STAT 513 – Intermediate Linear Models

Office Hours: Monday (ZOOM): 3-430pm ;Wednesday (IN-PERSON): 3:30pm-5:30pm; Thurs (IN-PERSON) 400-530pm.

In-person By Appointment as needed.

**Inperson Class Time: Tues 5:45 – 9:30pm / Online class WED 6:30 – 7:30pm**

Textbooks:

1. Applied Linear Statistical Models (5th ed) Neter, Kutner, Nachtsheim, and Wasserman (WHITE BOOK).
2. \*An Introduction to Generalized Linear Models (2nd ed) Annette Dobson (OPTIONAL)
3. \*SAS System for Mixed Models (2nd ed), Littell, Milliken, Stroup,Wolfinger, Schabenberger (OPTIONAL)

**OFFICE HOURS DETAILS:**

**Office Hours:**

**Monday 3-430pm (Via ZOOM)**

Join Zoom Meeting

<https://wcupa.zoom.us/j/95909995277?pwd=MzVQWFBpcHZKUTBTdHAvd2YzaUZRZz09>

Meeting ID: 959 0999 5277

Passcode: 949575

**Wednesday 330-530pm (at 25 UNA – Room 180 & Via ZOOM)**

[**https://wcupa.zoom.us/j/93140553981?pwd=c3gyRVo4NXNOZ0xhZVR5eWxnNGEzZz09**](https://wcupa.zoom.us/j/93140553981?pwd=c3gyRVo4NXNOZ0xhZVR5eWxnNGEzZz09)

**Meeting ID: 931 4055 3981**

**Passcode: 847324**

**Thursday 4:00-530pm (at 25 UNA – Room 180 & Via ZOOM)**

[**https://wcupa.zoom.us/j/95820624451?pwd=Uy8vNUpPQ0ZGRDB5aUZCUnVVMTFtZz09**](https://wcupa.zoom.us/j/95820624451?pwd=Uy8vNUpPQ0ZGRDB5aUZCUnVVMTFtZz09)

**Meeting ID: 958 2062 4451**

**Passcode: 268832**

In-person Appointment as needed.

**Class Details:**

STA 513 has an INPERSON-SECTION (SECTION 01) and an ON-LINE Section (Section 91).

**Class Delivery:**

For the Tuesday night class, the class will consist of lecture materials and homework review. The lecture material will parallel the respective videos in the Schedule Grid below. You will find these videos in the D2L Module Video (Lectures). We will review the homework for the previous week as well. We will record the Class lecture in post on D2L as well.

For the Online class, this class is set-up to be as ASYNCHRONOUS as possible. There are two ways for you to assess the classroom materials: (1) THERE IS THE Online Weekly Units or (2) you could Following the Grid below you must watch the respective Video Lecture for the week (again in D2L Module Video(Lectures)). Additionally you must watch the Homework solutions Video (in D2L Module Homework Solutions Video) for each week. Watching those videos equate to the materials discussed with the Tuesday class. The Homework Videos will be posted during the week the lecture material is covered in the Tuesday class.

I believe it’s beneficial to both you and me we have some contact, so I’ve set Wednesday 630-730pm for a ZOOM Q&A.

**TUESDAY CLASS DETAILS: LECTURES: 545-930pm**

We will have class during LIVE in ROOM 103 (25 University Ave). The TUES class will also be distributed over ZOOM using Screen share and technology available to assist in the delivery if you prefer to do tasks from home during the live session.

**AGAIN TO RE-ITERATE,the TUESDAY night class is in-person but with where we are COVID, y**ou can choose between being in-person or you could stay at home and use the ZOOM link to attend class virtually.  With the ZOOM Link, I will be using SCREEN SHARE as well as the Classroom Technology available to deliver the course.  If you are virtual hopefully the technology provides you the as if you were in class feel.  You will be able to ask questions and participate in class dialogue. It is up to you which you attend, either the Live lecture on CAMPUS or the ZOOM link.   These are strange times and if you are worried with the Pandemic, the ZOOM link is at your availability.

In addition, I will record these lectures and post them on D2L after the class.

Last year the class was delivered through ZOOM with screen share.  WCU has expanded the technology in the classroom to provide the virtual student a better feel as if they are in the classroom when I'm using the whiteboard, asking questions, or having open conversations.  I am NEW to the Classroom technology so hopefully there isn't too much of a learning curve.  WCU installed this new equipment last Spring & Summer but from the tutorial they provided, it seems "user-friendly".

Again, to re-iterate, it is your choice to attend the class in-person or virtual.  You can choose/change how you are attending class any time.  One week you may come to campus.  Another week you may use the ZOOM link.  It's up to you.

**LECTURE ZOOM LINK: STA 513 TUESDAY Lecture Zoom Link**

[**https://wcupa.zoom.us/j/95079600255?pwd=dk1FRyt3R1BJRS9kU2VXanJObitTdz09**](https://wcupa.zoom.us/j/95079600255?pwd=dk1FRyt3R1BJRS9kU2VXanJObitTdz09)

**Meeting ID: 950 7960 0255**

**Passcode: 212886**

**ON-LINE CLASS / WEDNESDAY ONLINE CLASS Q&A Session from 630-730pm:**

[**https://wcupa.zoom.us/j/92763047151?pwd=YVljS29mRXpsNDRwY3REYmRsZWtLZz09**](https://wcupa.zoom.us/j/92763047151?pwd=YVljS29mRXpsNDRwY3REYmRsZWtLZz09)

**Meeting ID: 927 6304 7151**

**Passcode: 941198**

**Classes –** The materials for both the TUESDAY class and the ON-LINE class are in the same D2L page. You can feel free to use any of the resources provided.

**GOALS of STA 513**: Students completing this course should

* Advance the tools learned in STAT 512.
* Be competent in GLM model building and diagnostics
* Understand the Matrix representation of the reviewed models
* Be introduced to extensions of the GLM models such as Random Effects Models, Mixed Effects Models and Generalized Linear Models.
* Competence with SAS Procedures PROC GLM, PROC GENMOD, PROC LOGISTIC, PROC PHREG, and PROC MIXED.

**TECHNOLOGY:** Students will be using SAS 9.4 Students should be competent in using SAS prior to taking this course. The following skills are expected to be known:

* Reading and creating SAS data sets.
* Familiarity with PROC REG and PROC GLM introduced in STAT 512.
* Able to save output files, SAS code, and SAS logs
* Install SAS on their personal computer.
* Comfortable in the SAS LAB.

**Student Learning Objectives:**

1.         Demonstrated an understanding of probability and statistical inference, including the fundamental laws of classical probability, discrete and continuous random variables, expectation theory, maximum likelihood methods, least squares estimation, hypothesis testing, power, and bivariate and multivariate distribution theory.

2.         Demonstrated the ability to apply the elementary methods of statistical analysis, namely those based on classical linear models, categorical methods, and non-parametric ideas to perform data analysis for the purposes of statistical inference.

3.         Demonstrated proficiency in the effective use of computers for research data management and for analysis of data with standard statistical software packages, particularly SAS.

4.           Learned to develop and critically assess design of experimental studies and the collection of data.

5.         Applied one or more methods of statistical inference to a particular area of interest, particularly the program in the elective concentration.

6.         Gained practical experience in statistical consulting and communicating with non-

statisticians, culminating with interaction with research workers at a local company as part of the internship practicum.

**Course Learning Outcomes:** Students will be able to:

1. Determine the correct statistical analysis for a given set of data [SLO1,SLO2]

2. Utilize statistical software to analyze ONE-WAY ANOVA models and correctly interpret the output. [SLO2, SLO3]

3. Utilize statistical software to perform power calculations for ONE-WAY ANOVA models and correctly interpret the output. [SLO2, SLO3]

4. Utilize statistical software to analyze linear contrasts for ONE-WAY ANOVA models well as correctly interpret the output. [SLO2, SLO3]

5. Utilize statistical software to analyze TWO-WAY ANOVA models, ANCOVA models, and extensions to Multi-way ANOVA models, and correctly interpret the output. [SLO2, SLO3]

6. Utilize statistical software to perform power calculations for TWO-WAY ANOVA models and correctly interpret the output. [SLO2, SLO3]

7. Utilize statistical software to analyze linear contrasts for TWO-WAY ANOVA models well as correctly interpret the output. [SLO2, SLO3].

8. Utilize statistical software to analyze RANDOM EFFECTS/MIXED EFFECTS, REPEATED MEASURES models, Extensions to Generalized linear models, and correctly interpret the output. [SLO2, SLO3]

9. Communicate the results of these statistical analyses in a concise, simple way that would be understandable to a non-statistician. [SLO2, SLO4, SLO5, SLO6]

**CLASSES: We have two sections: Tues and ONLINE. Classes will run together each week. If you are unable to make your class, you are free to use the other class.**

**EXAMS:** There will be “one exam” giving during each exam period. The first exam **is TUES 10/11.**  Both sections will take the exam on that day. Accomodations to be announced. For those in the ONLINE class who can not make the exam period we will work together to coordinate a makeup time. I hope with this much heads up will provide enough time to coordinate as needed. The second exam is **TUES 11/8.** Both sections will take the exam on that day. During the exam week, there will be NO WED Q&A SESSION CLASS.

**EVALUATION COMPONENTS: Two in class tests at 25% each** (**TUES 10/11 & TUES 11/8**) and the final exam at 30%, individual project at 20%. Layout of the Tests and Exam will be discussed the week prior to the exam. Available materials will be discussed the week prior to the test. Take Home final exam will be provided on TBA and will be due on **SAT 12/10** at 11:59pm. Final presentations will be performed on 12/13-12/16.

**Evaluation**: Exam 1 (in-class) [CLO1-CLO4, CLO9] 25%

 Exam 2 ( in-class) [CLO1, CLO5- CLO7, CLO9] 25%

Final Exam (take home) [CLO1-CLO9] 30%

 Final Presentation [CLO1-CLO9] 20%

ATTENDANCE: Attendance is important and expected. Absence from a test is acceptable for illness/emergency/official University business. Please contact me ASAP by e-mail or phone. Written verification may be required.

DISHONESTY: Any instance of dishonesty will be dealt with according to University policy.

DISABILITIES: We at West Chester University wish to make accommodations for persons with disabilities. Please make your needs known to me and to the Office of Services for Students with Disabilities (3217). Sufficient notice is needed in order to make accommodations possible.

WITHDRAWAL: 10/28.

TOPICS: We will follow the Neter et al. book Chapter 16-25, 27 then followed by Chapter 15 then 14 (optionally 13).

**HOMEWORK**

All Homework will be assigned at the end of each class and from the textbook. Homework is DO but not DUE. Subsequent week we will review my final SAS code and the relevant SAS output. I recommend you have your syntax & output available.

**PROJECT**

The project is worth 20% of your grade. Grading will be based on an oral presentation. See below for the schedule of oral presentations.

The presentation should include the following sections:

1. Background. Give a short description of the problem and its significance.
2. Data. Describe the variables and give the number of cases. Indicate any special characteristics concerning the experimental design.
3. Model. Explain the statistical model that is the basis for your analysis.
4. Results. Describe the results of your analysis. You can include short tables and graphical displays here.
5. Conclusions. State your conclusions in terms of the context of the background information that you provided in the first section. Be concise and avoid technical jargon.

Note that there are 15 minutes between the start of each presentation. This means that you will have 10 or at most 12 minutes for your presentation. All presentations will be done in PowerPoint. POWERPOINT is the ONLY ITEM DUE.

Getting started.

* DATA FROM THE NIDA COCAINE COLLABORATIVE STUDY, TREATMENT OF DEPRESSION STUDIES, or CLINICAL TRIALS NETWORK will be used
* Plan your analysis or potential Hypothesis
* Do a first set of analyses including basic descriptive statistics with plots and charts as appropriate
* Run your basic models; discuss the results and refine the analysis
* Check model assumptions

Presentations are scheduled for during the Last week.

MORE COMMENTS

This class will be extremely fast paced. It is important that the students review the respective chapters in the text book prior to class. This class is 4 credits; therefore, the class will run over the typical 8:30 P.M. time (scheduled end time is 9:30 pm, although we’ll aim to end near 9). Do not fall behind in this course. This course coupled with the Categorical Data Analysis course will be extremely challenging, but mastery of these two topics will be tools you will use throughout your careers as statisticians.

**Let’s have fun and get to work.**

References:

The material presented here is from a collection of sources. Some from the web, textbooks, or hard-copy handouts. The collection of these materials I hope bring the material in a complete and concise format, but also make sure the material we cover is the necessary materials.

UCLA Statistical Resources Page- <http://www.ats.ucla.edu/stat/>

The Statistics Homepage: - <http://www.statsoft.com/textbook/stathome.html>

F. Dominici (2005). Lecture Notes LONGITUDINAL DATA ANALYSIS, downloaded: <http://biosun01.biostat.jhsph.edu/~fdominic/teaching/LDA/lda.html>

NorthEastern SAS User’s Group: [http://www.nesug.org](http://www,nesug.org)

SAS Institute Inc. [www.sas.com](http://www.sas.com)

C. Hallan (2003-2004) Proc Mixed Tutorials downloaded: <http://www.cpcug.org/user/sigstat/>

J. Chittams (1997) Introduction to SAS Proc Mixed: CCEB, University of Pennsylvania

G. P. McCabe (2002) Lecture Notes Applied Regression Analysis, downloaded, <http://www.stat.purdue.edu/~mccabe/courses/stat512s02/>

Byrk, A., and Raudenbush, S. (1996). Hierarchical Linear Modeling: application and data analysis methods. Newbury Park, CA: Sage Publishing

Verbeke, G., & Molenberghs, G. (2000). Linear Mixed models for Longitudinal Data New York: Spinger-Verlag.

**ACADEMIC & PERSONAL INTEGRITY**

It is the responsibility of each student to adhere to the university’s standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another’s work and/or using ideas of another and presenting them as one’s own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course. For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the Department Graduate Handbook, the Graduate Catalog, the *Ram’s Eye View*, and the University website at www.wcupa.edu.

**STUDENTS WITH DISABILITIES**

If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please present your letter of accommodations and meet with me as soon as possible so that I can support your success in an informed manner. Accommodations cannot be granted retroactively. If you would like to know more about West Chester University’s Services for Students with Disabilities (OSSD), please visit them at 223 Lawrence Center. The OSSD hours of Operation are Monday – Friday, 8:30 a.m. – 4:30 p.m. Their phone number is 610-436-2564, their fax number is 610-436-2600, their email address is ossd@wcupa.edu, and their website is at www.wcupa.edu/ussss/ossd.

**REPORTING INCIDENTS OF SEXUAL VIOLENCE**

West Chester University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator, Ms. Lynn Klingensmith. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy.  Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at the webpage for the Office of Social Equity at <http://www.wcupa.edu/_admin/social.equity>/.

**EMERGENCY PREPAREDNESS**

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**TENATIVE HOMEWORK PROBLEMS:**

Chap 16: 7,9,10,15,25,27

Chap 17: 9,11,13,17,18,25

Chap 18: 9,11,12

Chap 19: 10,12,17,30,32,34,35,41

Chap 20: N/A

Chap 21: N/A

Chap 22: 16

Chap 23: 12,14

Chap 24: 9,11

Chap 25: 7,15

Chap 27: N/A

TENTATIVE SCHEDULE:

|  |  |  |  |
| --- | --- | --- | --- |
| Wk 1Chap 16 pt 1 (ANOVA)CLO1, CLO2VIDEO 1  | Wk 2 Chap 16 pt2CLO2VIDEO 2  | Wk 3 Chap 17CONTRASTS CLO3VIDEO 3  | Wk 4 Chap 17 pt2CONTRASTS CLO3VIDEO 4  |
| Wk 5 Chap 18CLO3, CLO4VIDEO 5  |  Wk 6 Chap 19TWO-WAYCLO5 – CLO6VIDEO 6  | Wk 7EXAM1 – Tues 10/11 (Chap 16-18)CLO1-CLO4, CLO9 | Wk 8 Chap 19 pt2TWO-WAYCLO5 – CLO6VIDEO 7  |
| Wk 9 Chap 20 (n=1)/Chap 22ANCOVACLO5VIDEO 8  | Wk 10 Chap 23 (More Two way), Chap 24Three-wayCLO5-CLO7VIDEO 9Video 10  | Wk 11EXAM 2 Tues 11/8 (Chap 19-22)CLO1, CLO5-CLO7 | Wk12Chap 25RANDOM EffectsCLO8VIDEO 11  |
| Wk 13 Chap 25 pt 2 /Chap 27Repeated Measures IntroCLO8VIDEO 12  | Wk 14 LAST CLASS (12/7-12/9)Chap 27 pt 2Repeated Measures IntroCLO8VIDEO 13  | Wk 15 FINAL PRESENTATIONS12/13-12/16CLO1-CLO9 | Wk 15FINAL EXAM DUE 11:59pm on 12/10CLO1-CLO9 |

**Important Dates:**

Last day to withdraw 10/28

First Exam – 10/11

Second Exam – 11/8

Take home Final Exam due 12/10 at 11:59 pm

Final Presentation – Week of 12/13-12/16

ADDITIONAL STATEMENTS: <https://www.wcupa.edu/sciences-mathematics/mathematics/gradsyllabicommonstatements.aspx>

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## ****EXCUSED ABSENCES POLICY****

Students are advised to carefully read and comply with the excused absences policy, including absences for university-sanctioned events, contained in the WCU Graduate Catalog. In particular, please note that the “responsibility for meeting academic requirements rests with the student,” that this policy does not excuse students from completing required academic work, and that professors can require a “fair alternative” to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

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## ****INCLUSIVE LEARNING ENVIRONMENT AND ANTI-RACIST STATEMENT****

Diversity, equity, and inclusion are central to West Chester University’s mission as reflected in our [Mission Statement](https://www.wcupa.edu/president/missionStatement.aspx), [Values Statement](https://www.wcupa.edu/president/valuesAndVision.aspx), [Vision Statement](https://www.wcupa.edu/president/valuesAndVision.aspx) and [Strategic Plan: Pathways to Student Success](https://www.wcupa.edu/president/strategicPlan/default.aspx). We disavow racism and all actions that silence, threaten, or degrade historically marginalized groups in the U.S. We acknowledge that all members of this learning community may experience harm stemming from forms of oppression including but not limited to classism, ableism, heterosexism, sexism, Islamophobia, anti-Semitism, and xenophobia, and recognize that these forms of oppression are compounded by racism.

Our core commitment as an institution of higher education shapes our expectation for behavior within this learning community, which represents diverse individual beliefs, backgrounds, and experiences. Courteous and respectful behavior, interactions, and responses are expected from all members of the University. We must work together to make this a safe and productive learning environment for everyone. Part of this work is recognizing how race and other aspects of who we are shape our beliefs and our experiences as individuals. It is not enough to condemn acts of racism. For real, sustainable change, we must stand together as a diverse coalition against racism and oppression of any form, anywhere, at any time.

Resources for education and action are available through WCU’s [Office for Diversity, Equity, and Inclusion](https://www.wcupa.edu/_admin/diversityEquityInclusion/changeBeginsHere.aspx) (ODEI), DEI committees within departments or colleges, the student [ombudsperson](https://www.wcupa.edu/_services/STU/studentOmbuds/), and centers on campus committed to doing this work (e.g., [Dowdy Multicultural Center](https://www.wcupa.edu/_services/multicultural/), [Center for Women and Gender Equity](https://www.wcupa.edu/_services/Stu.wce/violenceprevention.aspx), and the [Center for Trans and Queer Advocacy](https://www.wcupa.edu/_services/transAndQueer/)).

Guidance on how to report incidents of discrimination and harassment is available at the [University’s Office of Diversity, Equity and Inclusion](https://www.wcupa.edu/_admin/diversityEquityInclusion/).

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## ****West Chester University’s COVID-19 Classroom Protection Requirements****

We, as a community of educators and learners, should work together to create a culture that protects our most precious resource: each other. As such, it is the expectation of all members of the University community to continue to do their part to protect the health and safety of others. In our classrooms where the university’s primary function is carried out, the following protocols are being implemented:

* Unless otherwise directed by the faculty member, students must wear a cloth or disposable face mask that covers both the nose and mouth the entire time they are in class.
* Face shields and gaiters do **not** meet the university’s mask requirement.
* Eating and drinking in the classroom are only permitted if they are medically necessary.
* Please work with the Office of Services for Students with Disabilities to notify the university and your professors of this necessity.

**We want you to succeed in this class, but we will have to ask you to leave if you do not follow these guidelines, so please – make the most of this opportunity and help keep our campus safe.**