Course Information

ADTA 5130/IPAC 4130 – Data Analytics 1 and CSCE 5310 Empirical Analysis

Term: Spring 2021 – 8W1 (January 11 – March 6, 2021)

Class Format: 100% online with weekly Zoom sessions on Tuesday at 6:30-7:30pm CT; attendance is optional. Zoom sessions are recorded and posted to Canvas for students who are unable to attend live.

Pre-requisites, Co-requisites, and/or Other Restrictions
This course requires that the student has successfully completed college-level mathematics and a basic statistics course prior to enrollment or have relevant current work experience that will enable them to be successful in an introductory graduate-level statistics course. Excel may be used to complete various statistical techniques taught throughout the course, so competence in Excel is also suggested.

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 email me directly rather than sending messages through Canvas so I can respond with screenshots, formatting, etc.

Welcome to ADTA 5130/IPAC 4130 Data Analytics 1 along with CSCE 5310 Empirical Analysis. My name is Christopher Seil, I am an Adjunct Professor in UNT’s Advanced Data Analytics program. Together with my colleagues, we are committed to providing an educational experience that is relevant, rigorous, and provides you with the knowledge and skills necessary to be successful in the world of big data/data analytics/data science. Together we will explore a variety of statistical analysis methods, learn how and when to use them, interpret the outputs, and describe the findings in ways that help decision-makers understand & engage with your findings and make informed, data-supported decisions.

I began my career as a financial advisor and held variety of financial services leadership roles before realizing it was the data & analysis component of each of those roles that I was really drawn to. Today, I serve as the Director of Analytics & Business Insights at TD Ameritrade (now part of 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, Excel, R, and Python to harvest exploratory & inferential insights related to client profitability & segmentation, platform interactions & client experience, service, operations & trading, mergers & acquisitions due diligence and integration, and executive reporting & data storytelling for analyst calls, board meetings, industry presentations, etc. Additionally, I chair an enterprise-wide analyst development program that hires, onboards, and develops analytics talent over a two-year rotation across the organization.

My family lives in Keller, TX and I love playing the piano, on the water, and any sport requiring a ball. I have BBA in Management & Economics from the University of Wisconsin – Green Bay and an MS in Advanced Data Analytics from UNT. The ATDA program does a great job of introducing broad analytical concepts in statistics, visualization, data wrangling, and advanced modeling & machine learning techniques. It will serve you well regardless of where you focus your career. I look forward to helping you learn important statistical techniques that are foundational to good analysis and adding perspective for how to apply your new skills in the real-world.
Course Description

This course provides an overview of quantitative methods essential for analyzing data, with an emphasis on business and industry applications. Topics include identification of appropriate metrics and measurement methods, descriptive and inferential statistics, experimental design, parametric and non-parametric tests, simulation, and linear regression, categorical data analysis, and select unsupervised learning techniques. Standard and open-source statistical packages will be used to apply techniques to real-world problems.

Key Learning Objectives

| 1.   | Sort, analyze, and present numerical data using measures of central tendency, measures of variation, and measures of dispersion. |
| 2.   | Recognize correlations between data sets using scatter diagrams; determine the strength of the correlation via the correlation coefficient; express linear and nonlinear relationships using least squares regression and logistic regression. |
| 3.   | Predict experimental outcomes using basic techniques of probability (permutations, combinations, counting techniques, tree diagrams). |
| 4.   | Infer population parameters using sampling distributions and the Central Limit Theorem. Accept or reject a hypothesis by establishing a level of significance. |
| 5.   | Articulate the value of analytics in business and the implementation of best practices. |

Topics Covered

| 1.   | Review of fundamentals of data analysis |
| 2.   | Review of probability |
| 3.   | Parameter estimates |
| 4.   | Testing hypotheses and goodness of fit |
| 5.   | ANOVA |
| 6.   | Analysis of categorical data |
| 7.   | Linear and multiple regression |
| 8.   | Logistic regression |

Required Materials

Two textbooks are required for this course. Other supplemental materials will be provided via a link to the UNT Willis Library website or included in the Module folders on Canvas. Students will also need to have access to IBM SPSS (which is available to all students on the virtual lab website) for data analysis assignments.

**REQUIRED**


Textbook Resources: [https://edge.sagepub.com/field5e](https://edge.sagepub.com/field5e)

**REQUIRED**


Free PDF can be found at: [https://openintro.org/book/os/](https://openintro.org/book/os/)

**OPTIONAL**


Free PDF can be found at: [http://www.stat.cmu.edu/~hseltman/309/Book/Book.pdf](http://www.stat.cmu.edu/~hseltman/309/Book/Book.pdf)
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 & materials sections, announcements, the syllabus, etc. If you can’t 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 so administrative like deadlines, time limits for assignments, etc. are listed in Canvas.

3. **Pay attention to formatting details** as outlined in quiz, homework, and exam questions. Not only is this a best-practice for when you communicate findings in the real-world, but the auto-grader will count your answer as incorrect even if you technical got to the right answer but did not format it correctly. For example, if the answer is a dollar value and the question tells you to format as $#.##, failing to include the dollar sign or failing to round to two digits could appear as incorrect even if you did the math correctly.

4. **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.

5. **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.

6. **Engage with your classmates and Instructor** in Zoom meetings and discussion posts. Even though the course is offered online, don’t miss out on opportunities to network with your colleagues. Where you’re comfortable, turn your camera on in Zoom meetings, participate in the live discussions, build relationships outside of formal gatherings, etc.

Instructor Responsibilities and Feedback

- As the instructor, it is my responsibility to help students grow and learn; provide clear instructions for projects and assessments, answer questions about assignments, identify additional resources as necessary, provide rubrics, and continually review and update course content based upon learning outcomes and changes in the field of study.

- Feedback on assignments will be provided in a timely manner. Students can expect responses to emails within 24 hours. Grades for weekly assignments will be posted the following week. Project grades will be posted as they are completed.
Course Requirements
Your final grade will be determined based on weekly discussions (11%), weekly practice assignments (26%), weekly quizzes (10%), a mid-term and final exam (20%), and a group research project (33%).

Grading
Course grades will be assigned based on this percentage with a standard 10-point grading scale (100% – 90%, A; 89% – 80%, B; 79% – 70%, C; 69% – 60%, D; 59% – 0%, F).

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<thead>
<tr>
<th>Assignment Type</th>
<th>Due Day</th>
<th>Due Date</th>
<th>Topic</th>
<th>Possible Points</th>
<th>Weighting</th>
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<tr>
<td>Discussions</td>
<td>7</td>
<td>95%</td>
<td>11%</td>
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<td>Untimed Practice Assignments</td>
<td>7</td>
<td>26%</td>
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<td>Timed Quizzes (2 attempts)</td>
<td>7</td>
<td>10%</td>
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<td>Timed Exams (1 attempt)</td>
<td>2</td>
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<td>Final Project Project (Group)</td>
<td>1</td>
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<td>Module</td>
<td>Dates</td>
<td>Learning Objectives</td>
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<td>1 Data &amp; Statistical Research</td>
<td>Start: 1/11/2021</td>
<td>Explain why knowledge of statistics is important. Differentiate between descriptive and inferential statistics. Classify variables as qualitative or quantitative, and discrete or continuous. Distinguish between nominal, ordinal, interval, and ratio levels of measurement.</td>
<td>C1: Why Is My Evil Lecturer Forcing Me to Learn (page 5) Field: C1: Data Basics OpenIntro: C1: Data Basics</td>
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<td>End: 1/17/2021</td>
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<td>C1: Data Basics OpenIntro: C1: Data Basics</td>
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<td>2 Exploratory Analysis &amp; Basic Visualization Techniques</td>
<td>Start: 1/18/2021</td>
<td>Enter import data into appropriate software and properly format data for statistical analysis. Compute and interpret the mean, the median, the mode, range, variance, and standard deviation. Identify and compute measures of position. Identify and compute the coefficient of skewness. Create and interpret a scatter diagram. Construct and explain a box plot. Develop and explain a contingency table. Summarize qualitative variables with frequency and relative frequency tables and display with appropriate graphs. Discuss the barriers of applying analytics at organizations.</td>
<td>C2: The SPINE of Statistics Field: C2: The SPINE of Statistics OpenIntro: C2: Summarizing Data</td>
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<td>End: 1/24/2021</td>
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<td>C2: Summarizing Data OpenIntro: C2: Summarizing Data</td>
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<td>3 Probability</td>
<td>Start: 1/25/2021</td>
<td>Define the terms probability, experiment, event, and outcome. Assign probabilities using a classical, empirical, or subjective approach. Calculate probabilities using the rules of addition and multiplication, a contingency table, and Bayes’ theorem. Identify the characteristics of a probability distribution. Distinguish between discrete and continuous random variables. Compute the mean, variance, and standard deviation of a discrete probability distribution. Explain the assumptions of the binomial distribution and apply it to calculate probabilities. Explain the assumptions of the Poisson distribution and apply it to calculate probabilities. Describe the uniform probability distribution and use it to calculate probabilities. Describe the characteristics of a normal probability distribution. Describe the standard normal probability distribution and use it to calculate probabilities. Approximate the binomial probability distribution using the standard normal probability distribution to discuss how analytics add value to an organization and the pitfalls firms face in leveraging analytics.</td>
<td>OpenIntro: C3: Probability Field: C3: Probability OpenIntro: C4: Distributions of Random Variables盐田: C3: Review of Probability, page 33</td>
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<td>4 Sampling Methods, Central Limit Theorem, and Confidence Intervals</td>
<td>Start: 2/1/2021</td>
<td>Explain why populations are sampled and describe four methods to sample a population. Define sampling error. Demonstrate the construction of a sampling distribution of the sample mean. Recite the central limit theorem and define the mean and standard error of the sampling distribution of the sample mean. Recite the central limit theorem to calculate probabilities. Compute and interpret a point estimate of a population mean. Compute and interpret a confidence interval for a population mean and a population proportion. Calculate the required sample size to estimate a population proportion or population mean. Adjust a confidence interval for finite populations. Discuss how analytics can create ethical concerns.</td>
<td>Field: C2: The SPINE of Statistics OpenIntro: C5: Foundations for Inference OpenIntro: C6: Inference for Categorical Data</td>
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<td>5 Hypothesis Testing and ANOVA</td>
<td>Start: 2/8/2021</td>
<td>Explain the process of testing a hypothesis. Apply the six-step procedure for testing a hypothesis. Differentiate between a one-tailed and a two-tailed test of hypothesis. Conduct a test of a hypothesis about a population mean. Compute and interpret a p-value. Use a t-statistic to test a hypothesis. Compute the probability of a Type II error. Test a hypothesis that two independent population means are equal, assuming that the population standard deviations are equal. Test a hypothesis that two independent population means are equal, using unknown population standard deviations. Test a hypothesis about the mean population difference between paired or dependent observations. Explain the difference between the dependent and independent samples. Apply the f distribution to test a hypothesis that two population variances are equal. Use ANOVA to test a hypothesis that three or more population means are equal. Use confidence intervals to test and interpret differences between pairs of population means. Use a blocking variable in a two-way ANOVA to test a hypothesis that three or more population means are equal. Perform a two-way ANOVA with interaction and describe the results. Discuss how firms can design analytics teams to drive the maximum benefit to firms. Review all previous chapters.</td>
<td>Field: C10: Comparing Two Means OpenIntro: C10: Comparing Two Means OpenIntro: C11: Comparing Several Independent Means OpenIntro: C11: Comparing Several Independent Means OpenIntro: C12: Inference for Numerical Data OpenIntro: C12: Inference for Numerical Data OpenIntro: C13: Inference for Numerical Data OpenIntro: C13: Inference for Numerical Data</td>
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<td>6 - Correlation and Linear Regression</td>
<td>Start: 2/15/2021</td>
<td>Explain how bias affects statistical inference. Evaluate distributions for normality and identification of outliers. Explain the purpose of correlation analysis. Calculate a correlation coefficient to test and interpret the relationship between two variables. Apply regression analysis to estimate the linear relationship between two variables. Evaluate the significance of the slope of the regression equation. Evaluate a regression equation’s ability to predict using the standard estimate of the error and the coefficient of determination. Calculate and interpret confidence and prediction intervals. Discuss the key concepts in building an effective data science practice.</td>
<td>Field: C6: The Beast of Bias OpenIntro: C6: The Beast of Bias OpenIntro: C7: Correlation OpenIntro: C7: Correlation OpenIntro: C8: Introduction to Linear Regression OpenIntro: C8: Introduction to Linear Regression</td>
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<td>End: 2/21/2021</td>
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<td>C6: The Beast of Bias OpenIntro: C6: The Beast of Bias OpenIntro: C7: Correlation OpenIntro: C7: Correlation OpenIntro: C8: Introduction to Linear Regression OpenIntro: C8: Introduction to Linear Regression</td>
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<td>7 Multiple and Logistic Regression</td>
<td>Start: 2/22/2021</td>
<td>Use multiple regression analysis to describe and interpret a relationship between several independent variables. Evaluate how well a multiple regression equation fits the data. Test the hypothesis about the relationships inferred by a multiple regression model. Evaluate the assumptions of multiple regression. Use and interpret a qualitative, dummy variable in multiple regression. Include and interpret an interaction effect in multiple regression analysis. Apply stepwise regression to develop a multiple regression model. Apply multiple regression techniques to develop a linear model. Discuss privacy issues related to data science.</td>
<td>Field: C20: Categorical Outcomes (Logistic Regression) OpenIntro: C20: Categorical Outcomes (Logistic Regression) OpenIntro: C21: Multiple and Logistic Regression</td>
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<td>End: 2/28/2021</td>
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<td>C20: Categorical Outcomes (Logistic Regression) OpenIntro: C20: Categorical Outcomes (Logistic Regression) OpenIntro: C21: Multiple and Logistic Regression</td>
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<td>8 Analytics Project</td>
<td>Start: 3/1/2021</td>
<td>Execute an analytics project using the CRISP-DM process. Identify a clear and concise business or research problem. Articulate their research design or approach to the problem. Collect and analyze the data. Draw conclusions and provide recommendations. Orally communicate their findings.</td>
<td>Review all previous chapters OpenIntro: Review all previous chapters OpenIntro: Review all previous chapters</td>
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<td>End: 3/7/2021</td>
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<td>Review all previous chapters OpenIntro: Review all previous chapters OpenIntro: Review all previous chapters</td>
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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) 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) 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.

Face coverings are required in all UNT facilities. Students are expected to wear face coverings during this class. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

Assignment Policy / Late Work

All work for this course is due no later than 11:59 pm on the designated due. Any assignment submitted after that time will receive a highest possible score of 60%. Additional points may be deducted when the assignment is graded based on the quality of the work submitted. Please don’t lose valuable points this semester by turning in work late.

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.

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&TYPETEXT

The paragraph reads:
(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student’s physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F–1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F–1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (https://policy.unt.edu/policy/07-002).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
• Use of the work does not affect any potential profits from the work.
• The student is not identified.
• The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

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

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

• UNT Records
• UNT ID Card
• UNT Email Address
• Legal Name

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

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

You can add your pronouns to your Canvas account 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)