PADM 4250.001 Community Development and Collaboration  
Fall 2020 Remote Online Delivery

Instructor Contact  
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Phone Number: 940-891-6790  
Office Hours: By appointment only for ZOOM; Tuesday and Thursday 10:00AM-12:00PM please make an appointment during this time. Please wear a mask to this meeting.  
E-mail: Laura.Keyes@unt.edu

Communication Expectations:  
The primary tool of communication 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 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.

Netiquette  
Netiquette, or online etiquette, refers to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:  
- Treat your instructor and classmates with respect in an e-mail or any other communication.  
- Always use your professors’ proper title: Dr. or Prof., or if in doubt use Mr. or Ms.  
- Use clear and concise language.  
- Remember that all college-level communication should have correct spelling and grammar (this includes discussion boards).  
- Use standard fonts such as Arial, Calibri or Times New Roman and use a size 10 or 12 point font  
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.  
- Limit and possibly avoid the use of emoticons like :) or 😊.  
- Be cautious when using humor or sarcasm as the tone is sometimes lost in an e-mail or discussion post, and your message might be taken seriously or sound offensive.  
- Be careful with personal information (both yours and other’s).  
- Do not send confidential information via e-mail
• 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 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 also have an opportunity to do community mapping for a community as a practical learning experience.

**Course Structure**

This course is remote learning and content is delivery asynchronous (online and at your pace through the week). As such, the expectation is that all assignments for each module are turned in at the end of the week by Friday at midnight each week. If you are unable to complete these assignments on time due to extenuating circumstances, please communicate such details to me ahead of time.

If you fall behind, you are still encouraged to submit your work, but I will deduct points. I will respond to your work on the given due date for that assignment. If you work too far ahead, you may not get input from me until that due date. Each module follows a similar pattern:

- Overview and Materials
- Learning and Knowledge Development
- Reading Assessment
- Course Project Assignment
- Community Development News Share or Learning Engagement Discussion Board

**Course Prerequisites or Other Restrictions**

No prerequisites or restrictions apply for this introductory course.

**Teaching Philosophy**

Students will develop and demonstrate skills to identify historical perspectives, concepts, activities, and innovations in the nonprofit sector and philanthropy. Students need to participate weekly in the course and complete the assignments according to the schedule. Each step builds on to the next step, and it is the student’s responsibility to complete work on time.
Course Objectives

- Understand community development concepts and theories
- Identify and use theoretical orientations for the exploration of community assets
- Understand basic methodological techniques used in community asset research
- Explore strategies of 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 7 forms of community capital as part of course project
- Produce and post a short project presentation video
- Enhance writing and public speaking skills

Reading Materials

- Other supplemental readings as provided by the instructor via Canvas

Course Writing:

All writing must utilize the American Psychological Association (APA) Style Guidelines. An excellent resource on APA guidelines is found here: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/). Acceptable work should be completed with 12-point, standard font, and double-spaced.

Course Technology & Skills

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)
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 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)

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.

Course Requirements

Community Mapping Assessment Project: Students select a community (city i.e. Denton, Bedford, 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. Students will apply 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 a variety of sources including but not limited to the city’s official website, news articles, websites of area community-based organizations (nonprofits, other public and private entities) for information to complete the daily Activities and Practice. The material you will 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.

Course Project Assignments:

Each module includes multiple course project assignments related to the corresponding reading and course material, allowing students to analyze the content of the module. Most Course Project Assignment components are designed to advance the student’s work on the Community Mapping Project. Each course project assignment is worth 20 points. At the end of the course we will use our findings to make a visual asset map and then we will present our findings on a short Canvas video.

Just FYI, the 2nd Course Project Assignment will require you to develop a photo-voice of your community. If your community is not accessible, you can use the Denton community to document the needs and resources you experience. Please read this resource
Final Project Assignments: Community Assessment Map and Video Presentation

Once we have completed all of the individual course project assignments we will turn our findings into a Community Asset Map. This is a visual map we will create to represent our findings. There are many different examples available on the Internet. According to www.courtinnovation.org (2020), “What does an asset map look like?

An asset map can take many forms. Options include:

- A comprehensive list of powerful individuals, associations, and institutions, local economy, and physical features within a community;
- A physical map of community resources;
- A database containing institutions, resources, and community contacts.”

Consider first googling “Community Asset Map Example” and review some that come to the top. A very simple mapping concepts is found on page 9 of ABCD Resources Kit Introduction (scroll down website to find resource). You are welcome to keep your map simple but it must be comprehensive of your findings.

Another resource with images of more elaborate maps is offered through Lucidea.com https://lucidea.com/blog/community-and-asset-mapping-for-special-librarians/

You may select any mapping style. Your map should include a representation of individuals, associations and community based organizations, and businesses and physical resources of the community. You should also provide a brief summary, 200-300 words, highlighting:

- 2 key strengths and/or weaknesses of the community,
- 2 strategies for building community capacity,
- at least 2 community based organizations important to community development in this community and
- 1 key recommendation for future direction.

Video Presentation: 3 minutes presentation on you’re the key findings of your project. Respond to another student’s post providing substantive feedback and using a direct reference to the reading to support your answer (APA style).
Learning and Knowledge Development:
Each module includes multiple Learning and Knowledge Development. The additional reading material is intended to help elaborate on key concepts and themes presented in your book. Your responsibility is to read the material.

Quizzes:

There will are multiple short assessments included in each module. These assessments following the Overview and Material and Learning and Knowledge Development tabs related to each significant course topic. 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 that will be found in the midterm and final exams. Quizzes are each worth 2@20 and 2@40 points.

Community Development News Share - There are a total of 3 Community Development News assignments. You should stay current on the news on philanthropy and the nonprofit sector. There are sources provided below. Your summary should have 2 paragraphs. The first paragraph should summarize the article. The second paragraph should connect the issue in the article to your readings. You should provide at least 1 direct reference to the text. Be sure to properly cite both the news article and the text with APA. Students post their response on Friday. Students are expected to respond to 1 peer’s post by Sunday evening. Each is work 20 points.

Activity Discussions – Activity discussion take three different forms and are integrated throughout the course.

1) **Green and Haines Activity Discussion** – This consists of a series of related questions that require to consider aspects of the reading and apply and discuss the implications to a practical situation. There are (#) of activity discussion. Each student submits this assignment to the board and responds to a peer post.

2) **Nongovernmental Organization Case Studies from Around the World** – This activity is based on a case study from this required reading textbook. Students will be paired into groups of 4 and will be asked to meet at least once via Zoom the week of this assignment to discuss and provide answers to the posed questions. The students will record the Zoom call and post it in the discussion board. One student from the group should post the Zoom link and list all students names in the post. There are 4 group case study assignments. A peer post is not required.

3) **Community Development News Sources**: Students select and article and post their response per the assignment directions. Students respond to a peer post. There are 3 Comm Dev News discussion posts.

Here are a list of suggestions for news sources you can use. However, I encourage you to conduct your own research with other sources as well for these assignments:
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, 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 from the time 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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Each Possible</th>
<th>Points Total Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Introductions and Syllabus Quiz</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Course Project Assignments (9)</td>
<td>30</td>
<td>270</td>
</tr>
<tr>
<td>Reading Assessment Quiz (2@20 and 2@40)</td>
<td>20</td>
<td>120</td>
</tr>
<tr>
<td>Discussion Boards: Activity Discussions (#), Case Study Group Videos (4) and Community Development New Share (3)</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>Course Project &amp; Project PowerPoint slide</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Course presentation video and Peer Response</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Midterm</td>
<td>100</td>
<td>100</td>
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<tr>
<td>Final</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td></td>
<td><strong>830</strong></td>
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</tbody>
</table>

**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 = 830-750
B = 749-670
C = 669-585  
D = 584 -545  
F = below 545

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Reading</th>
<th>Additional Assignment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Module 1: Syllabus and Course Overview Community and Community Assessment</td>
<td>Lynch Article; Green and Haines Chapter 1</td>
<td>See posted assignments on Canvas</td>
</tr>
<tr>
<td>August 24-28</td>
<td>Module 1: Select Community and Photo Voice project</td>
<td>Green and Haines Chapter 2 Nongovernmental Organizations Case Studies - Chapter 1 Introduction</td>
<td>See posted assignments on Canvas</td>
</tr>
<tr>
<td>Week 2</td>
<td>Module 1: Community Organizations</td>
<td>Green and Haines Chapters 4 and 5</td>
<td>See posted assignments on Canvas</td>
</tr>
<tr>
<td>August 29- Sept 4</td>
<td>Module 1: Select Community and Photo Voice project</td>
<td>Green and Haines Chapter 2 Nongovernmental Organizations Case Studies - Chapter 1 Introduction</td>
<td>See posted assignments on Canvas</td>
</tr>
<tr>
<td>Week 3</td>
<td>Module 1: Research: Human Capital</td>
<td>Reading: Chapter 6 Green and Haines Nongovernmental Organizations Case Studies Chapter 4: American Red Cross the Power of Humanity</td>
<td>See posted assignments on Canvas</td>
</tr>
<tr>
<td>Sept 5-11</td>
<td>Module 1: Community Organizations</td>
<td>Green and Haines Chapters 4 and 5</td>
<td>See posted assignments on Canvas</td>
</tr>
<tr>
<td>No class</td>
<td>Module 1: Select Community and Photo Voice project</td>
<td>Green and Haines Chapter 2 Nongovernmental Organizations Case Studies - Chapter 1 Introduction</td>
<td>See posted assignments on Canvas</td>
</tr>
<tr>
<td>Sept 7</td>
<td>Module 1: Community Organizations</td>
<td>Green and Haines Chapters 4 and 5</td>
<td>See posted assignments on Canvas</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Module 1: Select Community and Photo Voice project</td>
<td>Green and Haines Chapter 2 Nongovernmental Organizations Case Studies - Chapter 1 Introduction</td>
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<td>Green and Haines Chapter 2 Nongovernmental Organizations Case Studies - Chapter 1 Introduction</td>
<td>See posted assignments on Canvas</td>
</tr>
<tr>
<td>Week 5</td>
<td>Module 2: Research: Social Capital</td>
<td>Green and Haines, Chapter 7 and DeFillips The Myth of Social Capital</td>
<td>See posted assignments on Canvas</td>
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<tr>
<td>Week 6</td>
<td>Module 2: Research: Physical Capital</td>
<td>Green and Haines Chapter 8</td>
<td>See posted assignments on Canvas</td>
</tr>
<tr>
<td>Week 7</td>
<td>Module 2: Research Financial Capital</td>
<td>Green &amp; Haines Chapter 9</td>
<td>See posted assignments on Canvas</td>
</tr>
<tr>
<td>Week 8</td>
<td>Module 3: Research: Soft Capital Environmental Capital</td>
<td>Green and Haines: Environmental Capital Chapter 10</td>
<td>Midterm opens October 12 at 8 AM and Closes October 15 at 11:59 PM</td>
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<tr>
<td>Week 9</td>
<td>Module 3: Research: Political Capital</td>
<td>Green &amp; Haines Chapter 11</td>
<td>See posted assignments on Canvas</td>
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<tr>
<td>Week 10</td>
<td>Module 3: Research: Cultural Capital</td>
<td>Green – Cultural Capital Chapter 12 Nongovernmental Organizations Case Studies Chapter 10 Volunteering in Peru The case of AbuPuertes</td>
<td>See posted assignments on Canvas</td>
</tr>
<tr>
<td>Week 11</td>
<td>Module 3: Research Module 11: Food Policy</td>
<td>Green and Haines Food Planning Chapter 13</td>
<td></td>
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<tr>
<td>Week 12</td>
<td>Module 4: Understanding Collaboration</td>
<td>Forbes Article, posted on Canvas</td>
<td>Nonprofit Governmental Case Studies: Chapter 13: The Evolution of Uganda Community Based Association for Children’s Welfare</td>
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<tr>
<td>Week 13</td>
<td>Module 4 Starting Collaboration</td>
<td>The New Community Collaboration Manual</td>
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</tr>
<tr>
<td>Week 14</td>
<td>Module 4 Building Collaboration</td>
<td>The New Community Collaboration Manual</td>
<td>Nongovernmental Organization Case Studies Chapter 9 NGOs</td>
</tr>
</tbody>
</table>
### Student Support Services
- **Registrar** [https://registrar.unt.edu/registration](https://registrar.unt.edu/registration)
- **Financial Aid** [https://financialaid.unt.edu/](https://financialaid.unt.edu/)
- **Student Legal Services** [https://studentaffairs.unt.edu/student-legal-services](https://studentaffairs.unt.edu/student-legal-services)
- **Career Center** [https://studentaffairs.unt.edu/career-center](https://studentaffairs.unt.edu/career-center)
- **Multicultural Center** [https://edo.unt.edu/multicultural-center](https://edo.unt.edu/multicultural-center)
- **Counseling and Testing Services** [https://studentaffairs.unt.edu/counseling-and-testing-services](https://studentaffairs.unt.edu/counseling-and-testing-services)
- **Student Affairs Care Team** [https://studentaffairs.unt.edu/care](https://studentaffairs.unt.edu/care)
- **Student Health and Wellness Center** [https://studentaffairs.unt.edu/student-health-and-wellness-center](https://studentaffairs.unt.edu/student-health-and-wellness-center)
- **Pride Alliance** [https://edo.unt.edu/pridealliance](https://edo.unt.edu/pridealliance)

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

### 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. SPOT evaluations usually become available 2-3 weeks prior to the end of the semester.

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<table>
<thead>
<tr>
<th>Week 15</th>
<th>Module 5: Maintaining Collaboration June 24</th>
<th>Online reading for this module available on Canvas</th>
<th>Final Community Assessment Map and Ppt Slide Video Project Presentation</th>
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<tbody>
<tr>
<td>November 30-12/3</td>
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</table>

<table>
<thead>
<tr>
<th>Week 16</th>
<th>Final Exam</th>
<th>Opens 12/5 closes 12/7</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 5-11</td>
<td></td>
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</table>
Course Policies

Assignment Policy
Please see the Canvas course module for all information regarding official due dates are for each assignment, assignment instructions, the file type assignments should be saved as (e.g., .DOC or .RTF), where/how files should be submitted (i.e. assignment drop box). 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 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.

Examination Policy
Tests and quizzes are closed 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
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 which 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.

COVID-19 Impact on Attendance
This is a remote online course. Please contact me if you are unable to participate in class because you are ill due to a related issue regarding COVID-19. It is important that you communicate with me so I can help you stay on track with assignments.
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.

Class Materials for Remote Instruction
Students will need access to a computer, wifi, webcam and microphone to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: Internet and Microsoft Office (Word and PowerPoint). Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn.

Statement on Face Covering
If you come to campus, 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.

Class Participation
I expect students to engage in all tabs of the CANVAS course and stay on track with due dates.

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/).

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) 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
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.
Academic Support & Student Services

Student Support Services

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

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

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

- **UNT Records**
- **UNT ID Card**
- **UNT Email Address**
- **Legal Name**

*UNT 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://studentaffairs.unt.edu/canvas) 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)

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/)