ART 4899 IADS Topics: Race, Gender and Identity Representation in Art and Design

100% online course with schedule course meeting times
   Section 001 MW 12:30-1:50 p.m.
   Section 002 TTh 9:30-10:50 p.m.

Instructor Contact

Name: Dr. Lauren Cross
Pronouns: she, her, hers
Office Location: ART 212
Office Hours: Virtual Office Hours by appointment via Zoom
Email: Contact via Canvas Inbox Messages
Communication Expectations: If you have a question, please contact me via Canvas Inbox Messages and I will respond within 24 hours on weekdays (usually sooner). Please do not expect a response over the weekend.

Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT’s full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

Course Description

Capstone course for Interdisciplinary Art and Design Studies majors. Advanced interdisciplinary study of art and design. Specific topics will vary. Delivered as a seminar consisting of assigned readings, class discussion, oral presentations, and written research.

Course Content

In ART 4899 Interdisciplinary Art and Design Studies Topics students will explore the interconnections between race, gender and representation in art and design practice. The course will weave together a collection of readings, films, as well as moving and still images comparing the representation of race and ethnicity in contemporary visual culture. In order to understand the ways in which race, gender and representation are important within the fields of art and design we will also pull from a variety of disciplines including the social sciences and the digital humanities. We will look at theories such as racial and gender definition, construction and stratification to set the groundwork for the course. We will also investigate content from interdisciplinary fields such as cultural studies, ethnic studies, and women & gender studies to understand how the representation of race and ethnicity on the internet are the result of social and cultural constructs.
Students should be aware that when examining issues of race, gender and representation the topics and the discussions will be uncomfortable and challenging. The tension and discomfort surrounding discussions on race are normal and should be expected (See Dr. AnaLouise Keating’s Presuppositions handout for guidelines for classroom discussion). Students will be required to engage in course topics with fellow classmates and the instructor respectfully; behavior that does not display this requirement at a minimum will not be tolerated. With that being said your engagement in the course material is required. Those who find it easy to speak up should make sure to balance their contributions by allowing those who do not talk enough space to speak.

Lastly, we will explore the implications of race, gender and representation in order to come up with practical tools beyond the class. The class is designed to help students to think through how one can apply course topics within everyday interactions, creative projects and professionally. At the conclusion of the course students will produce a virtual collaborative art and design project as a class in partnership with a local organization that will allow students to apply their learning creatively. The project will range in outcomes based on student interest such as, web content digitally-fabricated objects, exhibitions or face-to-face programs. The course will also include virtual engagement with organizations and guest lectures from local/regional creatives, scholars, and practitioners who explore the connections between race, gender and representation within design.

Course Structure

This is a 100% online course with some required meetings during our designated weekly course schedule. The first day of our weekly scheduled class time is a day for content review/independent study, which means that it is a day to review all assigned module content such as videos/lectures/presentations, readings, self-tests, quizzes, online discussions, and assignments will exist in our virtual Canvas course shell. The second day of our weekly schedule will be when we hold full class discussions via Zoom. During these Zoom meetings we will discuss the Module course content and students will have the opportunity to ask questions about course topics and assignments. Here is a breakdown of our weekly class schedule/agenda:

### Section 001 MW 12:30-1:50 p.m.

<table>
<thead>
<tr>
<th>Mondays 12:30-1:50 p.m.</th>
<th>Wednesdays 12:30-1:50 p.m.</th>
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<tbody>
<tr>
<td>Students use scheduled course time for Module content review and virtual independent study; completion of course quizzes and assignments</td>
<td>Full class Zoom meetings for course discussion, virtual class activities, and questions regarding course topics and assignments.</td>
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### Section 002 TTh 9:30-10:50 p.m.

<table>
<thead>
<tr>
<th>Tuesdays 9:30-10:50 a.m</th>
<th>Thursdays 9:30-10:50 a.m</th>
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<tbody>
<tr>
<td>Students use scheduled course time for Module content review and virtual independent study; completion of course quizzes and assignments</td>
<td>Full class Zoom meetings for course discussion, virtual class activities, and questions regarding course topics and assignments.</td>
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</tbody>
</table>
Additionally, throughout the course of the semester students will engage in a course-wide virtual service-learning project as a vehicle to introduce students to the theory and practice of the arts and design as an agent for cultural humility, cultural equity and community development. This will require students to undertake assigned fieldwork and research tasks as a part of the course through direct contact and collaboration with at least one community-based arts organization virtually. Other aspects of the course include, active-learning assignments, discussion, as well as virtual field experiences and attending virtual events/presentations by guest speakers.

Two course-related service-learning assignments are:

1. **2021 UNT Equity & Diversity Conference**
   The College of Visual Arts & Design is a university sponsor for the UNT Equity & Diversity Conference, which is going virtual for the first time this year. Our service-learning task is to attend the conference and find innovative ways to apply what you have learned through the course into our course. This could be in sharing a new idea with the class or as a resource to inform your Racism Untaught Final Project.

2. **The 2044 series: Anti-racist Praxis as Futurist Art and Design Pedagogy**
   The Interdisciplinary Art and Design Studies Program is a co-sponsor for the 2044 series, a virtual panel series, which will explore the frameworks of anti-racism, Critical Race Theory (CRT), and futurist praxis as methods of pedagogy in the fields of art and design. As a service-learning assignment our work will be to help in the promotion of the series virtually, to attend the panel series events which will be held on the second Fridays of the month (February 12, March 12, and April 9th), and to help facilitate in the discussion of the series both inside and outside of class.

These field experiences will put into practice theoretical readings and class discussions, which explore the role of the arts and design in community and cultural development, research, and arts and cultural policy. Students will complete a photo-voice project where they will document their experience through photographs and create personal written narratives reflecting their virtual and field experiences.

**Course Prerequisites or Other Restrictions**

Prerequisite(s): ART 1200 or 1301, 1440, 1450, 1500, 1510, 2350, 2360, 6 hours of advanced art history, and 3 hours from IADS Menu 2.

**Course Objectives**

By the end of this course, students will be able to:

1. Communicate and apply key terms and concepts regarding race, gender and representation in art and design practice in class assignments, discussions, and presentations.
2. Respond to critical writings on race, gender and representation through photo-voice research methods, which uses documentary photography, reflection, and sharing knowledge as a creative source of inquiry.
3. Collaborate with local organizations/institutions on service-learning project(s) that enhance community awareness of the ways in which representations of race, gender and representation can be challenged or enhanced.
4. Compare and contrast projects implemented by artists/designers and institutions/organizations.
5. Create a course-wide collaborative project that creatively applies theories and knowledge of how transformative representations of race, gender and representation can create social change.

6. Analyze academic scholarship and creative approaches within art and design history and practice that highlights the interconnections between the representation of race, gender, and representation in order to produce new theories and creative strategies for using the internet as a platform for cultural equity and social change.

Materials

Assigned online content, videos, and articles/chapters/essays will be posted on Canvas.

Teaching Philosophy

Online learning modules require reading, viewing videos, quizzes, and written assignments. All major written assignments focus on active learning, discussion and developing marketable skills. Each online module allow students to progress through readings and assignments at your own pace with select deadlines throughout the sixteen weeks. This allows you to work ahead, but not fall behind.

In addition, students will participate in virtual class service-learning projects. The instructor will inform students about the project dates/schedule by the end of Week 3. Students must contact the instructor to get prior approval to miss virtual field opportunities due to work, travel, and other course conflicts.

Note: All quizzes, discussions, assignments, and presentations are required. Even if you miss the deadline, you need to complete the quiz or assignment in order to proceed into the next part of the module or course. However, work submitted after the deadline will not be graded.

In other words, you need to do everything the course assigns, no matter what.

For your assistance, the course provides the following aids:

- Closed captions of all videos
- Master list of all terms tests and expected in the course assignments

Technical Requirements & Skills

Minimum Technology Requirements

- Computer
- Reliable internet access
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite
- Canvas Technical Requirements (https://clear.unt.edu/supported-technologies/canvas/requirements)

Computer Skills & Digital Literacy

- Using Canvas
- Using email with attachments
- Downloading and installing software
• Using spreadsheet programs
• Using presentation and graphics programs

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

Success in an Online Course
While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations. I recommend reviewing the following tips to prepare yourself for taking an online class: “How to Succeed as an Online Student” (https://clear.unt.edu/teaching-resources/online-teaching/succeed-online).

Getting Help

Technical Assistance
Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: UIT Student Help Desk site (http://www.unt.edu/helpdesk/index.htm)
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Walk-In Availability: 8am-9pm
Telephone Availability:
• Sunday: noon-midnight
• Monday-Thursday: 8am-midnight
• Friday: 8am-8pm
• Saturday: 9am-5pm

**Laptop Checkout:** 8am-7pm

For additional support, visit Canvas Technical Help (https://community.canvaslms.com/docs/DOC-10554-4212710328)

**Student Support Services**

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

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

Other student support services offered by UNT include

- [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)

**Academic Support Services**

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

**Course Requirements**

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<tr>
<th>Week</th>
<th>Module</th>
<th>Points Possible</th>
<th>Percentage of Final Grade</th>
<th>Deadline</th>
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<tr>
<td>Week 1</td>
<td>Introduction</td>
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<td>Week</td>
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<td>Week 1</td>
<td>Lecture/Video: Introduction</td>
<td>15 points</td>
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<td>Assignments:</td>
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<td>Introduction Discussion (10</td>
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<td>Start-up Quiz (5 points)</td>
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<td>Lecture/Video:</td>
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<td>What is IADS? Interdisciplinarity &amp; Representation</td>
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<td>What is IADS? Quiz (25 points)</td>
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<td>What is IADS? Discussion (20</td>
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<td><strong>Module 2</strong></td>
<td>45 points</td>
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<td>Lecture/Video:</td>
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<td>Race, Gender and Representation Discussion (20 points)</td>
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<td>Week 4</td>
<td><strong>Module 3</strong></td>
<td>125 points</td>
<td>12.5%</td>
<td>February 3</td>
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<td>Lecture/Video:</td>
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<td>Cultural Humility 101</td>
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<td>Assignments:</td>
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<td>Cultural Humility Quiz (25 points)</td>
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<td>Keeping it Real Virtual Brown Bag Roundtable Discussion (100 points)</td>
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<td>Week 5</td>
<td><strong>Module 4</strong></td>
<td>100 points</td>
<td>10%</td>
<td>February 10</td>
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<td>Lectures/Videos:</td>
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<td>Racism Untaught: Onboarding</td>
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<td>Assignments:</td>
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<td>Racism Untaught Workboard &amp; Discussion (100 points)</td>
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<td>Service-Learning Virtual Lecture:</td>
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<td>The 2044 series: Anti-racist pedagogy in Art Education</td>
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<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Points Possible</th>
<th>Percentage of Final Grade</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Week 6</td>
<td><strong>Module 5</strong>&lt;br&gt;Lectures/Videos:&lt;br&gt;Unconscious Bias&lt;br&gt;Implicit Bias Module Series&lt;br&gt;Assignments:&lt;br&gt;Unconscious &amp; Implicit Bias Quiz (25 points)&lt;br&gt;Unconscious &amp; Implicit Bias Discussion (20 points)</td>
<td>45 points</td>
<td>4.5%</td>
<td>February 19</td>
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<tr>
<td>Week 7</td>
<td><strong>Module 6</strong>&lt;br&gt;Lecture/Video:&lt;br&gt;Diversity, Equity and Inclusion in Art and Design&lt;br&gt;Assignments:&lt;br&gt;Service-Learning Virtual Conference: UNT Equity &amp; Diversity Conference&lt;br&gt;Diversity, Equity and Inclusion in Art and Design Quiz (25 points)&lt;br&gt;Diversity, Equity and Inclusion in Art and Design: A Case Study with Jin-Ya Huang of Break Bread, Break Borders (20 points)</td>
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<td>4.5%</td>
<td>February 23</td>
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<td>February 26</td>
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<td>Week 8 &amp; 9</td>
<td><strong>Module 7</strong>&lt;br&gt;Lecture/Video:&lt;br&gt;Cultural Equity in Art and Culture Institutions&lt;br&gt;Assignment:&lt;br&gt;Cultural Equity Quiz (25 points)&lt;br&gt;Cultural Equity in Art and Culture Institutions Discussion (20 points)&lt;br&gt;Service-Learning Virtual Lecture: The 2044 series, Antiracist Pedagogy in Design&lt;br&gt;Cultural Equity in Museums Group Assignment (100 points)</td>
<td>145 points</td>
<td>14.5%</td>
<td>March 5</td>
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<td>Week 10</td>
<td><strong>Module 8</strong></td>
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<td>Week</td>
<td>Module</td>
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<tr>
<td>Week 10</td>
<td>Lecture/Video: Diversity, Marketing and Representation</td>
<td>20 points</td>
<td>2%</td>
<td>March 24</td>
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<td></td>
<td>Communicating about Culturally Sensitive Issues</td>
<td>Assignment: Diversity, Marketing and Representation Discussion (20 points)</td>
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<td>Week 10</td>
<td>Module 9 Assignment: Racism Untaught, Define &amp; Ideate: Photo-voice Presentations &amp; Discussion (120 points)</td>
<td>120 points</td>
<td>12%</td>
<td>April 2</td>
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<tr>
<td>Week 11</td>
<td>Lecture/Video: Creative Representation &amp; UNT Libraries Special Collections Assignments: UNT Libraries Special Collections Quiz (25 points) UNT Libraries Special Collections Discussion (20 points) Service-Learning Virtual Lecture: The 2044 series: Antiracist Pedagogy in Art and Museums</td>
<td>45 points</td>
<td>4.5%</td>
<td>April 9</td>
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<td>Assignment:</td>
<td>30 points</td>
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<td>Week 12</td>
<td>Module 11 Lecture/Video: What We Talk About When We Talk About Race Assignment: What We Talk About When We Talk About Race Discussion (20 points)</td>
<td>20 points</td>
<td>2%</td>
<td>April 21</td>
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<tr>
<td>Week 13</td>
<td>Module 12 Virtual Museum Visit: Dallas Holocaust Museum and Human Rights Center Assignment: Dallas Holocaust Museum and Human Rights Center Discussion (20 points)</td>
<td>20 points</td>
<td>2%</td>
<td>April 21</td>
</tr>
<tr>
<td>Week 14</td>
<td>Module 13</td>
<td>Final Project: Racism Untaught: Low-Fidelity Design &amp; Impact Discussion</td>
<td>200 points</td>
<td>20%</td>
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<td><strong>Total Possible Points</strong></td>
<td>1120 points</td>
<td>100%</td>
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**Grading**

Include the grading scale (A-F) along with the point totals/percentages you will use to calculate the final grade. For example:

- A = 900-1120
- B = 800-899
- C = 700-799
- D = 600-699
- F = 500-599

**Course Evaluation**

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. **Course SPOT evaluations will become available on November 16, 2020.**

**Course Policies**

**Assignment Policy**

Assignment deadlines are listed both in the course syllabus and on Canvas; therefore, students must submit all assignments on time, using the templates provided. No late submissions will be accepted. For personal issues such as illness or emergency situations students may contact the Dean of Students office using the **Seeking Options and Solutions** resource to identify appropriate accommodations for personal, academic, and social issues. It will be the student’s responsibility to contact both the instructor and the Dean of Students office in writing so that a best course of action can be identified, particularly dealing with any missing assignments as a result of such unexpected circumstances.

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.

**Instructor Responsibilities and Feedback**

As instructor, my mission is to help students reach their full potential through the development of professional work ethic, ability to meet deadlines, and to grow in knowledge of the field. The content in this course has been designed to prove useful insight for students as the navigate the job market post-
graduation, and to prepare students for pursuing their own professional art and design projects. Because academic and professional success is an important outcome for the course, students should feel encouraged to reach out for clarification and further instructions on class projects and assessments. The instructor will provide access to grading rubrics and additional professional resources to enhance the student experience in the course. Any updates to course content and weekly assignments will be posted via the course Announcements page.

Late Work
Late work will not be accepted without prior approval from the instructor in writing. In order to arrange make-up work with the instructor, students should submit the proper documentation and receive approval from the Dean of Students for accommodation.

Attendance Policy
As an online course, your attendance is required in order to be successful. Student attendance is documented by your course participation. Any excused absences should be properly documented and submitted to the Dean of Students office for accommodation: https://deanofstudents.unt.edu/resources/seeking-options-and-solutions

Class Participation
Student class participation is a requirement within an online course. Each week your participation is required through discussion board assignments and engagement with fellow classmates.

Syllabus Change Policy
I reserve the right to make changes to the syllabus, course information, due dates where it seems appropriate. All course changes will be shared on Canvas via the Announcements page.

Academic Integrity Policy
Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy
UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (https://disability.unt.edu/).
Emergency Notification & Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior
Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect
Students’ access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).

Student Evaluation Administration Dates
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from “UNT SPOT Course Evaluations via IASystem Notification” (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.
Sexual Assault Prevention
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation
To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

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

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

If such an on-campus activity is required, it is the student’s responsibility to do the following:
(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.
Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

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

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

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.