



University of North Texas
Toulouse Graduate School
Advanced Data Analytics
ADTA 5250 / CSCE 5320
Large Data Visualization / Data Visualization

Course Information

Sections:	ADTA 5250 – Large Data Visualization CSCE 5320 – Scientific Data Visualization IPAC 4250 – Principles of Data Visualization
Term:	Summer 2021 – 8W2 (June 2 – July 23, 2021)
Structure:	100% online with weekly Zoom sessions on Wednesday at 6:30-8:00pm CT ; attendance is optional. Zoom sessions are recorded and posted to Canvas for students who are unable to attend live.
Pre-requisites:	There are no required prerequisites for this course, but knowledge of Excel and PowerPoint is assumed.

Instructor: Christopher Seil, MS

Office Hours: available through email in the evenings and on weekends

Email Address: Christopher.Seil@unt.edu

Preferred Contact Method: Please leverage the Q&A forum in Canvas for general questions about course materials, assignments, techniques, etc. Either I will answer it or one of your classmates will. This way we can all benefit from questions asked, and they can be answered in a venue the whole class can see.

If you have a private question, please contact me via email and I will generally respond within 24 hours, usually less. Please do not expect a same-day response before 6 pm CT M - F.



Welcome to ADTA 5250 - Large Data Visualization along with CSCE - 5320 Data Visualization, and IPAC 4250. My name is Christopher Seil, I am an Adjunct Professor in UNT's Advanced Data Analytics program. I love teaching the visualization course! We have quite a bit of work in front of us but am excited to help you learn how to engage others with your insights by bridging the gap between left brain & right brain, science & art, data & stories.

I held a variety of senior leadership roles in the financial services industry before realizing it was the data and analysis component of those roles I was really drawn to. I made the switch to full-time analytics in 2015 and have not looked back. Today, I serve as Director of Analytics & Business Insights at Charles Schwab where I oversee several teams of analysts and consultants that help the business monitor performance, make decisions, identify anomalies or opportunities to pivot strategy, and take meaningful action. We leverage a variety of tools such as Tableau, SQL, R, Python, and Excel to harvest exploratory & inferential insights related to client profitability & segmentation, platform interactions & client experience, service & trading, mergers & acquisitions due diligence, and integration. We build and maintain executive reporting & dashboards, perform ad-hoc analysis & modeling, and stitch together engaging data stories for analyst calls, board meetings, industry presentations, etc. Additionally, I oversee data infrastructure & analytics enablement teams and chair an enterprise-wide analyst development program that hires, onboards, and develops analytics talent over a two-year rotation across analytics functions throughout the organization.

I live in Keller, TX with my wife, three children, and two golden doodles that you may hear barking on a few of our calls. I love playing the piano, being on the water, and any sport requiring a ball. I have BBA in Management & Economics from the University of Wisconsin – Green Bay, MS in Advanced Data Analytics from UNT, and sit on the analytics curriculum advisory board for another university in DFW.

Course Description

This course presents strategies and methods for effective visualization and communication of data analyses. Standard and open-source data visualization software packages will be used to develop presentations that convey findings, answer business questions, drive decisions, and provide persuasive evidence supported by data. The course is targeted towards students interested in using visualization to understand data better and improve their analytics work.

Key Learning Objectives	Topics Covered
<ol style="list-style-type: none"> 1. Provide an overview and brief history of the practice of data visualization 2. Introduce students to the key design principles and techniques for visualizing data 3. Develop an understanding of the fundamentals of communication and alignment around the concepts that are required for effective data presentation 4. Provide an overview and develop competency on the use of several available software tools that can be used for data visualization such as Tableau and Python’s libraries 5. Allow for project-based opportunities to identify, understand, analyze, prepare, and present effective visualizations on a variety of topics 6. Introduce students to programming for data science with Python 	<ul style="list-style-type: none"> • Provide an overview and brief history of the practice of data visualization • Introduce students to the key design principles and techniques for visualizing data • Develop an understanding of the fundamentals of communication and alignment around the concepts that are required for effective data presentation • Provide an overview and develop competency on the use of software tools that can be used for data visualization such as Tableau and Python’s libraries • Allow for project-based opportunities to identify, understand, analyze, prepare, and present effective visualizations on a variety of topics • Introduce students to programming for data science with Python

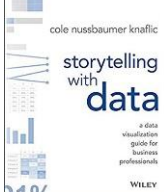
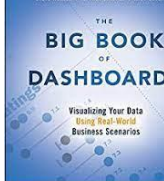
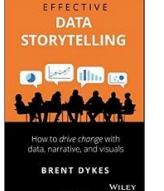

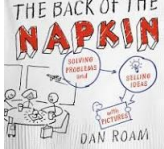

*******Important Information About Tableau*******

The goal of the course is to teach effective visualization strategies and practices for communicating insights, regardless of medium. **We primarily leverage Tableau to apply the strategies and you will learn Tableau basics by default, but this is not an end-to-end Tableau training course.** If you are not already familiar with Tableau, **you will need to supplement your learning.** Below are a few resources to help you get started.

- **Tableau for Students** (<https://www.tableau.com/academic/students>) - you’ll need to install Tableau student for the course anyway, but signing-up via this link will unlock Tableau’s eLearning suite.
- **Tableau Public** (<https://public.tableau.com/en-us/s/>) – there is no better data community than Tableau users. This free site is where you can upload dashboards, follow other users, view others’ workbooks (and sometimes download), and be visually inspired. Note – **downloading Tableau public is a different, less powerful platform than the student version you will still need to student version to submit workbooks to for your assignments.**
- Tableau Reference Guide from data + science (<http://www.tableaureferenceguide.com/>) – great resource for centralized Tableau learning. Check-out the training videos to start with, but there is a ton of great info here.

Required Materials

No textbooks are required for this course. The following books are referenced in lectures and suggested resources to further your learning outside of class:

	<p>OPTIONAL</p> <p>Cole Nussbaumer Knaflic (2015). Storytelling With Data: a data visualization guide for business professionals. ISBN: 978-1119002253</p>
	<p>OPTIONAL</p> <p>Steve Wexler, Jeffrey Shaffer, Andy Cotgreave (2017). The Big Book of Dashboards: Visualizing Your Data Using Real-World Business Scenarios ISBN: 978-1-119-28271-6</p>
	<p>OPTIONAL</p> <p>Brent Dykes (2019). Effective Data Storytelling: How to Drive Change with Data, Narrative and Visuals ISBN: 978-1119615712</p>
	<p>OPTIONAL</p> <p>Scott Brinatto (2016). Good Charts: The HBR Guide to Making Smarter, More Persuasive Data. Harvard Business Review Press. ISBN: 978-1633690707</p>
	<p>OPTIONAL</p> <p>Dan Roam (2009). The Back Of The Napkin: Solving Problems and Selling Ideas with Pictures. The Penguin Group. ISBN: 978-1-59184-306-1</p>
	<p>OPTIONAL Digital Magazine</p> <p>Chris Tauber(2009). Data For Execs</p> <p>Issues can be purchased via: https://dataforexecs.com/</p>

Teaching Philosophy & Expectations of Students

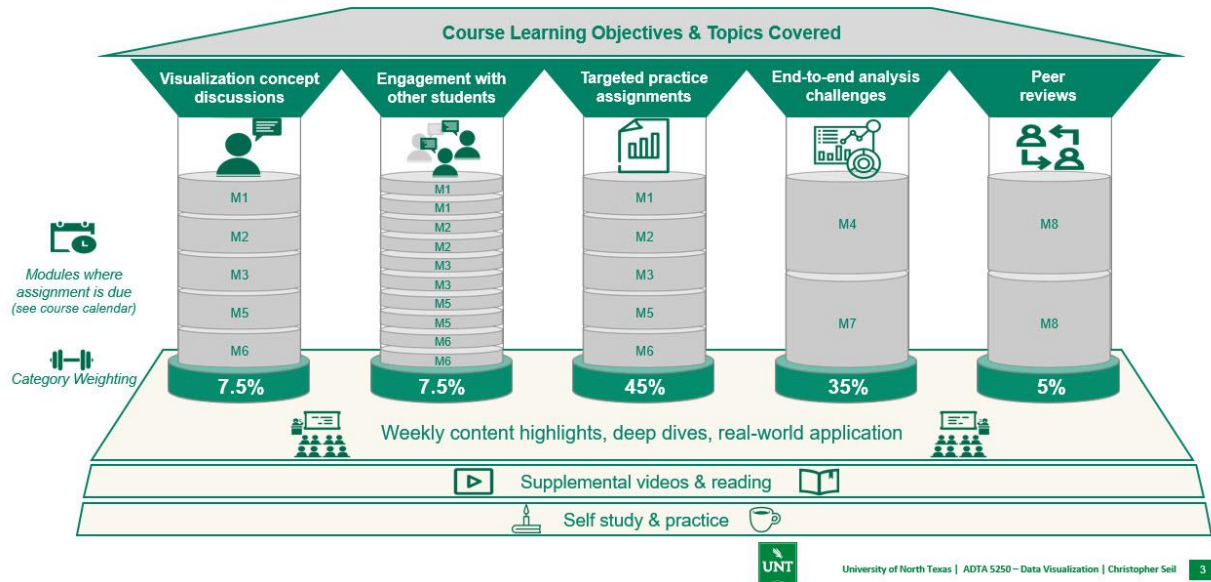
As a graduate-level course, I expect students to operate as they would if they were in an office, with integrity, professionalism, engagement, curiosity, and resourcefulness. Here are a few ways that manifests itself.

1. **Learn with integrity.** While the course is offered in an online format, there is still an expectation that you will work through the quizzes, exams, and assignments on your own. Plagiarism, shared answers, and other forms of cheating will not be tolerated and will be reported to the University for further action.
2. **Read the information provided to you in canvas** via module overviews, general Q&A forums, materials sections, announcements, the syllabus, etc. If you cannot attend the Zoom meetings, make sure to review the recordings afterward. I want to spend as much time helping you grasp the concepts and intuition behind them as possible. Individually answering questions that have been addressed in broader forums takes time away from coaching and feedback.
3. **Be professional and respectful in the way you communicate** with fellow students and instructors. That certainly includes the tone you use in discussions, emails, and in live meetings. But it also means making it as easy as possible for people to get you the information you need. Reference specific assignments, questions, and concept you need help on, provide screenshots, put your name on the assignment and in the 'save as' text, etc.
4. **Be resourceful.** There is no way we can cover every single topic and every assignment question in the time we spend together live each week. Leverage the videos provided in the materials section as well as your own research to help you grasp the intuition of the concept as well as the tactical steps you need to take in SPSS or other platforms.
5. **Engage with your classmates and instructor** in Zoom meetings and discussion posts. Even though the course is offered online, do not miss out on opportunities to network with your colleagues. Where you are comfortable, turn your camera on in Zoom meetings, participate in the live discussions, build relationships outside of formal gatherings, etc.

Course Structure

Key learning objectives will be supported by a combination of 5 discussions on various visualization concepts (7.5% of overall grade), 10 discussion responses to other students (minimum of 2 substantial responses per discussion; 7.5% of overall grade), 5 targeted practice assignments (45% of overall grade), 2 end-to-end analysis challenges (midterm & final; 35% of final grade), and 2 peer reviews on the final challenge (5% of overall grade). There are no multiple-choice quizzes or exams in this course.

How is the course structured?



Course Schedule

Course Schedule & Deadlines

6:30 – 8pm CT (Recorded) Due by 11:59 pm CT

Week of	Mon	Tue	Wed	Thu	Fri	Sat	Sun
M1	June 1 – 6		Optional Live Session	Discussion post			2+ Discussion responses Practice Assignment #1 Pre-class survey
M2	June 7 – 13		Optional Live Session	Discussion post			2+ Discussion responses Practice Assignment #2
M3	June 14 – 20		Optional Live Session	Discussion post			2+ Discussion responses Practice Assignment #3
M4	June 21 – 27		Optional Live Session				Midterm End-to-end Challenge
M5	June 28 – July 4		Optional Live Session	Discussion post			2+ Discussion responses Practice Assignment #4 <i>Note due date is Saturday due to July 4th holiday</i>
M6	July 5 – 11		Optional Live Session	Discussion post			2+ Discussion responses Practice Assignment #5
M7	July 12 – 18		Optional Live Session				
M8	July 19 – 25		Optional Live Session	Final End-To-End Challenge		Final challenge peer reviews	Grading

Activities & Assessments

5 Discussions (<i>Initial Post</i>)	Modules 1,2,3,5,6	100 points each, 7.5% weighting
10 Discussion responses (<i>2 per module</i>)	Modules 1,2,3,5,6	100 points each, 7.5% weighting
5 Visualization practice assignments	Modules 1,2,3,5,6	100 points each, 45% weighting
2 End-to-end Challenges (<i>Mid-Term & Final</i>)	Modules 4,8	100 points each, 35% weighting
3 Peer Reviews (Final Challenge)	Module 8	100 points each, 5% weighting

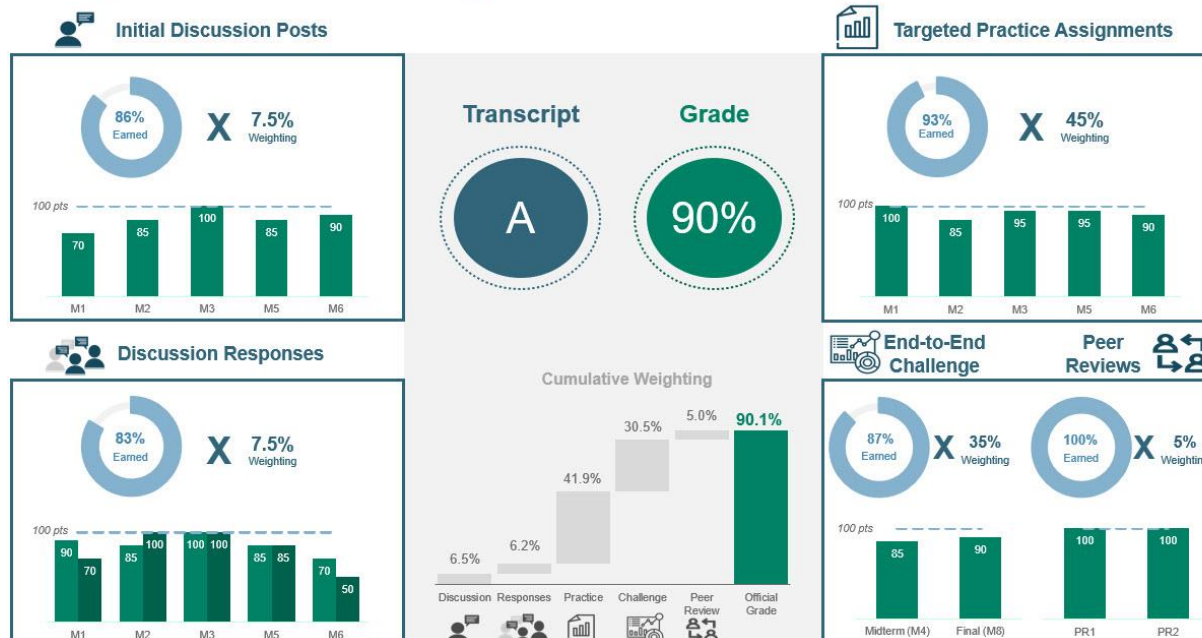
Grading Philosophy

Visualization is somewhat subjective. In the real world, you will need to tailor the fundamentals learned in this course to fit your stakeholders. If you put in the time, leverage the concepts taught in class, meet deadlines, and deliver original work, it is not difficult to do well in this course. As a graduate student, I believe your focus should be on gaining skills, perspectives, and relationship to help you achieve your goals. Grades should be secondary.

- A: 90-100% (Outstanding, excellent work. The student performs well above the minimum criteria.)
- B: 80-89% (Good, impressive work. The student performs above the minimum criteria.)
- C: 70-79% (Solid, college-level work. The student meets the criteria of the assignment.)
- D: 60-69% (Below average work. The student fails to meet the minimum criteria.)
- F: 59 and below (Sub-par work. The student fails to complete the assignment.)



Example of how the course is graded



Grading Policies

Late Work

This course regularly has 100+ students and we move quickly to cover as much material as possible to give you the foundations you need. That includes giving timely feedback on your submissions so you can improve while it is fresh in your mind. As a general rule, **late submissions will not be accepted unless you and I have agreed on a new deadline, in writing, 48 hours or more before the original due date**. This policy sounds harsh, but if I am giving general assignment feedback on live calls, it's not fair to other students for your late submission to benefit from additional coaching. All work turned in after the deadline and without prior communication with me will receive a grade of zero unless, in the event of extreme situations, the student has a [university-excused absence](#) and provides documentation within 48 hours of the missed deadline.

A few additional notes on requesting deadline extensions:

- I understand life happens and am willing to be flexible if the communication is there and it's not a habitual request stemming from being disorganized.
- Professionalism matters a great deal to me. How you communicate with your peers and with me should be considered when submitting requests for extensions. That includes being mindful of the timeliness of the request, context, and tone.
- When requesting an extension, please email me at Christopher.Seil@unt.edu and include 'DEADLINE EXTENSION:' as the leading phrase in your subject line.
- When requesting an extension, you must propose a new deadline date and time, do not wait for me to propose one. As a rule, your extension should be for a day or two, not a week. If you are proposing a deadline after the Wednesday following the original due date, I am less likely to be flexible given the earlier note about students benefitting from additional feedback.

Grading Turnaround Time

I aim to return graded work to you within one week of the due date and will grade a few submissions before Wednesday's live check-in to provide general coaching in class. When this is not possible, I will send an announcement to the class.

Grade Disputes

You are required to wait 24 hours before contacting me to dispute a grade. Within that time, I expect that you will review the assignment details and reflect on the quality of the work you turned in. If you would still like to meet, email me to set up a virtual meeting (I cannot discuss grades over email). You should join our scheduled meeting with specific examples that demonstrate that you earned a higher grade than you received. If you miss your scheduled meeting, you forfeit your right to a grade dispute. If you do not contact me to schedule a meeting within seven days of receiving your grade, you also forfeit your right to a grade dispute.

TECHNICAL REQUIREMENTS / ASSISTANCE

Access and Log in Information

This course was developed and will be facilitated utilizing the CANVAS Learning Management System. To get started with the course, please go to: <https://unt.instructure.com/login/ldap>

You can access student guides on Canvas at this site. You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: <https://ams.unt.edu/>

The Canvas Student app has a mobile version of Canvas that helps students stay current with their courses anywhere. Download the Canvas Student app on Android and iOS devices.

For iOS devices, see:

How do I download the Canvas Student app on my iOS device?

<https://community.canvaslms.com/docs/DOC-9831-18561185379>

For Android devices, see: How do I download the Canvas Student app on my Android device?

<https://community.canvaslms.com/docs/DOC-9758-18555199445>

Student Academic Support Services

Links to all these services can be found on the Online Student Resources tab within the Canvas Help function.

- ❖ Academic Resource Center: buy textbooks and supplies, access academic catalogs and programs, register for classes, and more. (<https://clear.unt.edu/canvas/student-resources>)
- ❖ Center for Student Rights and Responsibilities: provides Code of Student Conduct along with other useful links.
- ❖ Office of Disability Accommodation: ODA exist to prevent discrimination on the basis of disability and to help students reach a higher level of independence. <https://disability.unt.edu/>
- ❖ Counseling and Testing Services: CTS provides counseling services to the UNT community as well as testing services; such as admissions testing, computer-based testing, career testing and other tests. <http://studentaffairs.unt.edu/counseling-and-testing-services>
- ❖ UNT Libraries: online library services <https://library.unt.edu/services/>
- ❖ Online Tutoring: chat in real time, mark up your paper using drawing tools and edit the text of your paper with the tutor's help.
- ❖ The Learning Center Support Programs: various program links provided to enhance the student experience. <https://learningcenter.unt.edu/>
- ❖ Supplemental Instruction: program for every student, not just for students that are struggling.
- ❖ UNT Writing Lab: offers free writing tutoring to all UNT students, undergraduate and graduate. <http://writingcenter.unt.edu/>
- ❖ Math Tutor Lab: <http://math.unt.edu/mathlab/>
- ❖ Succeed at UNT: how to be a successful student information. <https://success.unt.edu/>

The following information is provided to assist you in preparation for the technological aspect of the course.

UIT Help Desk: <http://it.unt.edu/help-desk-resources-students>

Browser requirements: You need a browser that interfaces well with Canvas, such as Microsoft Internet Explorer or Mozilla Firefox.

<https://clear.unt.edu/supported-technologies/canvas/requirements>

Word Processor

Creating and submitting files in Microsoft Office, the standard software for this course.

STUDENT TECHNICAL SUPPORT

The University of North Texas [UIT Student Helpdesk](#) provides student technical support in the use of Canvas and supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu Phone: 940.565-2324

In Person: Sage Hall, Room 130

Our hours are:

- Monday-Thursday 8am-midnight
- Friday 8am-8pm
- Saturday 9am-5pm
- Sunday noon-midnight

Technical Skill Requirements

Students should be able to upload and download files, perform data analysis using Microsoft Excel, and access the Internet for course support materials. Effective navigation of Canvas is necessary as course assignments and support materials will be made available through this application. Email will be used to communicate to students via the UNT provided student email accounts.

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual's experiences.
- Use your critical thinking skills to challenge other people's ideas, instead of attacking individuals.

- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

Policies

Attendance Policy

You are responsible for reading course announcements and keeping with assignments as posted in the course syllabus. It is always recommended that you attend scheduled virtual class meetings. They are not mandatory but do provide an excellent opportunity to interact with your peers and ask questions.

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 a related issue regarding COVID-19. 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](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) 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.

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

****Late work is subject to penalty described above unless previously approved by the instructor****

Syllabus Change Policy

While the plan is to follow this syllabus as written, it is not unreasonable to expect that adjustments will be made if necessary due to events that outside of my control. Any changes

will be posted in the announcement section of our Canvas course. If these changes impact assignments or due dates, they will be communicated via email as well.

Turnitin Notice

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level. Turnitin is used as a tool to assist students in their scholarly writing to address plagiarism issues. It is recommended that students use this resource to ensure their work is free of copyright issues prior to final submission of their projects.

Class Participation

Students are required to login regularly to the online class site. The instructor will use the tracking feature in Canvas to monitor student activity. Students are also required to participate in all class activities such as discussion board, chat or conference sessions and group projects.

Virtual Classroom Citizenship

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor.

Incompletes

Incompletes will only be given per university policy.

<http://registrar.unt.edu/grades/incompletes>

UNT POLICIES

Student Conduct and Discipline:

You are encouraged to become familiar with the University's Code of Student Conduct and the Policy of Academic Integrity found on the Dean of Students website. The policies contained on this website apply to this course. If you have questions regarding any of the information presented regarding academic integrity, please feel free to contact me. I will be happy to review any of your work prior to final submission for grading.

The UNT Code of Student Conduct can be found here:

<http://deanofstudents.unt.edu/conduct>

The UNT policy regarding Academic Integrity can be found here:

<http://policy.unt.edu/policy/06-003>

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 Accommodation (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 see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at [940.565.4323](tel:940.565.4323).

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 at <http://ecfr.gpoaccess.gov>. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f)(6)(i)(G)" and can be found buried within this document: <http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT>

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.

Class Recordings & Student Likenesses

Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<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>)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)

- UNT Email Address
- Legal Name

**UNT eulDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- What are pronouns and why are they important?
- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person's pronouns?
- How do I correct myself or others when the wrong pronoun is used?

Additional Student Support Services

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