Online Course Syllabus Template

Blackboard Learn 9.1

Center for Learning Enhancement, Assessment, and Redesign

December 22, 2015
Course Information | Tech Requirements | Access & Navigation | Requirements | Communications | Assessment | Academic Calendar | Course Evaluation | Scholarly Expectations | Resources | Course Policies | UNT Policies | Bibliography

COURSE INFORMATION
- AGER 4560: Minority Aging – Fall 2018
- AGER 4560, Section 810/820, 3 credit hours
- 100% online course. No scheduled meeting times are required.

Professor / Instructor Contact Information
- K. Whisnant Turner PhD, Associate Professor
- Chilton Hall, Room 218M
- Phone: 940-565-4737  Cell: 940-390-1610
- Office hours: Tuesday/Wednesday 2:00pm to 4:30pm or by appointment; Online by appointment
- Keith.Turner@UNT.edu

Meet the Professor

Welcome to AGER 4560 Minority Aging! I wanted to share a little information about my background. I earned my Interdisciplinary PhD in Geriatrics, Health Services Policy/Administration and Urban Planning at the University of Cincinnati Ohio. My life course has led me as an administrator, practitioner, and academic to engage in a variety of projects involving issues, problems and concerns facing a variety of populations in the US. As an non-profit agency board trainer with United Way of America the 1970s and 80s, I collaboratively created a set of board leadership training manuals for local affiliates and trained over 150 non-profit agency trustees and boards of directors. I have served on and chaired non-profit boards and trustees and consulted for community-based non-profit and quasi-governmental agencies addressing the special needs of disability, hunger, orphans, homeless, migrants, senior citizens, populations with special health and mental health care needs, and populations in need of a medical
home. My research and leadership agendas include working as Principle Investigator and Administrator in the areas of social justice and inequality, state and community collaborations that deal with planning for community health, mental health and human services, infrastructure, capacity building, citizen engagement, integration and access to aging and disability services, childhood immunizations, and community-oriented housing and urban development. I am a certified family and organizational mediator and have mediated numerous cases involving a variety of complex cross-cultural issues affecting minorities. I design dispute resolution systems. But the main thing is that I deeply enjoy integrating years of experience into my academic instruction. This course will provide an introduction to the study of minority elderly in the United States, including their physical and mental health, income security, family relations, and service issues. Course content focuses on African-American, Asian/Pacific Islander, Hispanic and Native American elders.

Course Pre-requisites, Co-requisites, and/or Other Restrictions

No required pre- requisites or restrictions

Goals / Rationale of the course:

1. All students will be equipped to discuss the differential impact of ethnic and social class status has upon the aging experience.

2. All students will be equipped to discuss how the aging experience varies depending upon whether one is member of a traditional or a modern society.

3. All students will be equipped to analyze the pros and cons of the social capitalistic or social welfare systems in the United States, or another nation, especially in terms of various ethnic and social class groups’ particular needs.

4. All students will be equipped to analyze the pros and cons for the ‘social contract’ between citizens in the USA and the society they live in, compared to other advanced nations and how this impacts the aging experience in the USA.

Learning Objectives

1. Be able to outline major demographic change in Texas, USA and the World as their populations age.

2. Be able to discuss how culture of care giving and receiving has an important impact on formal and informal care systems in nation.

3. Be able to explain how culture of intergenerational relationships influence aging policy in USA. Be able to outline the structure or organization of welfare benefits in Sweden, Canada and Denmark.

4. Be able to outline how each national system impacts elder care. Be able to start your model on Long Term Care for USA. Unit Objective.

5. Be able to make an initial list of positives and negative about the New Health Care Reform.

6. Outline the history of discrimination in Texas in terms of the African American experience in Denton, Texas and in USA.

7. Outline the strengths of African American Community to face the challenges of aging in USA.
8. Be able to explain how the immigration of large numbers of Hispanics is changing the challenge facing the delivery of elder care in Texas and USA.

9. Be able to discuss how long-term care may need to adjust to an Hispanic elder population in Texas and in USA.

10. Be able to explain how On Lok model contributed to community care in USA.

11. Be able to explain the challenges to serving Korean and Chinese elders in places like Dallas, Texas.

12. Be able to compare and contrast the various ways health care systems are organized in the world.

13. Be able to discuss why UK or Great Britain was a major influence on the creation of our elder care system in USA.

14. Be able to discuss and compare the ‘social contract’ as it varies in various advanced societies in world.

15. Be able to discuss the number of Native American in USA today and special issues of elder care in rural and urban Native American Communities.

16. Be able to evaluate the strengths and weakness of the largest elder housing program in USA (tax credit senior citizen housing out of US Dept. of Treasury).

17. Be able to design an ‘Age Well, Live Well’ Community for Denton, Tyler, or similar sized city (TX State program).

18. Be able to outline some ways to avoid overmedicalization of geriatric care.

Materials – Text, Readings, Supplementary Readings

Required Texts:


many other sources * $50.00 or less on line. Used and new text $32 to $95

https://www.amazon.com/Politics-Welfare-State-Canada-Sweden/dp/0195416007
* $1 to $41 Amazon.com

https://www.amazon.com/Politics-Welfare-State-Canada-Sweden/dp/0195416007
$1 to 7 on Amazon

Supplemental Papers (Required) are provided on Course Web Site.

Video links provided in folder on Homepage

Supplemental Resources (Not Required):
Course Description

2017-2018 Undergraduate Catalog course description:
Introduction to the study of minority elderly in the United States, including their physical and mental health, income security, family relations, and service issues. Course content focuses on African-American, Asian/Pacific Islander, Hispanic and Native American elders.

This course is comprised of 10 Modules, with 10 associated online discussion topics. In addition, there will be special assessments that include the following: a Socio-Cultural Case Study (10%) to be posted by the student to the Socio-Cultural Clinical Case Study Discussion Area (10%); a Midterm in Module 6 (20%); a Mini-Internship Service Learning Project (20%) due in Module 9; and an hour long Final Exam (20%) due in Module 10 covering information presented in Modules 1 through 10.

The learning content presented each week in addition to assignments and discussions will include required readings; supplemental readings, instructional videos.

TECHNICAL REQUIREMENTS / ASSISTANCE

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

UIT Help Desk: http://www.unt.edu/helpdesk/index.htm
Hardware and software necessary to use Blackboard Learn: http://www.unt.edu/helpdesk/bblearn/
Browser requirements: You need a browser that interfaces well with Blackboard Learn, such as Microsoft Internet Explorer or Mozilla Firefox.
Word Processor
Creating and submitting files in Microsoft Office, the standard software for this course

Minimum Technical Skills Needed:
Using the learning management system
Using email with attachments
Copying and pasting
Downloading and installing software
Using spreadsheet programs

STUDENT TECHNICAL SUPPORT

The University of North Texas UIT Student Helpdesk provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:
Email: helpdesk@unt.edu
Phone: 940.565-2324
In Person: Sage Hall, Room 130  
Our hours are:
- Monday-Thursday 8am-midnight
- Friday 8am-8pm
- Saturday 9am-5p
- Sunday 8am-midnight

ACCESS & NAVIGATION

Access and Log in Information
This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Canvas. To get started with the course, please go to: https://unt.instructure.com

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: http://ams.unt.edu.

To view Canvas’s privacy policy: https://www.gocanvas.com/content/about-us/policy/privacy-policy

Student Resources

As a student, you will have access to these resources:

Take the Canvas Student Orientation

- It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
- Canvas’s On Demand Learning Center for Students. It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.

Student Academic Support Services

Links to all of these services can be found on the Academic Support tab within Canvas.

- Academic Resource Center: buy textbooks and supplies, access academic catalogs and programs, register for classes, and more.
- Center for Student Rights and Responsibilities: provides Code of Student Conduct along with other useful links.
- Office of Disability Accommodation: ODA exist to prevent discrimination on the basis of disability and to help students reach a higher level of independence.
- Counseling and Testing Services: CTS provides counseling services to the UNT community as well as testing services; such as admissions testing, computer-based testing, career testing and other tests.
- UNT Libraries: online library services
- Online Tutoring: chat in real time, mark up your paper using drawing tools and edit the text of your paper with the tutor’s help.
• **The Learning Center Support Programs:** various program links provided to enhance the student experience.
• **Supplemental Instruction:** program for every student, not just for students that are struggling.
• **UNT Writing Lab:** offers free writing tutoring to all UNT students, undergraduate and graduate.
• **Math Tutor Lab:** located in GAB, room 440.
• **Succeed at UNT:** how to be a successful student information.

**Being a Successful Online Student**
- [What Makes a Successful Online Student?](#)
- [Self Evaluation for Potential Online Students](#)

**My Teaching Philosophy**

I believe that students perform best when they feel valued in the learning environment and when they believe that they are capable contributors. You will find that each of your classmates will bring experiences to our discussion that will expand your views and challenge your ideas about aging in cultural contexts. Please engage in getting to know your fellow classmates and in discovering the expertise that each of you bring to this class. Many of you will take other courses together, and this experience will help you to create a bond with other students that could last beyond your time in this course. Networking is an important part of our educational opportunity. You have much to learn from each other, and this class will help you to do that. I will be actively observant of our discussions each week, and will be available to help you at all times to be successful in this course. My goals are to help every student to develop confidence in his or her abilities and for you to feel that the material that I am presenting elucidates the cultural diversity inherent in the study of aging.

**How the Course is Organized:**

The course contains 10 Units. Each Unit of the course has its Overview which offers clarity to each of the defined goals for the course. Each unit has specific learning Objectives that list what we expect students to achieve. Each unit has Readings that are the course material students are required to complete to stay on track with the learning objectives. And finally, each Unit has Discussions that student must participate in to demonstrate acquisition of learning according to the goals and objectives for the course. Please note there is a Midterm Exam in Unit 6 and a Final Exam in Unit 10.

**Assignments:**

**A. Socio-Cultural Clinical Case Study (10%) Due November 26th**

- Please select an elderly person 60 years or older who comes from an ethnic group other than your own.
- **Do not list the person's real name.**
  - Read interview with Dr. Larry Weed in Unit 3 Supplemental Papers Folder.
  - Google "Larry Weed" and "Problem Oriented Medical Record".
- **Outline for your interview report:**
- **Must follow outline to secure full credit**
Family History  Persons’ family of origin, married or not, children or not, ages of children, education, general economic status. What % of their income comes from Social Security?

Clinical Needs in General
  ▪ Do they feel they have poor, fair, good or excellent health?

Functional Status: Activity of Daily Living - how well can they perform them?

Support System: Strengths and Weakness of the person’s social support available to them.

List of Problems, Weaknesses, Strengths in some details.

This Socio-Cultural Clinical History paper is to be posted by the student to the Socio-Cultural Clinical History Discussion Area to share with your online peers.

Note: Personal history taking is a useful tool for researchers to gain insights into the dynamics of a population being studied. However, the information that is obtained from individuals is collected in a way that will insure and maintain confidentiality and its use must conform to the original purposes intended and made known to the donor of the information when it was collected. Because this project involves individuals divulging personal information during interviews it fits within this category requiring confidentiality and fidelity as to purpose. The purpose obviously is that it is a college assignment intended to help illustrate the diversity that exists within the population of elders.

B. Service Learning Report (20%) Due November 20th
   Must submit using outline below to secure full credit.
   a) Introduction: describe site or program in some detail, b) Summarize your activities- how did you spend ten hours or more, c) Evaluation of Experience- lessons learned

Instructions: Pick an agency that serves elders and volunteer at the facility and do 5 page double space report on your experience.

Submit your Service Learning report. Copy and paste the content of your Service Learning report to the Service Learning report Discussion section of Canvas. Use a descriptive subject line/title. Do not simply attach a copy, you may attach a copy in addition to posting. Reply/comment on other student postings of their service learning post as well.

Mini-Internship Service-Learning Project Requirements: Spend 10 hours or more at a site. Interview director and participants at site and develop a small program of assistance in cooperation with the director of an existing program.

Some Options : Service-Learning Project Examples in North Central Texas
   o Special Abilities of North Texas Executive Director: In Lewisville. 972-317-1515  https://specialabilities.net/about/
o Heritage Oaks Retirement Community, Denton Housing Authority, Call Director Help expand social & recreational programs. 940 383 1506 http://www.dentonhousingauthority.com/heritage-oaks.php
o Elder services to others in Community, Contact RSVP: Serving Denton County http://www.rsvpserves.org/ 940 383 1508
o Senior Citizen Center at American Legion Center in Denton. Betty Kimble. Phone: (349-8298) or 940-382-4351 Assist with Computer/ Sewing Classes, etc African American Oriented Center Historically. 629 Lakey Street Denton, TX 76205
o Fair Oak Retirement Housing, Denton, Call Director, Ms Blackwell, 1950 Lattimore Street, Denton, TX 76209 (940) 891-1719
o Pecan Place Retirement Housing, Denton, Call Denton Public Housing Authority http://www.dentonhousingauthority.com/pecan-place.php 940 383 -1504
o Meals-on-Wheels. Help provide meals in the home. Call SPAN (Senior Programs for Aging Needs), 1800 Malone Street, Denton, Texas 76201 (940) 382-2224 - http://www.mowdc.org/
o Senior Pals, Weekly call and outing, Call SPAN, 382-2224 http://www.span-transit.org/v2/services.html
o Carriage House, 1357 Bernard Street, Denton, Call Linda Rider, Ex Director, 940 484 1066. Assisted Living.
  o Two large Retirement Communities –CCRCs - Good Sam Denton Village, Hinkle Ave 940 383 2651 and Good Samaritan Lake Forest 940 891 0856
  o Lewisville Senior Center, 972 221 9663
  o Area Agency on Aging – North Tx AAA Ex . Dir. Doni Green, 1800 272 3921

Or, select similar senior oriented service program in your town or region and arrange for assisting. You can contact any program and merely report to me what you have selected. Mini-Internship: Spend 10 hours or more at a site. Interview director and participants at site, and develop a small program of assistance in cooperation with the director of an existing program. –

C. Discussion Forum or Board (40%)

How to post a paper to the discussion forum: To ensure a lively discussion and encourage substantive replies, you are asked to BOTH attach your paper AND copy/paste the contents into your discussion post. Create Message / Enter paper title or other descriptive into Subject Line... Enable HTML Creator and paste the contents of your paper. (Vista, in HTML Creator, maintains most of your Word formatting. Don't worry about line breaks... you don't have to follow the 1.5 line spacing rule like in your paper.) After populating the discussion post - then attach your paper and post. Students are allowed to edit postings later if you find a mistake.
Start Here
When you first access the course, click on Start Here in the course menu and complete the Canvas Orientation. Please read the course syllabus completely and review the course calendar and UNT Academic Calendar, all of which are also located in Start Here. Complete the Zip Code Survey found in Start Here during the first week of the course. Finally, post your Personal Introduction, due Module 1, in Start Here, following the guidelines for the personal introduction provided in that folder. Begin the first module’s reading assignment and note that your personal introduction and your initial posts for the first discussion forum are both due in the first week of the course on the date specified in the Course Calendar.

How Students Should Proceed for Class Activities
Rely on the Course Calendar for information about each Module’s assignment and all assignment due dates to ensure that all assignments are submitted on time. There are substantial penalties for submitting work late, so record due dates in your agenda and monitor them frequently. Rubrics that explain what is expected and how assignments will be graded have been provided for Discussion Board Participation and for the Final Project Paper and can be found in Rubrics in the course menu. Please contact the instructor with academic or technical questions using the those headings in the Discussion folder if you have a question that you think might be shared by other students. The instructor will respond publicly and all students will be able to benefit from the information shared by the instructor. If you have a private question or concern that you would like to discuss, please email the instructor by clicking Email in the course menu, or schedule an appointment to meet with the instructor during office hours. My preferred means of communication with you is by cell phone. For me it is far more expeditious. So do not hesitate to phone me at (940) 390-1619 for speedy responses.

COURSE EXPECTATIONS

1. The student will be responsible for checking the Announcements and email Inbox daily.

2. The student will access and follow all course instructions found in the course Modules and in the syllabus.

3. The student will complete all Module readings and videos in the time frame specified on the course calendar in order to participate effectively in weekly discussions.

4. The student will complete the Midterm Exam and Final Exam Posted in Modules 6 and 10.

5. Students will complete the Socio-Cultural History Taking assignment and the Mini Internship Service Learning requirement and follow the instructions for posting those assignments in the Canvas Discussions section.

6. The student will respond to posted online course discussion questions in each Module using the Canvas discussion tool, and will follow the guidelines provided in the Discussion Board Rubric. The Discussion Board Rubric is found by clicking on Rubrics in the syllabus. Submit your initial posts to the discussion forum each week by the deadline provided on the Course Calendar, and
continue to post throughout the week to maximize points earned each week. Students are encouraged to enhance the conversation by providing complementary resource materials and properly referenced supplementary items. The discussions are weighted higher among all assignments and requirements.

**Total Points Possible for Semester = 100**

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
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</tbody>
</table>

**Accessing Grades**

Grades will be determined as follows:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini Internship</td>
<td>10 pts</td>
</tr>
<tr>
<td>Discussion Forums</td>
<td>40 pts</td>
</tr>
<tr>
<td>Socio-Cultural</td>
<td>10 pts</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20 pts</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20 pts</td>
</tr>
</tbody>
</table>

**COMMUNICATIONS**

**Interaction with Instructor:** I’m looking forward to getting to know all of you and to working with you. Contact me any time via the course Messaging in Canvas, or via my UNT email address (Keith.Turner@UNT.edu). I will check messages daily and will make every effort to respond as quickly as possible. If you would like to meet personally, my office is located in Chilton Hall, Room 218M and we
can arrange to meet there during my regularly scheduled office hours or by appointment. My office hours are Wednesdays, 2:30 to 4pm. Please let me know if advance if you intend to see me at my office on a particular day.

My goal is for you to enjoy this course, to learn how to engage in meaningful and useful online course discussions, to gain a greater understanding of the issues associated with minority aging in cultural context, and to help you in any way that I can to be successful.

**Announcements**

Important course announcements and important information from the instructor will be posted in the "Announcements“ area on Blackboard each week, and students are expected to check this area daily for updates.

**Additional Resources holds a number of important materials:**

**Chapter Reading Assignments** Each Module contains assigned readings from the three textbooks. They are a good source for information and citations during the class discussions. It is important to complete these readings prior to engaging in the class discussions.

**Discussions**

The Canvas Discussions area is a public domain that will be seen by all students.

**Academic or Technical Questions**

If you have an academic or technical question that you think might be shared by others in the class, please post it to Discussion section marked for either category. I will respond to the post and my answer will be available for everyone in the class to see.

**Personal Introductions**

During the first week of the course, in order for you to get to know your classmates, your Personal Introduction will be posted in the folder in Discussions labeled Introduction. Submit your personal introduction by the due date provided on the Course Calendar.

Module Discussion Forums will be posted in Discussions and will be in sequential folders labeled Unit 1 Discussion, Unit 2 Discussion, etc. To respond to the discussion topic at hand, create a thread, enter your response and click Submit.

**Messaging**

Your course e-mail can be accessed from Inbox in the course menu. If you have questions or concerns that you do not want made public, please direct them to the course instructor in Canvas messaging. Messages sent to the instructor will be read as soon as possible and every effort will be made to answer
your messages within 2 business days. Students are expected to check course messages daily from other students or the instructor. If you do not get a reply within 2 days, please phone me at (940) 390-1619.

Assessments

The Midterm exam will be offered in Module 6 and the Final exam will be offered in Module 10. To access them click on the course Assignments tab in the course menu.

Socio-Cultural Clinical History

This assignment is to be posted in the Discussion section of Canvas in the folder marked Socio-Cultural Clinical Case Study. Please follow the instructions carefully regarding the due date, composition, handling and submission of that assignment.

Mini-Internship Service-Learning Project

This project requires 10 or more hours of imbedded placement with an agency serving populations age 65 and older. The intent is to foster observations regarding the agencies serving that population and their clientele. Report on your development of a small program of assistance within that agency.

Assignment Submission Instructions

Students should submit each written assignment in a double-spaced Microsoft Word document with 1 inch margins, using Ariel 12 font, to the proper folder in the Assignment tab, by the due date specified on the Course Calendar and Timeline. The student’s first and last name, the course number, and the submission date should appear in the right corner of the header, and we will utilize the APA 6 formatting and style guide for layout and reference guidelines. A good resource for information about APA 6 is available from the Purdue Online Writing Lab (or Purdue Owl, found at https://owl.english.purdue.edu/owl/resource/560/01/)

Create a thread to add your response to the weekly Discussion forum and “reply” to the posts of other students to comment on what they have posted. If you have additional resource material to support your post or to expand the discussion, “browse your computer” and upload the item before you submit your response.

All students are expected to engage in the discussion forum in a professional and cordial manner. The etiquette/protocol for participating in the online discussion board can be found by pasting the link below into your browser.

http://www.ic.sunysb.edu/Class/che326ff/discussion_board/etiquette.pdf

ACADEMIC CALENDAR and COURSE CALENDAR

Both the UNT academic calendar and the course calendar appear in Start Here for your convenience.

COURSE EVALUATION
The end of course evaluation will be made available to students as soon as it is released by the University. Your feedback is important and valuable, so please take the time to complete it.

**SCHOLARLY EXPECTATIONS**

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

**Instructor Responsibilities and Feedback**

The instructor is responsible for guiding and supporting student learning and engagement throughout the course, and for providing clear instructions for discussion forums, the single course exam, and for the Final Project Paper. Rubrics have been provided for the Discussion Forum participation and for the Final Project Paper. The instructor is responsible for responding to student questions about assignments and projects, about the course material presented, and for providing additional resources to enhance understanding of course material. Timely feedback is essential for student success and the instructor is responsible for providing timely feedback to students throughout the course. The instructor will actively participate in each week’s discussion forum and will provide feedback to students each week regarding their participation. The instructor will grade submitted assignments and will post grades for students within 10 days of assignment due date.

**Class Participation**

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

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: Show up. Find support. Get advised. Be prepared. Get involved. Stay focused.

To learn more about campus resources and information on how you can achieve success, go to succeed.unt.edu

**Virtual Classroom Citizenship**

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

**Incompletes**

This course will observe the UNT policy on incompletes, found here:

http://registrar.unt.edu/grades/incompletes
Policy on Server Unavailability or Other Technical Difficulties

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 also contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Copyright Notice
Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: http://copyright.unt.edu.

Online Course Attendance Policy
Students are expected to participate actively each week and to meet all deadlines for course assignments as detailed in the Course Calendar.

Information about the University of Texas’ Attendance Policy may be found at: http://policy.unt.edu/policy/15-2-5

Administrative Withdrawal
This course will observe the UNT policy on academic withdrawal found here:
https://deanofstudents.unt.edu/withdrawals

Syllabus Change Policy
Changes to the course syllabus or due dates is not anticipated but should they be necessary, the instructor will provide ample notification to students to allow them to complete assignments in a timely manner without penalty.

UNT POLICIES

Student Conduct and Discipline: Student Handbook.
You are encouraged to become familiar with the University’s Policy of Academic dishonesty found in the Student Handbook. The content of the Handbook applies to this course. If you are in doubt regarding the requirements, please consult with me before you complete any requirements of the course.

The UNT Code of Student Conduct can be found here:
ADA Policy

The University of North Texas 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 you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You 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. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://disability.unt.edu/. You may also contact them by phone at 940.565.4323.

Canvas Voluntary Product Accessibility Template (VPAT)
https://www.canvaslms.com/accessibility

Add/Drop Policy
The University of North Texas Add Drop Policy for Fall 2016 can be found at the following link:

http://registrar.unt.edu/registration/fall-add-drop

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

Federal Regulation

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.
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.