# **PADM 4250 Community Development and Collaboration**

**Face to face**

## Instructor Contact

**Name: Laura M. Keyes, Ph.D., AICP**

**Office Location: Chilton Hall 204 P, Department of Public Administration**

**Phone Number: 940-891-6790**

**Office Hours (Time for students to come to ask questions and discuss things): Tuesdays 9:30-11:30 AM, Tuesdays 1:00-3:00 PM and Thursdays 1-4 PM.**

**E-mail: Always email Dr. Keyes through Canvas. As a backup, please use** laura.keyes@unt.edu

## Communication Expectations:

The primary communication tool for this course is through the Canvas course portal. You should send personal concerns or questions to me via Canvas e-mail. You will receive a response within 24 hours of your e-mail. If you e-mail me on Saturday or Sunday, you will receive a response on Monday morning. I intend to post grades within 7 days of completing the assignment, quiz or test. Please visit this site for online communication tips at [Online Communication Tips | Center for Learning Experimentation, Application, and Research (unt.edu)](https://clear.unt.edu/online-communication-tips).

## 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

Students enrolled in PADM 4250 will explore the why and how of city planning and the tools and nonprofit community-based organizations we rely on to shape our neighborhoods, communities, cities, and regional metropolitan areas. The course will focus on identifying and documenting community assets to address community issues. Cities and the organizations that comprise them are the primary focus of this course because they provide a virtual laboratory for examining the forces that shape them, such as politics, population, finance, environment, etc. Students will apply relevant theory and research on asset identification and documentation. Students will learn to research and explore quantitative and qualitative data to help inform local community decision-making. Students will also have an opportunity to do community mapping for a community as a practical learning experience.

## Course Structure

This is a face to face. We will use Canvas for course reading material, lectures, submitting assignments, and taking quizzes and exams.

## Course Prerequisites or Other Restrictions

No prerequisites or restrictions apply for this introductory course.

## Attendance

Students are expected to attend class meetings regularly and abide by the attendance policy established for the course. For online courses, this means you are actively participating in modules on Canvas each week. You must communicate with the professor and the instructional team before being absent so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals.  Please inform the professor and instructional team if you cannot participate because you are ill or you are experiencing an emergency. See the attendance policy below for point deductions after two unexcused absences.

## Teaching Philosophy

My teaching philosophy values understanding student interests, backgrounds, and passions for making the world a better place to live. My previous professional experience and academic training help me to create an environment for students to turn these passions into a profession. I motivate them with applied learning projects and responsive course designs. With this foundation, students can become active residents and community leaders who can communicate with people from diverse backgrounds.

## Course Objectives

Students will develop and demonstrate skills to identify historical perspectives, concepts, activities, and innovations in the nonprofit sector and philanthropy. Students must participate weekly in the course and complete the assignments according to the schedule. Each step builds on to the next step, and the student must complete work on time. Upon completion of this course, students will:

* Understand community development concepts and theories
* Identify and use theoretical orientations for the exploration of community assets
* Learn basic methodological techniques and supportive software used in community asset research
* Discuss strategies for the community development process
* Identify visible nonprofit organizations engaged in community and neighborhood development
* Analyze and interpret public data relevant to community development
* Research and evaluate seven forms of community capital as part of the course project
* Understand and discuss the importance of diversity, inclusion, and equity through the lens of cultural competency in community development policy and program design
* Produce and share a short project presentation in a video
* Enhance writing and public speaking skills

## Required Reading Materials

* Gary Paul Green and Anna Haines. 2016. *Asset Building and Community Development, 4th Edition*. Thousand Oaks, CA: Sage Publications, Inc**.**
* Other readings and videos as provided by the instructor via Canvas
* Any posted videos on Canvas

## Course Writing:

All writing must utilize the American Psychological Association (APA) Style Guidelines. [Perdue Owl](https://owl.purdue.edu/) is a good resource for APA guidelines. Work should be completed with 12-point, standard font, and double-spaced.

All writing must utilize the American Psychological Association (APA) Style Guidelines. [Perdue Owl](https://owl.purdue.edu/) is a good resource for APA guidelines. Work should be completed with 12-point, standard font, and double-spaced.

This course has a generative AI policy to acknowledge that technology, including AI, can play a supportive role in the learning and feedback process. While the course does not mandate the use of generative AI, I am open to its application, provided that you **provide proper citations** and acknowledge the assistance from AI tools. The goal is to encourage you to explore various learning aids, including generative AI-powered tools, while maintaining academic integrity.

Permitted Use: In this course, you are encouraged to use Generative AI (GenAI) tools such as Claude, ChatGPT, and Gemini to support your learning and develop skills for a GenAI-oriented workforce. This use will help us stay technically proficient and ethically grounded. However, GenAI should complement, not replace, your critical thinking or our course materials. If something seems unclear, please seek clarification. I use GenAI to enhance materials, streamline tasks, generate prompts, create scenarios, etc). I will always disclose how I use GenAI, and I expect the same from you. In line with the UNT Honor Code, all work you submit must be your own. Using GenAI tools without attribution or relying on them to complete assignments violates academic integrity and will be addressed according to university polic

**Assignments submitted with a high AI level (over 75% on Canvas assignments) will be returned to students. If not corrected to a reduced percentage with proper citations, they are subject to receiving a failing grade. Assignments submitted with a medium AI (50-75%) level may have points deducted if the work is not cited correctly.**

According to UNT Policy 06.003 on [Academic Integrity | Office of the Provost (unt.edu)](https://vpaa.unt.edu/ss/integrity), academic dishonesty occurs when students engage in behaviors including, but not limited to: cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. Using proper AI disclosure protects one from academic dishonesty which may result in academic penalties or sanctions ranging from admonition to expulsion from the University.

## Course Technology & Skills

To fully participate in this class, students will need internet access to reference content on the Learning Management System, Internet, and MS Office Information on how to be successful in an online learning environment can be found at [Learn Anywhere | UNT Online](https://online.unt.edu/learn).

### Minimum Technology Requirements

Provide a list of the minimum technology requirements for students, such as:

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

### Computer Skills & Digital Literacy

Provide a list of course-specific technical skills learners must have to succeed in the course, such as:

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

### 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, you can contact a Student Help Desk 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)

### 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 respectfully in any online or face-to-face communication, even when their opinion differs from yours.
* 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 individuals’ 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.
* **Notice: Class recordings are reserved for use only by students in this class for educational purposes. The recordings should not be shared outside the course in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.**

## Course Requirements

### Community Mapping Assessment Project:

Students will work in small groups and select a community (city, i.e., Denton, TX, Plano, TX, Frisco, TX, etc. or other cities in different states such as Boulder, CO, or some smaller portion of a larger city, i.e., Oak Cliff Neighborhood in Dallas) to serve as their community of focus for their course project and respective course project assignments for this course. Students will apply the research of 7 capitals of community development to their chosen community. Students will apply the concepts from each module to each section of the community mapping course project in the Activities and Practice. Students are encouraged to find information about their community through various sources, including but not limited to the city’s official website, news articles, and websites of area community-based organizations (nonprofits, other public and private entities) for information to complete the daily activities. The material you collect each week will relate to the module reading and content. These individual course project assignments provided in their respective Canvas modules are the actual sections of your report.

### Community Asset Map Weekly Project Assignments:

Each of the following four assignments is scaffolded across weeks and culminates in one major submission per student. Each submission includes prompts aligned with weekly module topics and readings. We will work on these assignments in class with our group, but each student will submit their own individual assignment in Canvas by the due date. Assignments must include:

Use of **data sources** such as Census data, city reports, and community org websites.

A **course concept or theory** applied from the Green & Haines textbook, with:

A clearly defined concept

Proper APA-style citation

An explanation of how it helps interpret the community's strengths, gaps, or capacity for change

| Assignment Table |
| --- |
| **Assignment** | **Due** | **Focus Areas** | **Points** |
| Assignment 1: Community Identity, History & Photovoice | Week 4 | Community identity, informal leadership, history, and visual representation | 40 pts |
| Assignment 2: Human, Physical, and Social Capital | Week 7 | Education, health, infrastructure, associations, civic engagement | 40 pts |
| Assignment 3: Financial, Environmental, and Cultural Capital | Week 10 | Economic drivers, supacstainability, cultural identity | 40 pts |
| Assignment 4: Political Capital, Food Access, and Collaboration | Week 14 | Civic institutions, food systems, and intersectoral partnerships | 40 pts |

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### Final Project Assignments: Community Assessment Map and Video Presentation

This is a group project, and students will have time to work together in classes on this final project. Groups are encouraged to update their final asset maps as we progress through the course. Once we have completed the course project assignments, we will turn our findings into a Community Asset Map worth 100 points. We will create a visual map representing our findings to create something the general public could understand. The map should be limited to the same size as 1 page or 1 PowerPoint slide. Your audience is the general public; your information should be user-friendly and easily understood. You may use many different forms of mapping to illustrate your community assets. There are some examples below. You are welcome to use GIS if you are familiar with this software, but it is not required.

**Google Maps may be easier to navigate and pin the different assets.** You have a creative license on how to map your assets. The important point is that your map must reflect the specific resources you found in the community. Do not just indicate high-level categories of parks, schools, libraries, etc. You need to list the specific resources of your community. This resource illustrates a different style for mapping [Our Work and Model | Faith in Action | Community organizing, Community Engagement, Community development (pinterest.com)](https://www.pinterest.com/pin/169377635955540576/).

**There are many different examples available on the Internet. I think the easiest to use is Google My Maps. Please see this tutorial on** [**How to Do Community Asset Mapping using Google My Maps**](https://youtu.be/3toaUiBgoys).

According to[Court of Innovation](https://www.courtinnovation.org/community-asset-mapping)(2020), “What does an asset map look like?

An asset map can take many forms. Options include:

* A comprehensive list of influential individuals, associations, and institutions within a community;
* A physical map of community resources;
* A database containing institutions, resources, and community contacts.” (Keyes note: I would avoid this option because of its complexity and the ability to submit as a visual representation easily).

Please review [Chapter 3. Assessing Community Needs and Resources | Section 8. Identifying Community Assets and Resources | Main Section | Community Tool Box (ku.edu).](https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/identify-community-assets/main) for some important reminders of assets and more instructions on how to map them. The map is a visual tool to help the public understand what exists in the community.

This organization also provides an informative [Introduction to Asset Mapping Guide.](https://www.courtinnovation.org/community-asset-mapping) on their website.

Also see this resource [Community-Mapping-Toolkit.pdf (ucanr.edu)](https://ucanr.edu/sites/CA4-HA/files/206668.pdf).

On page 9 of ABCD Resources Kit Introduction, a very simple mapping concept is found (scroll down the website to find resources). You are welcome to keep your map simple, but it must be comprehensive of your findings (representing about 30-40 total community assets).

#### Assignment Requirements

You may select any mapping style. Your map should include a representation of **individuals, associations and community-based organizations, businesses, and physical resources** of the community. It may also be organized around the 7 capitals. Please be sure your map is specific to your community, listing community assets, features, and individuals in that community. In a separate document, you should also provide a brief summary, 200 words, highlighting:

* Identify your community
* 2 key strengths or weaknesses of the community,
* 2 strategies for building community capacity,
* at least two community-based organizations important to community development in this community and
* **1 key recommendation for future direction (support with direct reference from reading, APA citation style.**

**For your presentation, you should** prepare a 10-15 minute presentation on the key findings of your project (60 points). You will present your community asset map with your group in the final week of class.

### Quizzes:

There are 9 reading assessments. These quizzes are intended to test the student’s mastery of the material covered thus far in the semester. Also, these quizzes will help the student prepare for the midterm and final exam. Students will have 1 attempt to take the quiz. Quizzes will help the student prepare for the type of questions/format found in the midterm and final exams. Quizzes are each worth 10 points each and typically due on Fridays.

### Discussion and Posts

Students will participate in **five discussions**, each aligned with course modules. Using in class time and the Canvas Discussion Board platform, students will:

* Post one original question about the module topic
* Respond to at least two peers
* Engage with short videos, lectures, and guest nonprofit leaders

These discussions allow students to connect course theory to real-world community development and career paths in the nonprofit and public sectors.

### Exams:

There will be two exams, midterm worth 100 points and the final worth 100 points. Exams will cover material from the assigned readings, quizzes, PowerPoint slides/lectures, and posted supplemental material, including posted videos and posted articles, and will consist of multiple-choice, true or false, matching, and potentially essay questions. No make-up exams will be given unless a university-approved excuse has been provided. Exams are to be taken without assistance from anyone else. You have 2 hours to complete the exam when you open the online link. The final exam will not be comprehensive.

I reserve the right to make any adjustments to course assignments as necessary.

### Course Point System

| Course Points |
| --- |
| Category | Item(s) | Points |
| Getting Started | Syllabus Quiz (Week 1) | 10 |
| Weekly Quizzes (10 pts each x 9) | Community Dev Quiz, Human Capital, Physical Capital, Social Capital, Financial Capital, Cultural Capital, Food Capital, Collaboration Quiz, Hunger Relief Case | 90 |
| Major Assignments |  |  |
| Assignment 1: Community Identity, History & Photovoice (Week 4) | 40 |  |
| Assignment 2: Human, Physical & Social Capital (Week 7) | 40 |  |
| Assignment 3: Financial, Environmental & Cultural Capital (Week 10) | 40 |  |
| Assignment 4: Political Capital, Food Access & Collaboration (Week 14) | 40 |  |
| Discussions | 5 total (Weeks 4, 8, 9, 11, 13 – 20 pts each) | 100 |
| Midterm | Covers Weeks 1–8 (Week 9) | 100 |
| Final Project | Community Asset Map (Week 15) | 100 |
| Final Project Presentation | 60 (Week 15) | 60 |
| Final Exam | Covers 9-15 (Week 16) | 100 |
| TOTAL |  | 560 |

### Course Grading

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

A = 100-90%

B = 89-80%

C = 70-70%

D = 69-64%

F = below 64%

All assignments, including discussion posts, assignments, projects, quizzes, and tests are due on the scheduled due date. I will not accept late work. I will offer extra credit at my discretion.

### **Course Outline**

Please refer to the Canvas Syllabus page for specific assignment items, details, and due dates. Reading assignments include Green and Haines chapters, as well as posted required readings available in the corresponding Modules Overview and Materials Tab. All links to the non-textbook reading are available in the Canvas Course Module.

|  |
| --- |
| Course Content and Reading |
| **Module** | **Assigned Readings – Also posted in Canvas** | **Assignments – Due Dates in Canvas Syllabus** |
| Module 1 | 1. Green and Haines Chapter 1
2. Mathie and Cunningham [From Clients to Citizens: Asset-Based Community Driven DevelopmentLinks to an external site.Links to an external site.](https://libproxy.library.unt.edu/login?url=https://www.jstor.org/stable/4029934)
3. [What Makes a Successful Place? (pps.org)Links to an external site.](https://www.pps.org/article/grplacefeat)
4. Green and Haines Chapter 2 and 3
5. Finish Mathie and Cunningham

  | Syllabus Quiz (10 pts), Community Development Assessment (10 pts), |
| Module 1 | 1. Green and Haines Chapter 4
2. Green and Haines Chapter 5
3. [CDCs and the Changing Context for Urban Community Development: A Review of the Field and the Environment Links to an external site.Links to an external site.](https://www.researchgate.net/publication/239532553_CDCs_and_the_Changing_Context_for_Urban_Community_Development_A_Review_of_the_Field_and_the_Environment)
 | Discussion Community #1 (20 pts), Community Mapping - Identity, History, Photovoice (40 pts) |
| Module 2 | 1. Green and Haines Chapter 6
2. [Community Development and Education (download the pdf from site)Links to an external site.Links to an external site.](https://www.frbsf.org/research-and-insights/publications/2012/08/community-development-education-shared-future/#:~:text=An%20examination%20of%20the%20intersection%20between%20education%20and,cross-sectoral%20efforts%20can%20improve%20achievement%20among%20low-income%20students.)
3. [Blackwell-America tomorrow Race, Place and EquityLinks to an external site.](https://www.frbsf.org/community-development/wp-content/uploads/sites/3/CI_Winter2012_Blackwell.pdf)
4. Green and Haines Chapter 8
 | Human Capital Assessment (10 pts) |
| Module 2 | 1. Green and Haines Chapter 7
2. [The Place of Social Capital (Woolcock) Links to an external site.](https://keele.rl.talis.com/items/855950EC-7CD6-0AA0-0EB1-B4A0E4E81E6F.html)
3. [DeFilippis\_Myth-of-Social-CapitalLinks to an external site.](https://www.researchgate.net/publication/240320762_The_myth_of_social_capital_in_community_development)
4. Green and Haines Chapter 9
5. [Community Development and Education a Shared FutureLinks to an external site.Links to an external site.](https://www.frbsf.org/research-and-insights/blog/community-development/2022/09/07/investing-in-community-infrastructure-to-support-thriving-economies)
 | Physical Capital Assessment (10), Social Capital Assessment (10 pts), Identifying Human, Physical, and Social Capital (40 pts)Discussion Community #2 (20 pts), Financial Capital Assessment (10 pts)  Midterm Exam (100 pts), Discussion Community #3 (20 pts) |
| Module 3 | 1. Green and Haines Chapter 10
2. [Environmental Capital\_Student Handout-1.docx](https://unt.instructure.com/courses/126183/files/33009941?wrap=1)[Download Environmental Capital\_Student Handout-1.docx](https://unt.instructure.com/courses/126183/files/33009941/download?download_frd=1)
3. [Campbell (1996) green cities growing cities just citiesLinks to an external site.Links to an external site.](https://libproxy.library.unt.edu:9443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=asu&AN=9607210569&scope=site)

 1. Green and Haines Chapter 12
2. [Artful business (click link for article Artful Business,  then in top right corner of popup there is a link to the pdf.Links to an external site.](https://scholar.google.com/citations?user=k2mfBQ4AAAAJ&hl=en)
 | Cultural Capital Assessment (10 pts), Identifying Financial, Environmental, and Cultural Capital (40 pts) |
| Module 3 | 1. Green and Haines Chapter 11
2. [Consensus OrganizingLinks to an external site.Links to an external site.](https://libproxy.library.unt.edu:9443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=27647657&scope=site)
 | Discussion Community #4 (20 pts), Political Capital Case Study Assessment (40 pts) |
| Module 3 | 1. Green and Haines Chapter 13
2. [The food system A stranger to the planning fieldLinks to an external site.Links to an external site.](https://www.proquest.com/docview/229725801/fulltext/92573552D50B4F55PQ/1?accountid=7113&sourcetype=Scholarly%20Journals)
3. [Campbell (1996) green cities growing cities just citiesLinks to an external site.Links to an external site.](https://libproxy.library.unt.edu:9443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=asu&AN=9607210569&scope=site)

[Race in the Study of FoodLinks to an external site.Links to an external site.](https://libproxy.library.unt.edu:9443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eih&AN=60833363&scope=site) | Food Capital Assessment (10), Discussion Community #5 (20 pts), Identifying Political Capital, Food Systems, and Collaboration (40 pts) |
| Module 4 |  See the posted reading in Canvas |  |
| Module 4 |  See the posted reading in Canvas | Collaboration for Hunger Relief Assessment (10 pts), Community Asset Map Final Project (100 pts), Community Asset Map Presentation (60 pts) |
| Module 5 |   | Final Exam (100 pts) |

## Student Support Services

* [Registrar](file:///C%3A/Users/jdl0126/AppData/Local/Temp/OneNote/16.0/NT/0/Registrar)
* [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)
* [Student Affairs Care Team](https://studentaffairs.unt.edu/care)
* [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center)

## 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/)

## **Course Evaluation**

Student Perceptions of Teaching (SPOT) is UNT's student evaluation system. It allows students to confidentially provide constructive feedback to their instructor and department to improve the quality of their course experiences. SPOT evaluations usually become available 2-3 weeks before the end of the semester.

## Course Policies

### Assignment Policy

Please see the Canvas course module for all information regarding **official due dates** for each assignment, and assignment instructions; the file type assignments should be saved as (e.g., DOC submitted on Canvas), where/how files should be submitted (i.e., assignment dropbox). I will use Turnitin or similar software for assignment submission. The University is committed to providing a reliable online course system to all users. In the event of any unexpected UNT server outage or any UNT unusual technical difficulty that prevents students from completing a time-sensitive assessment activity, the instructor will extend the time windows and provide 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**

Late assignments will not be accepted unless otherwise noted by the instructor. I generally do not accept late work, but if you discuss your situation, I may accept your work. I will follow this policy below. **Time management is critical for your development.** This is not just a statement on a syllabus. I will not accept late work. However, if there is a doctor’s note or other reason that aligns with those accepted by the Dean of Students, we can discuss an accommodation below. I will not accept your late assignments if we have not spoken about an accommodation and time management plan for completing them.

*Make-up policy*: Students who miss an exam will be allowed to take a make-up only in cases of university-approved absence or one approved in advance by the instructor.

*Late assignments accommodation*:

* Late work is not accepted for the midterm or final exam
* If you turn in the assignment **AFTER** the due date, I will automatically deduct **20% off** your grade for that assignment.
* All late work for the first half of the semester is due on or before midnight before the Midterm opens. Late work from the first half of the semester submitted after this date will be a **zero**.
* All late work for the second half of the semester is due before the final opens. Late work from the second half of the semester submitted after this date will be a zero.

*Extra credit*: This course has no opportunities for extra credit unless otherwise determined by the instructor.

### **Examination Policy**

Tests and quizzes are open book. If you lose Internet connection during an exam, please contact helpdesk@unt.edu or 940.565.2324 and get a ticket number and e-mail me immediately notifying me of the situation. There are no make-ups for the midterm or final exam.

**Instructor Responsibilities and Feedback**

Instructors or TA will provide office hours for assistance that students are encouraged to attend. Students can anticipate a response regarding e-mails, discussion board posts (if applicable), feedback for assignment feedback and grades within 48-72 hours of the due date. The instructor or TA will post feedback and comments on Canvas or through Canvas e-mail.

**Late Work**Late assignments will not be accepted unless otherwise noted by the instructor However, if there is a doctor’s note or other reason that aligns with those accepted by the Dean of Students we can discuss an accommodation.

**Attendance Policy**

Students are allowed 2 unexcused absences. Ten points will be deducted from overall grade for each unexcused absence after this point. Only students with a university or instructor excused absences may make up an exam. Examples of University excused absences include those necessitated by university-sponsored events, military orders, or an illness that results in some form of visit to a medical doctor. Such absences require written documentation etc. (i.e., medical doctor notes, military orders, etc.) and must be submitted within one week of the student’s return to participation. The instructor may also excuse a student on a case-by-case basis.

**Syllabus Change Policy**I reserve the right to make any necessary changes the syllabus, points, course information, and due dates, and other matters as appropriate.

## UNT Policies

### Academic Integrity Policy

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

### ADA Policy

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/) (<https://disability.unt.edu/>).

### Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because 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 in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

### 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) (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](https://my.unt.edu/). All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (https://it.unt.edu/eagleconnect).

### Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [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](file:///C%3A/Users/jdl0126/AppData/Local/Temp/OneNote/16.0/NT/0/no-reply%40iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (http://spot.unt.edu/) or email [spot@unt.edu](file:///C%3A/Users/jdl0126/AppData/Local/Temp/OneNote/16.0/NT/0/spot%40unt.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](file:///C%3A/Users/jdl0126/AppData/Local/Temp/OneNote/16.0/NT/0/SurvivorAdvocate%40unt.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](file:///C%3A/Users/jdl0126/AppData/Local/Temp/OneNote/16.0/NT/0/oeo%40unt.edu) or at (940) 565 2759.

### Important Notice for F-1 Students taking Distance Education Courses

**Federal Regulation**

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

The paragraph reads:

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

**University of North Texas Compliance**

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

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

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

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

### Student Verification

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

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

### Use of Student Work

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

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

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

Download the UNT System Permission, Waiver and Release Form

**Transmission and Recording of Student Images in Electronically-Delivered Courses**

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in 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.

#### 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](https://registrar.unt.edu/transcripts-and-records/update-your-personal-information)
* [UNT ID Card](https://sfs.unt.edu/idcards)
* [UNT Email Address](https://sso.unt.edu/idp/profile/SAML2/Redirect/SSO;jsessionid=E4DCA43DF85E3B74B3E496CAB99D8FC6?execution=e1s1)
* [Legal Name](https://studentaffairs.unt.edu/student-legal-services)

*\*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](https://community.canvaslms.com/docs/DOC-18406-42121184808) 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?](https://www.mypronouns.org/what-and-why)
* [How do I use pronouns?](https://www.mypronouns.org/how)
* [How do I share my pronouns?](https://www.mypronouns.org/sharing)
* [How do I ask for another person’s pronouns?](https://www.mypronouns.org/asking)
* [How do I correct myself or others when the wrong pronoun is used?](https://www.mypronouns.org/mistakes)