



Terry College of Business
Department of Insurance, Legal Studies, &
Real Estate

UNIVERSITY OF GEORGIA
Department of Insurance, Legal Studies, & Real Estate

Terry College of Business
MSIT 3000
Spring 2021

MSIT 3000: Statistical Analysis for Business Spring Semester 2021

Syllabus

Instructor: Dr. Daniel J. Carlyle
Email: djcarlyle@uga.edu
Office Hours: See eLC homepage
Course Website: <https://uga.view.usg.edu/>

| Class Meeting Information | | | |
|---------------------------|---------------------|-----------------|-----------------|
| <u>Section Number</u> | <u>Meeting Time</u> | <u>Building</u> | <u>Room No.</u> |
| 52314 | MWF 10:20AM-11:10AM | Amos Hall | B012 |

Course Format

Hybrid Synchronous. This class will use a hybrid synchronous approach to instruction. Under this approach, a certain number of students (as determined by the classroom capacity) join the instructor on a rotating basis for socially-distanced, face-to-face instruction during each class session, with remaining students joining synchronously through Zoom (or some other secure platform) during assigned class hours.

Course Description

This course is an introduction to elementary statistical procedures and reasoning with applications in business. Effective decision-making requires the correct interpretation of data and statistical output. Provides the statistical foundations needed to employ basic methods of sound empirical analysis. Includes descriptive statistics, probability, inferential statistics, and regression analysis.

Prerequisite: ACCT 2101.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Interpret descriptive statistical summaries and displays
- 2) Perform statistical inference for single population proportions and means
- 3) Use and interpret simple & multiple linear regression models

Course Materials

Enhanced Webassign (Required): All homework and tests require access to WebAssign (WA). Detailed information about WebAssign is posted on eLC. HOWEVER, this section of MSIT 3000 uses a different version of the WebAssign access code than the access codes available in the bookstores under MSIT 3000 (and it happens to be substantially cheaper), therefore **DO NOT buy a WA access code in any of the bookstores**. Instead, follow the instructions posted on eLC for setting up your WA account, gaining access to our course in WA, and obtaining a WA access code. **IMPORTANT: There is no Class Key for MSIT 3000. Do NOT email the instructor asking for one.** Instead, read and follow the instructions on eLC.

Course Website (eLC): eLC is an integral part of this class. Students are responsible for all announcements and assignments posted on eLC. Therefore, the standing class expectation for the entire semester is that students will check the eLC announcements on a daily basis. Furthermore, students are expected to carefully READ and follow the instructions of any and all announcements in a timely manner. Students failing to meet these expectations will not have met the standards of this course and therefore should not expect to succeed in this class. Not having access to eLC is NOT an excuse for falling behind in the course. To access this class's eLC account, go to <https://uga.view.usg.edu/>. Enter your UGA MyID and password. Select "MSIT 3000".

Calculator (Required): A non-programmable, non-graphing, non-cellphone calculator with squaring, square root, and exponent capabilities is required. The calculator must not perform symbolic operations in statistics and should not be able to communicate externally (infrared, wi-fi, Bluetooth, etc). The use of any calculator in violation of this policy on tests is prohibited and considered a violation of the academic honesty policy. **The use of an unauthorized calculator on any test will result in the forfeiture of all points on that test.** Note that basic scientific or financial calculators, such as a Casio FX-260 or Texas Instruments TI-30Xa, are permissible.

ProctorU Video Proctoring (Required): ProctorU is a live online proctoring service that allows you to take your exam from home. ProctorU's charge for this service is approximately \$20 for the midterm and \$25 for the Final. ProctorU is available 24/7, however, you will need to schedule your proctoring session at least 72 hours in advance to avoid any additional on-demand scheduling fees.

Note that, due to the reduced lab capacities due to COVID-19, there will be no option to take tests on campus, so all students will be required to test remotely using ProctorU.

Computer: You will need a high-speed internet connection, a webcam (internal or external), a Windows or Apple operating system, and the Chrome internet browser installed in order to use the ProctorU proctoring service. You will also need installation permission on the computer, in order to install the ProctorU applet needed to test remotely.

Small Whiteboard (Recommended): Due to the importance of maintaining test security during remote proctoring, no physical scratch paper will be permitted. You may opt to do scratch work using Microsoft

Word, Excel, or notepad, but I would recommend purchasing a small, handheld, erasable whiteboard. These can typically be purchased for less than \$10.

Textbook (Optional): *The Practice of Statistics for Business and Economics*, 4th edition, by Moore, McCabe, Alwan, and Craig; © 2016 WH Freeman. All of the topics, concepts, and required material for this course are provided in the course notes which are available for free on eLC. The textbook is primarily a reference for students who would like to independently read/study more about the various topics covered in class and to increase their understanding. Therefore, this text is *supplemental* to the course notes and is recommended reading for additional explanation and perspective. *It is HIGHLY recommended for any student struggling with the material.* It contains additional examples and explanations. You may rent/buy a hard copy, according to your preference.

Grading Policy

Each student's final course grade will be determined based on their performance using the following grading criteria. The baseline grading scale will be as follows:

Course Grade Assignment

| Letter Grade | Percentile Grade | Letter Grade | Percentile Grade |
|--------------|------------------|--------------|------------------|
| A | 93-100% | C+ | 77-79.9% |
| A- | 90-92.9% | C | 73-76.9% |
| B+ | 87-89.9% | C- | 70-72.9% |
| B | 83-86.9% | D | 60-69.9% |
| B- | 80-82.9% | F | Below 60% |

Course Grade Breakdown

| Class Component | Grade Scheme I | Grade Scheme II |
|---|----------------|-----------------|
| Be a Responsible Adult Learner (RAL) | 5% | 5% |
| Regular Homeworks (WebAssign) | 30% | 30% |
| Midterm Exam | 25% | 15% |
| Final Exam (Cumulative) | 40% | 50% |
| Extra Credit: | | |
| About This Course HW0 (due Jan 22 nd) | 2% | 2% |
| Scoring 80% or higher on ALL 12 Homeworks | 1% | 1% |

Your final course grade will be determined based on the grade scheme through which you score highest. Also note that any student scoring 80%-or-higher on **all twelve** regular homework assignments will be awarded an extra point on their overall course grade. Note that the 12 homeworks mentioned in this policy exclude the About This Course HW due in the first full week of the semester. It is strongly recommended that you complete each homework **at least 48 hours** prior to the due date where possible, since technical (or medical) problems (or lapses of memory) can – and often do – happen.

Be a Responsible Adult Learner (RAL)

The old theory of education is sometimes referred to as the "banking model of education". In this view, students are passive, empty vessels and the instructor fills the students up with knowledge like someone depositing money into a bank account. Notice that in this paradigm, the students are passive and being acted upon - more like objects than people and only the instructor is active.

Modern, more accurate theories of education revolve around a simple adage that research has shown to be true. Namely: "*The person doing the work is the person doing the learning.*" In other words, only those who are actively engaged with the material are learning. If the instructor is actively filling up the passive students with knowledge, then only the instructor is working = only the instructor is learning. Without focused and thoughtful engagement with the material, passive students will never fully master the subject matter. This class is designed around this simple, yet powerful, educational principle: "**The person doing the work is the person doing the learning.**"

Following this principle, the roles of both student and instructor can be clearly delineated. Students are expected to be active, independent, engaged learners who take responsibility for their own learning. The instructor provides support and guidance in order for students to learn the necessary skills to achieve the desired outcomes. The instructor's main role is as a facilitator – there to offer support and advice when needed, and to provide scaffolding and teaching of skills when necessary. Certainly, it is the instructor's charge to clarify ideas, demonstrate skills, provide additional examples, and to explain difficult concepts, but the primary focus is on the active engagement of each individual student with the material. Perhaps somewhat counterintuitively, the instructor often "teaches" by *asking the students questions*, carefully listening to their responses, refining and shaping students' ideas, and finally, validating understanding.

Therefore, being a **responsible adult learner (RAL)** is one of the expectations for all students enrolled in this course. **A RAL is a person who takes full responsibility for the learner's part of the learning process.** Generally speaking, RALs are self-motivated, well-organized, manage time wisely, show initiative, readily discuss the course material in a knowledgeable manner, and ask informed questions. Some more specific character traits of a RAL are:

- RALs familiarize themselves with the class policies and procedures outlined in the syllabus and other course documents at the beginning of the semester and abide by these standards throughout the entire semester.
- RALs complete reading/video assignments *before* the class session during which these topics will be discussed and are therefore able to participate in the discussion and ask smart, informed questions during class.
- RALs complete all reading/video assignments on a particular topic **BEFORE** contacting the instructor or TA with questions.
- RALs attend and participate in class regularly.
- RALs come to class prepared with all of the necessary class materials.
- RALs arrive early to events like meetings with the instructor (or TA) and tests knowing that traffic and other variables outside of their control may be an issue.
- RALs complete assignments well before the deadline knowing that obstacles to completion such as life emergencies and technical difficulties often happen. Completing assignments in advance is a very effective safeguard against these issues.

- RALs monitor their own understanding of a subject and take the initiative when they need help by organizing study sessions with classmates, making appointments with the TA, getting a tutor, and getting help during the instructor's office hours.
- RALs carefully read/listen to directives and follow instructions in a timely manner.
- RALs communicate with the instructor proactively (i.e., BEFORE deadlines, perceived/anticipated issues, etc., instead of AFTER).
- RALs know that distributed practice is significantly more effective than cramming. Distributed practice is a learning procedure in which practice/study periods for a particular task/subject are separated by lengthy rest periods or lengthy periods of practicing different activities or studying other material, rather than occurring close together in time. For example, studying 1 hour a day for 6 days in a row is significantly more effective than studying 6 hours in 1 sitting even though the total number of hours studying is the same in both cases. Distributed practice is the opposite of cramming. RALs engage in distributed practice throughout the entire semester.
- RALs realize that learning is often a trial-and-error process. In other words, true learning involves focus, effort, and struggle. This is normal and should be expected. The proverb, "No pain, no gain" often used in sports and athletics, also applies to academic learning as well.
- RALs know that failure is part of the learning process. However, RALs manage their engagement with the material so that their failures occur early on when stakes are low (e.g., example problems in the notes, clicker questions, practice tests, and even homeworks), instead of later on when stakes are high (e.g., exams).
- RALs respect and follow the chain of command. The chain of command for this class is: 1) TA, 2) Instructor, 3) ILSRE Department Head, 4) Terry College Associate Dean for Undergraduate Programs. If you have a problem with any aspect of the course, begin by contacting the TA and ONLY the TA. If the matter is not resolved to your satisfaction, then contact the next person in the chain of command while CC'ing the individual(s) you have already contacted, etc.
- When contacting the TA or instructor for help, RALs provide all pertinent information and sufficient level of detail so as to make it easy for the TA/instructor to understand the situation and assist the student.

The RAL Grading Component

The RAL grading component is setup differently from the other grading components of this class (e.g., homeworks, tests, etc.). With the other grading components, students earn points by completing tasks that demonstrate mastery of the material. With the RAL component, all students are assumed to be acting as RALs until observed otherwise. Therefore, every student begins the semester with the maximum 5 points possible (remember, the RAL grading component is worth 5% of your overall class grade). However, every time a student is observed NOT acting as a responsible adult learner, they are deducted a point.

Some examples of behaviors that will result in you losing a point for not acting like a RAL are:

- Using an electronic device (cell phone, ipad, laptop, etc.) during an unauthorized time during class
- Engaging in any behavior during class time that disrupts the learning experience of your classmates (e.g., talking while the instructor is talking, etc.)
- Contacting the instructor with a question that has been addressed in the syllabus or an eLC announcement. For example, you will lose a point if you email the instructor and the instructor can answer/address your question/issue by simply saying something like:

"Read the syllabus"

OR

"Read and follow the instructions in the eLC announcement entitled ‘...’.”

- Asking a question that was asked and answered earlier during the same class session (thereby demonstrating that you are not paying attention in class)
- Failing to follow either oral or written instructions in a timely manner. For example, failing to schedule your exam by the posted deadline as announced in class and/or on eLC.
- Arriving late to an exam or meeting with the instructor or TA.
- Breaking the chain of command.
- Emailing the instructor from either eLC or WebAssign (Email the instructor from your UGAmail account).
- Sending an ill-formed email to the instructor or TA. An email to the instructor/TA should be treated as a professional correspondence. Furthermore, it is important to provide all the information needed for the instructor/TA to assist you with whatever issue you have. Therefore, emails must include:
 - A greeting (This is not a text to a friend - Do not treat it as such)
 - Class name and time are provided at the beginning of the subject line of the email
 - First and last name and UGA student ID shortly after the greeting
 - A detailed description of the problem (e.g., If the instructor/TA has to respond with something like: “Which question number are you talking about?”, you lose a point)
 - A closing

Omission of any one of the features above in an email to the instructor or TA will result in losing a RAL point. When emailing the instructor/TA follow the salient points and format of the example email on the next page.

To: djcarlyle@uga.edu

Cc: Derek Payton Dyal

MSIT 3000 10:20AM: Question about HW4

Hi Dr. C,

This is Caden Wiley (UGA 8105675891) from your MSIT 3000 10:20AM class. I contacted our TA about this, but neither of us could figure it out:

I am losing points on question 6b of HW4 even though I have the correct answer. Can you please take a look and let me know what is going on?

Thanks,

Caden

This email was sent to djcarlyle@uga.edu from the student's UGA email account.

CCs the TA

IMPORTANT: The student identifies his class (name and time) at the beginning of the subject line.

Greeting

The student provides his first and last name and UGA student ID in the first sentence.

Notice how the student provides the homework number (HW4) and question number (6b).

Closing

Note: Even though the major tone of the message should be a professional one, humor and jokes are appreciated.

With all of this being said, the instructor VERY MUCH encourages students to contact him for help and assistance. However, the expectation is that the student will have already done their absolute best in fulfilling the learner's part of the learning process on their own prior to contacting the instructor. **Do your due diligence.**

This is a list of common behaviors that result in losing a RAL point. However, this list is not exhaustive. A student can lose a point for any behavior that demonstrates that they are not taking full responsibility for the learner's part of the learning process. Finally, the decision to deduct a RAL point is at the sole discretion of the instructor.

Homework

Student engagement with the course material is considered an integral part of the learning process. There are twelve required homework assignments planned for this semester (as well as an extra credit "About This Course" homework, listed as HW0 below, covering the policies and procedures of MSIT 3000).

To allow for life events such as illness, family emergencies, official UGA athletic commitments, religious holidays, etc., the two lowest homework grades will be dropped. Because two homework grades will be dropped, **NO MAKE-UP assignments and NO LATE assignments will be accepted FOR ANY**

REASON. Furthermore, each homework will be online and accessible by students for at least 7 days prior to the deadline. Therefore, **last minute computer failures, illnesses, etc. will not excuse you from meeting the homework submission deadlines.** All homework assignments are due by 11:59 pm on the due date.

Individual assignment information and due dates can be found in the table below. **All assignments are due by 11:59PM ET on the dates shown.**

Homework Schedule

| Assignment | Due Date | Due Day | Topic |
|------------|----------|---------|---|
| HW0 | 1/22 | F | Course Syllabus and eLC |
| HW1 | 1/27 | W | Basic Concepts |
| HW2 | 2/03 | W | Sampling & Sampling Techniques |
| HW3 | 2/10 | W | Displaying Categorical Data |
| HW4 | 2/17 | W | Displaying Quantitative Data |
| HW5 | 2/24 | W | Sampling Distributions & Confidence Intervals |
| HW6 | 3/03 | W | Hypothesis Tests for a Single Population Proportion |
| HW7 | 3/24 | W | Inference for a Single Population Mean |
| HW8 | 3/31 | W | Inference for Population Means |
| HW9 | 4/07 | W | Chi-Square Tests |
| HW10 | 4/14 | W | Simple Linear Regression |
| HW11 | 4/23 | F | Inference in Linear Regression |
| HW12 | 4/30 | F | Multiple Linear Regression |

Exams

Exams in this course will be taken using WebAssign on the following dates.

Midterm: Friday March 5th
Final Exam: Wednesday May 5th

Note that the midterm is 90 minutes in length, whereas the Final Exam is 3 hours. The Final Exam will also be cumulative, but with the material covered after the midterm weighted more heavily.

In order to use ProctorU, you will need a high-speed internet connection, a webcam (internal or external), a Windows or Apple operating system, and a government-issued photo ID. ProctorU recommends that you visit <https://test-it-out.proctoru.com/> prior to your proctoring session to test your equipment. Please make sure that you are using the current version of your browser and have downloaded the ProctorU extension available at <http://bit.ly/proctorchrome> or <https://www.proctoru.com/firefox>.

Additionally, please visit and review the test-taker resource center (<https://www.proctoru.com/live-plus-resource-center>). You should expect the start-up process with the proctor to take about 10-15 minutes. However, this time will not affect your exam time. Please feel free to direct any questions to the test taker support team via the live chat within your account.

Note that, since we will be testing remotely using the ProctorU video proctoring service, it is the student's responsibility to ensure that their computer and internet connection is sufficient to allow

them to test. Responsibility for any technical difficulties due to weak internet connection or poor computing speed rests solely on the student.

In order to test, you must first of all set up a profile with ProctorU and then schedule an appointment time with them for each test. You may select any start time between 8am and 5pm ET. Slots are not guaranteed, so you should sign-up for a time that works for your schedule as soon as encouraged to do so by your instructor on eLC. If you do not attempt to reserve a slot until 72-hours before the start of the test window and ProctorU no longer have any slots available, you should contact ProctorU support to see if they can accommodate you. Failure to test due to not reserving a time will result in you receiving a zero on the test. Make sure that you complete all equipment checks well in advance of your appointment time. I would also recommend rebooting your machine just prior to your test appointment, since many test issues are related to CPU load.

To minimize the impact of technical/computer issues on test performance and to give yourself sufficient time to resolve technical issues, you are HIGHLY encouraged to sign-up for the earlier test times in the test window rather than the later slots, if possible. If you choose NOT to follow these recommendations, then you assume all risk of technical problems and/or complications with the foreknowledge that there may not be enough time and/or late-night tech support available to resolve issues. To be clear: If you choose NOT to follow these recommendations, then you must accept the consequences of your choice. Realize that these consequences may be so severe that you are unable to take the test and therefore obtain a grade of zero on the test.

If technical issues do arise that ProctorU tech support is struggling to resolve, you should notify your instructor immediately and continue to check for responses. **It is your responsibility to follow any recommendations made by your instructor or ProctorU support to resolve any difficulties on the day of the test, since no further opportunity to test will be provided after that.** Failure to test due to unresolved technical problems will result in a zero on the test.

Note that there are a number of specific procedures that must be followed when testing remotely to ensure security of the tests, including (i) no scratch paper is allowed (however you can use a notepad/Word file on the computer for working problems, but this must be deleted without saving before disconnecting from the proctor), or you may instead use a small whiteboard and dry erase markers (but all work must be erased on camera before disconnecting from the proctor) (ii) no Excel work can be saved – again, any Excel files must be closed without saving before disconnecting from the proctor, and (iii) you must log out of WebAssign before disconnecting from the video proctor. Failure to follow all of these instructions will result on a zero on the test and may lead to further penalties due to academic dishonesty violations.

To test, you should bring your student ID, a pen/pencil and a calculator that meets the previously stated calculator policy. **Note that cell phone calculators are not allowed!** ANY USE OF GRAPHING/PROGRAMMABLE CALCULATORS, CELLPHONES, iPADS, OR ANY DEVICE WITH INTERNET ACCESS DURING A TEST WILL BE REPORTED to the Office of Student Academic Services. Note you will also need your login details for WebAssign to be able to access the computerized test. Be aware that exams may cover material from the notes, homeworks, exam review/practice tests, and course videos.

Failure to follow test instructions and procedures (including, but not limited to, testing outside of the approved window, bringing unauthorized materials or notes into the test, or disconnecting from the remote proctoring session prematurely) may receive grade penalties applied after the posting of grades.

Any answers not submitted *prior* to time expiring on the test will not be credited, and there will be no automatic submission of typed responses at the moment time does expire. As a result, you should submit any typed responses frequently throughout the test, particularly in the last 5-10 minutes. Whereas a WebAssign clock timer will typically display the time remaining during the test, it is a student's personal responsibility to monitor their own test time should this timer fail to appear or function correctly.

For students that wish to check their test after the posting of grades to see what they missed, that will not be possible this semester due to the lack of a post-test test-checking option in ProctorU. We will keep all tests stored in WebAssign for one year though, to allow students the ability to check tests once campus operations return fully to normal.

No make-up exams will be offered, under any circumstances. If you cannot take a midterm test due to an extreme and well-documented emergency or schedule clash (e.g., death in the family, appendicitis, athletic conflict), your professor may add the weight from the missed test to your final exam after receiving sufficient documentation. Note that last minute computer problems, or issues connecting to the remote proctor does not qualify as such an emergency. If a student cannot take the final exam due to an extreme and well-documented emergency, the student may be permitted (at instructor's discretion) to take the test during the next offering of the course final exam, which may be in a future semester, and may require the test to be taken on-campus.

If you would like to appeal your grade, your appeal must be addressed to the instructor and the instructor only (Note: This is an exception to the chain of command – Begin by contacting the instructor) and made in writing within one week of the posting of the grade.

Honor Code

"I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at <http://www.uga.edu/ovpi>. All academic work must meet the standards contained in "A Culture of Honesty" found at <https://ovpi.uga.edu>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Classroom Policies & Procedures

1. The instructor holds the following expectations for all students.
 - Act as a Responsible Adult Learner (RAL) at all times.
 - Show respect for the instructor, teaching assistants, and other class members at all times.
 - Uphold [A Culture of Honesty](#) at all times during the semester, both within and without official class meetings.
2. **THERE IS A STRICT POLICY OF NO ELECTRONIC DEVICES IN THE CLASSROOM – THIS MEANS NO LAPTOPS, NO TABLETS, AND NO SMARTPHONES IN USE DURING CLASS SESSIONS.**
3. In general, you are responsible for devoting the time and effort necessary to master the material covered in this course. A general rule of thumb is that two hours spent outside of class are needed for

every hour of lecture. Depending on your background and aptitude, you may need more study time. Be aware that exams may cover material from class, as well as from the textbook and homework.

4. You are responsible for all announcements and assignments announced on eLC. Students are instructed to check the eLC announcements on a daily basis. Furthermore, students are expected to carefully READ and follow the instructions of any and all announcements in a timely manner.
5. MSIT 3000 is an upper-division undergraduate course in business statistics. As such, upper-division undergraduate-level critical thinking is required by students. This level of critical thinking entails generalizing the concepts, strategies, skills, techniques, and methods covered in this course and applying them to novel situations. Both inductive and deductive reasoning are essential in this process. Students failing to demonstrate upper-division undergraduate-level critical thinking in their coursework have not met the standards and expectations of this course and therefore should not expect to succeed in this class.
6. If you are assigned any readings or videos to watch covering a particular topic, complete those readings and videos BEFORE contacting the instructor/TA with questions.
7. The best way to contact the instructor is via email at djcarlyle@uga.edu.

Mental Health and Wellness Resources

If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

Getting Extra Help

As the material in this course builds on itself over the semester, it is important that you not fall behind. The Division of Academic Enhancement (DAE) at UGA, located in Milledge Hall, has availability for free, small-group tutoring appointments for MSIT 3000. Students can schedule a virtual, face-to-face appointment or a study pod with a Peer Tutor via their brand new scheduling platform, [Penji](#). All of their tutors are undergraduate, UGA students who are CRLA certified. For more information on booking an appointment or study pod, please visit dae@uga.edu/services/tutoring or email tutor@uga.edu.

Additionally, a list of former MSIT 3000 students interested in privately tutoring for the course either in person or via Zoom (for a fee) can be found on eLC.

Incomplete Policy

A grade of Incomplete (“I”) will only be given only if a student has a grade of “B” or higher but, for non-academic reasons beyond his/her control, was unable to meet the full requirements of the course. If an “I” is issued, all course requirements must be completed by the end of the following semester. If the student does not do so, the “I” will automatically change to a grade of “F.” Students who wish to invoke this

policy must provide their instructor with documentation of the non-academic circumstances that impeded course completion.

Final Notes

If you have a legally-identified disability and believe you are entitled to accommodations, contact me no later than one week after a) you add the course, or b) your disability status legally changes, otherwise you elect to forfeit said accommodations.

Please be aware that grades posted at the end of the semester are final and are not a starting point for negotiations. Please respect this and do not email your instructor requesting “special consideration”. The same grading policy will be applied to all students, without exceptions.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

COVID Related Issues & Information

If you are experiencing any symptoms associated with COVID, **do not attend the f2f component of this class.**

What do I do if I have symptoms - Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please **DO NOT** walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I am notified that I have been exposed? Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

How do I get a test? Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

What do I do if I test positive? Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

COVID-19 Syllabus **Face Coverings** Statement - Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

COVID-19 Syllabus **DawgCheck** Statement - Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>



Test Taker Specific Best Practices

- Test takers who do not already have a ProctorU account will need to register for one using the <https://go.proctoru.com/registrations> and select the Test Taker option.
- Test takers should pre-test their equipment by selecting the “Test Your Equipment” option within their account. These tests are most effective if the Test Taker tests their system in the same conditions, they plan to take the exam
 - Example: If your roommate might be watching Netflix while you take your exam, you must test your equipment with your roommate watching Netflix.
- Wi-Fi is not a recommended internet connection as it results in frequent lost connections and longer wait times. If a Test Taker *must* use it, try to take the exam in the same room as the router.
- If a Test Taker's YouTube or Netflix buffers often, it means their internet connection is not strong enough for a successful proctoring session. That same buffering will result in frequently lost connection with ProctorU as they wait to connect with a proctor. This can extend their wait time considerably. A Test Taker can avoid this issue by either connecting their laptop to the router directly with an Ethernet cable, purchasing a double band router, making sure they are the only one/thing utilizing the internet, testing in the same room as the router, or using a desktop computer.
- Do not use corporate network connections with administrative security settings as there are downloads required for a successful ProctorU experience. This problem occurs when Test Takers attempt to take their exam on a work computer. If you must, please use the “guest” network to avoid security settings. ProctorU can only be used on a computer that the Test Taker has administrative rights to.
- MacOS X Catalina Users: Catalina has added security features that require additional permissions for certain applications, such as LogMeInRescue, the software we use to connect you to a proctor. If you are using MacOS Catalina, this permission process will take extra time. ProctorU proctors and support personnel can help walk you through this process.
- There are three help resources for Test Takers if they get stuck during the process.
 - **Live Chat:** Test Takers access live chat via the small "Need Help Chat Now" icon in the lower - right-hand corner of their ProctorU account. This is for getting in touch instantly with a ProctorU agent.
 - **Call us directly** at (855) 772-8678 to be connected to one of our support agents.
 - The Test Takers can **email** support@proctoru.com. This creates a ticket within our system for a support agent to assist. This is for requests that do not require immediate assistance. We average a 5-hour turnaround time on responses to tickets. Additionally, if their request needs to be escalated and looked into further, their interaction will swap from a chat/call to a ticket interaction where we can follow up with them.
- Students who wish to make sure their system is working well prior to an exam can go to <https://www.proctoru.com/live-plus-resource-center>.
- **IMPORTANT:** Test Takers who open multiple support resources at once or attempt to relaunch exams often find themselves not being responded to as the ProctorU system becomes confused. Please refrain from opening multiple chat boxes or exam windows. If it seems a test taker has not had a response in over 2 minutes, they need to double check their chat box.