
<td>Open field test</td>
</tr>
<tr>
<td>8 – 5-9 Mar</td>
<td>Module 8: Data analysis session 2: Open field behavior</td>
<td>-</td>
</tr>
<tr>
<td>9 – 12-16 Mar</td>
<td>‼️ Spring Break ‼️</td>
<td>-</td>
</tr>
<tr>
<td>10 – 19-23 Mar</td>
<td>Module 9: Scientific background on depression behaviors in humans and mice &lt;br&gt;Module 10: Students choose one behavioral experiment from experiments designed by the instructor</td>
<td>Provide feedback for the choice of a novel new experiment</td>
</tr>
<tr>
<td>11 – 26-30 Mar</td>
<td>Module 11: Laboratory training 3: Tail Suspension test (depression) and Data collection 3</td>
<td>Tail suspension test</td>
</tr>
<tr>
<td>12 – 2-6 Apr</td>
<td>Module 12: Data analysis session 3: Tail suspension behavior</td>
<td>-</td>
</tr>
<tr>
<td>13 – 9-13 Apr</td>
<td>Module 13: Scientific background on the students’ chosen topic</td>
<td>-</td>
</tr>
<tr>
<td>14 – 16-20 Apr</td>
<td>Module 14: Laboratory training session 4: Behavioral test chosen by the students and Data collection 4: Behavioral test chosen by the students</td>
<td>Behavior chosen by the students</td>
</tr>
<tr>
<td>15 – 23-27 Apr</td>
<td>Module 15: Data analysis session 4: Behavioral test chosen by the students</td>
<td>-</td>
</tr>
<tr>
<td>16 – 30 Apr - 4 May</td>
<td>Module 16: &lt;br&gt;• Interpretation of data session 1: Compulsive-like behaviors in the OCD mice &lt;br&gt;• Interpretation of data session 2: Anxiety-like and depression-like behaviors in OCD mice &lt;br&gt;• Interpretation of data session 3: How does it all fit together</td>
<td>Provide course feedback to improve future courses on behavioral neuroscience</td>
</tr>
</tbody>
</table>
4. How to Get the Most Out of the Course

1. On average, you need to spend at least 9-10 hours per week on this course to be successful. Some weeks, you may only spend 3-5 hours on course activities, while other weeks this may be 20-25 hours, especially for data collection.

2. Do the assigned readings before watching the content modules. This will help you understand the module content material and see how a topic is going to be developed. Watching the content module prepared will also give you the necessary background to enjoy and absorb the content.

3. Establish a schedule of activities that includes some time set-aside for review. For example, as we discuss the results of the open field test, review the data analysis and interpretation of the marble-burying test, so you can put the new information into the proper context.

4. Don't be embarrassed or afraid to admit that you are having difficulty. We should all work together to see that everyone learns. Please contact me because I want this course to be a successful learning experience for everyone. I have office hours because I want to help you succeed; use me!

5. Ask questions. This is the best way you have for clearing up confusing points and misunderstandings and to go beyond what we talked about in content and laboratory modules. Learning to ask questions is the first skill that a scientist has to develop in order to find meaningful answers.

6. Have fun! Nothing works better than enjoying what you are doing. Please let me know at any time what I can do to improve the course.

5. Students' Rights and Responsibilities

The university subscribes to principles of due process and fair hearings as specified in the "Joint Statement on Rights and Freedoms of Students." This document can be found in the Division of Student Services. You are encouraged to read it carefully.

Most students adjust easily to the privileges and responsibilities of university citizenship. The university attempts to provide counsel for those who find the adjustment more difficult. UAF may terminate enrollment or take other necessary and appropriate action in cases where a student is unable or unwilling to assume the social responsibilities of citizenship in the university community.

STUDENT CODE OF CONDUCT

UAF students are subject to the Student Code of Conduct. In accordance with board of regents' policy 09.02.01, UAF will maintain an academic environment in which freedom to teach, conduct research, learn and administer the university is protected. Students
will benefit from this environment by accepting responsibility for their role in the academic community. The principles of the student code are designed to encourage communication, foster academic integrity and defend freedoms of inquiry, discussion and expression across the university community.

UAF requires students to conduct themselves honestly and responsibly, and to respect the rights of others. Conduct that unreasonably interferes with the learning environment or violates the rights of others is prohibited. Students and student organizations are responsible for ensuring that they and their guests comply with the code while on property owned or controlled by the university or at activities authorized by the university.

The university may initiate disciplinary action and impose disciplinary sanctions against any student or student organization found responsible for committing, attempting to commit or intentionally assisting in the commission of any of the following prohibited forms of conduct:

a. Cheating, plagiarism or other forms of academic dishonesty
b. Forgery, falsification, alteration or misuse of documents, funds or property
c. Damage or destruction of property
d. Theft of property or services
e. Harassment
f. Endangerment, assault or infliction of physical harm
g. Disruptive or obstructive actions
h. Misuse of firearms, explosives, weapons, dangerous devices or dangerous chemicals
i. Failure to comply with university directives
j. Misuse of alcohol or other intoxicants or drugs
k. Violation of published university policies, regulations, rules or procedures
l. Any other actions that result in unreasonable interference with the learning environment or the rights of others.

This list is not intended to define prohibited conduct in exhaustive terms, but rather offers examples as guidelines for acceptable and unacceptable behavior.

Honesty is a primary responsibility of you and every other UAF student. The following are common guidelines regarding academic integrity:

1. Students will not collaborate on any quizzes, in-class exams, or take-home exams that contribute to their grade in a course, unless the course instructor grants permission. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.
2. Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses, and other reports.
3. No work submitted for one course may be submitted for credit in another course.
without the explicit approval of both instructors.

Alleged violations of the Code of Conduct will be reviewed in accordance with procedures specified in regents' policy, university regulations and UAF rules and procedures. For additional information and details about the Student Code of Conduct, contact the dean of students or visit www.alaska.edu/bor/.

STUDENT BEHAVIORAL STANDARDS
Education at the university is conceived as training for citizenship as well as for personal self-improvement and development. Generally, UAF behavioral regulations are designed to help you work efficiently in courses and live responsibly in the campus environment. They are not designed to ignore your individuality but rather to encourage you to exercise self-discipline and accept your social responsibility. These regulations, in most instances, were developed jointly by staff and students. Contact the dean of students for more information.

6. Netiquette
We are mutually interdependent in the success of our learning endeavor. I expect that we will all model the highest standards of respect and consideration for one another and for our learning process.

Please make sure that:

- Your contributions are regular and sufficiently engaging.
- Your contributions are insightful with deliberate contemplation evident.
- You contribute meaningfully to the discussion, and your comments demonstrate original thought and stimulate continued dialog.
- Your feedback is constructive and collegial.
- Your comments are widely distributed across the cohort.
- Your communications exhibit professionalism and respect.

Netiquette addresses civility and professionalism in online communications. Adhering to some basic guidelines further ensures the success of our communications and collective learning experience.

- Do not use offensive language.
- Do not dominate discussions.
- Use simple English.
- Use correct spelling and grammar.
- Share tips with other students.
- Keep an “open-mind” and be willing to express even your minority opinion.
- Think before you push the “Send” button.
- Do not hesitate to ask for feedback.
- When in doubt, always check with others for clarification.
7. Conditions You Agree to When Taking This Course

1. You agree that you will not make any course materials, including but not limited to content modules, data, data videos, etc., available to anyone else. Doing so will violate copyright law and will be prosecuted.

2. You agree that you do not object to the use of the OCD mice in the experiments performed in this course.

3. You agree to waive any ownerships rights to any of the data collected or findings in this course.

4. You agree to waive any rights to authorship related to any data or findings obtained during this course.

5. You agree that any findings related to the delivery of this course maybe be published. Neither your name nor any other personal data will be released in such publications.

6. You will be required to successfully complete online institutional animal care and use committee (IACUC) training before you are given access to the behavioral data videos. You will be withdrawn from the course if you have not completed this training by the end of the third week, i.e., by 11:59pm on Friday 26 January 2018 Alaska standard time.

7. All required activities are entirely your own work.