

Legal and Ethical Environment of Business
BLAW 3430.402
Spring 2026 8W1 (January 12, 2026, to March 6, 2026)

Instructor information

Adam T. Whitten

- Email address: adam.whitten@unt.edu
 - I teach multiple 3430 sections, so please include the class section “3430.402” in the subject line.
 - Canvas messages and email will be the best way to contact me, although never assume that just because you have sent me an email that I have received it. I will endeavor to answer each email as soon as possible. If you have not had a response to your question within 36 hours, it will not hurt my feelings if you send me a brief reminder.
 - Feel free to also find me on MS Teams and send a text/chat
- Office Location: Business Leadership Building 367B
- Office Telephone: 940-565-3054
 - If I am unavailable when you call, please leave a voice message with a brief message, including a callback number.

Class time and location

Class time: Online asynchronous

Class location: Online asynchronous

Student hours

- **Wednesday 3:30 pm – 4:30 pm in-person**
 - This is time for you to drop in and ask questions about the material (or really anything!). You do not need to make an appointment with me for this time. It will be first come, first served.
- **Thursday 4:30 pm – 5:30 pm Zoom**
 - This time is set aside for the students in my online sections, so I will provide them with priority. That means that if we are working on something but an online student logs in, I will need to set aside what we are working on to address the online student’s needs. But if no one attends I will be glad to work with you.
- **By appointment (in-person or Zoom)**
 - We can coordinate a time to meet one-on-one that works for us both.

What we'll be learning

The historical, economic, political, and ethical bases of contracts and sales, including the Uniform Commercial Code, and the impact of regulatory agencies on business enterprises.

How we'll learn together

This course is designed to be online asynchronous to be completed during the Summer 5w1 semester. You may principally self-pace this course, although there will be regular, optional check-ins for you to raise any questions, comments, or concerns you may have. Despite the self-paced format of the course, you must complete all modules by the end of the semester.

Each week follows a consistent structure designed to keep you engaged and on track in a compressed 8-week format. At the start of each week, you will be responsible for reviewing assigned readings and e-Textbook materials, supported by a short overview announcement or video from me outlining key concepts. On Friday, you will complete a timed reading quiz over the assigned material to reinforce comprehension. On Friday, you will be required to submit a 250-word initial post in the weekly discussion forum where you will apply what you've learned that week to real world scenarios, case studies, and/or personal experiences. On Sunday, you will need to have responded to at least two of your colleagues' discussion board posts with each response post being at least 150-words. You will also be participating in collaborative work via the Group Project Memo Assignment.

The rhythm of reading, assessment, and application in this course is designed to mirror how business and legal professionals constantly integrate doctrine with problem-solving throughout their careers. I strongly encourage you to check Canvas daily and reach out immediately if you have any questions.

*F1 Visa Holders, please be aware of the regulations and policies regarding online courses. Federal regulations state that students may apply only 3 fully-online semester credit hours (SCH) to the hours required for full-time status for F-1 Visa (PDF) holders. Full-time status for F-1 Visa students is 12 hours for undergraduates and 9 hours for graduate students.

How to demonstrate your learning

The course objectives of BLAW 3430 are:

1. Explain the legal environment in which businesses operate
2. Compare and contrast the business formation options
3. Describe how contracts are formed and enforced
4. Identify legal risks encountered by businesses
5. Analyze how governmental regulation impacts businesses
6. Assess ethical and social responsibility issues facing businesses
7. To improve oral and written communication skills.

What Book You Need

You will purchase the required textbook through Canvas as you progress through an introductory module. You do not need to purchase the required textbook from the publisher directly or any bookstore. While you certainly may do so, I recommend purchasing through Canvas.

- Required Textbook: *Cheeseman, Henry*, BUSINESS LAW, 11th ed., (Pearson 2022)
 - ISBN-13: 9780136827993
 - **[You do not need the MyLab version; purchase the eText only or print version]**
 - Supplemental readings, maybe provided in Canvas.
- Technology requirements:
 - This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at [Learn Anywhere \(https://online.unt.edu/learn\)](https://online.unt.edu/learn).
 - Exams will be via Canvas using Lockdown browser and Respondus webcam. Please make sure your computer is capable of running these programs.
 - A web camera or a laptop with integrated camera is required for all exams. It is your responsibility to obtain a properly functioning camera for exams. Your test score will be invalid without a functioning camera. All exams will be administered through Canvas using Respondus Lockdown Browser with Camera option. Respondus Lockdown browser can be downloaded through your Canvas account
 - **Make sure that you have a consistent, functioning internet connection. “Internet problems” is not generally an excuse for missed work.**
- Special note on copyright:
 - Some Videos or PDFs shared in this course may contain portions of federal, state, and local laws, statutes, rules, and ordinances. Of these, many are snipped from court websites; other websites of information in the public domain; and some are pulled from [Cornell Law School Legal Information Institute’s website](#). The text of the law that Cornell shares is in the public domain, but some of the style or formatting may be covered by Cornell Law School’s licensing under [CC BY-NC-SA 2.5](#).

How to Succeed in this Course

The most important action you can take to succeed is to do at least a little bit every day. Law is, usually, not something students can pack into an all-nighter or “cram” session. The modules are designed with this in mind: the more passes over the material, the more likely it is you will retain the knowledge.

The other most important action you can take is to stay connected with me and your classmates. I maintain regular student hours (which you may have also called office hours) for you to come in without an appointment to discuss any class-related issues you may have. And I'm glad to make appointments that fit our respective schedules if these times do not work.

Student hours:

- **Wednesday 3:30 pm – 4:30 pm in-person**
 - This is time for you to drop in and ask questions about the material (or really anything!). You do not need to make an appointment with me for this time. It will be first come, first served.
- **Thursday 4:30 pm – 5:30 pm Zoom**
 - This time is set aside for the students in my online sections, so I will provide them with priority. That means that if we are working on something but an online student logs in, I will need to set aside what we are working on to address the online student's needs. But if no one attends I will be glad to work with you.
- **By appointment (in-person or Zoom)**
 - We can coordinate a time to meet one-on-one that works for us both.

What are some reasons to stop by during student hours? You can ask for clarification on content or an assignment, help me get to know you better as a learner/person, discuss career paths you may be considering, or any number of reasons. Your success is my goal! Note that student hours are not the time to take missed notes. I expect you to bring substantive questions after you have attempted the material.

I welcome both Canvas messages and emails. I prefer Canvas messages over email simply because it helps keep me a little more organized. If you do email me (which is encouraged!), you must use your UNT email when reaching out to me; I will not respond to non-UNT email addresses. You must include the course and section "BLAW 3430.007" in the subject line or I may not respond to your email.

Although I try to check my email at least twice a day, I do not always check emails at frequent intervals during the day, or I may not have time to provide a full response. Nevertheless, I make every effort to respond to an email within 24 business hours during weekdays.

If you send me an email after 5:00 p.m., I will most likely not respond until the next business day. During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow up email. A gentle nudge is always appreciated!

Some other things to keep in mind:

1. DO read the syllabus and the assignment guidelines carefully. I do my best to lay everything out for you all in those documents. If you read and follow them carefully, you will successfully complete all the major requirements for the course.

2. This class is run through Canvas. You **MUST** check your Canvas regularly. I will send class emails to your Canvas account so you either need to access that account regularly or forward your email to another account that you use. You will miss extremely valuable information if you do not check the notices I send.
3. At the end of the semester, do **NOT** ask me to change your grade. That would be unethical and unfair to every student that has earned his/her given grade.
4. I am here for you. Please consult with me with any questions or concerns. I want each of you to enjoy this class and learn the material. Success in this course your choice! If you choose to be successful, I will be happy to help you. If you do not choose to be successful, I will honor your choice. Every student has the potential to succeed in this class.
5. If you ever have any questions about anything in the assignment guidelines or other course documents, **ASK!** I want to help you do well in this class and providing clarification to you all is one way for me to do that.
6. Students are expected to keep up with the readings and participate in class. In addition to the readings listed in the syllabus, there may be additional readings assigned that will be posted on Canvas: <https://unt.instructure.com>. If you do not regularly check Canvas, you will miss essential information such as handouts and announcements. Many of these additional resources are not required, but simply recommended to help you better understand the concepts and topics discussed in class. If a handout or resource is not marked required, it is only recommended.

Rules of Engagement

Rules of Engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication uses cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal, state, or local law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings.
- Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps when communicating online, as this may be interpreted as “YELLING!”

- Be cautious when using humor or sarcasm in emails or discussion posts, as tone can be difficult to interpret online.
- Avoid using “text-talk” or “text-speak” unless permitted by your instructor.
- Always proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type, and always review your posts before clicking “submit.”

See more information on Engagement Guidelines at [Online Communication Tips | University of North Texas](#)

Our learning community

It is my goal to create an inclusive learning environment. Every student should feel supported in sharing their unique perspective and be treated with respect. You are an integral part of our learning community, and your viewpoint and perspective are valuable to your fellow learners. Through our group discussions, you’ll have opportunities for collaboration, so your participation is essential to not only your learning but your fellow team members. For you and your teammates to get the most out of the course, please do your part by participating fully, sharing your insights, and doing so by the deadlines provided. When connecting with me and your fellow students, please keep an open mind and communicate in a respectful manner. We don’t all have to agree, but we can learn from one another’s unique perspectives. I encourage you to review UNT’s student code of conduct so that we can all start with the same baseline of understanding.

AI Use Policy

Students may use Artificial Intelligence tools (for example, Chat-GPT, Microsoft Copilot, Claude AI, or Google NotebookLM) as aids when studying for this course (I particularly like Google NotebookLM) I find these tools useful in my personal and professional roles, so students are likewise able to make use of these tools. Students should never use AI tools as substitutes for a student's critical engagement with the material. The best use of AI tools in this class will be as supplements to classroom learning.

It is critically important to remember that AI tools are not trained attorneys and do not understand the nuances of the legal concepts we will encounter in this course. Please note, at the time of the publication of this syllabus, AI tools have a tendency to produce inaccurate or incomplete outputs and dispense incorrect facts and fake citations. Image generation models tend to not product complete images with text and often produce highly offensive work product. If you choose to use generative AI in this course, you will remain responsible for any inaccurate, biased, offensive, or otherwise unethical content you consult or submit, regardless of whether it originates from you directly or generative AI.

There are numerous examples of attorneys using AI tools uncritically, which have resulted in embarrassing at best and sanctionable at worst consequences. (See e.g., [Lawyers in Walmart lawsuit admit AI 'hallucinated' case citations \(Reuters\)](#), [Another lawyer faces ChatGPT trouble \(Legal Cheek\)](#), and [ChatGPT: US lawyer admits using AI for case research \(BBC\)](#)).

AI tools cannot be trusted to provide correct answers to direct questions about the work we will be encountering. Students should be mindful of the limitations of these tools in the context of our classroom. Moreover, because these AI tools continue to “learn” based on their inputs, questions posed must be the students' own questions and thoughts, built off the material we cover. Therefore, to encourage student learning and success, I think it is important to set a clear guideline for the misuse and use of these tools.

As to the misuse of AI tools, there are some situations where student use of AI tools is not only counterproductive but actively harmful, to both student learning and to me and the textbook publisher. Therefore:

Students are strictly prohibited from directly inputting into any AI tool any questions from any assignments in this course (the online homework, chapter assessments, or the exams) or exact language from any class slides, the textbook, or other copyrighted material.

Additionally, students are strictly prohibited from any use of AI tools where directly prohibited in assignment instructions.

Any student found to have directly input into an AI tool assessment questions or language from class slides or the textbook, either as copy–paste or even edited, or to have used AI tools where otherwise prohibited, shall be deemed to have violated UNT policy on student academic integrity ([UNT Policy 06.003](#)) as a form of “unauthorized assistance” that constitutes “cheating.” Instances of direct input of assessment questions or exact language from any class slides or the textbook into an AI tools, or any otherwise prohibited use of AI, shall be referred to the [Office of Student Success’s Academic Integrity department](#).

I have this policy for two reasons. First, the student does not own the copyrights to any material either from the textbook publisher, which owns the copyright for the textbook assignments and material, or myself, who owns the copyright to course assignments and materials I prepared. I consider direct input of assignment questions or material from class slides or the textbook to be a violation of copyright. Students are allowed to input any materials noted in the class as public domain or otherwise not copyright restricted. Second, regarding any assessment, AI simply cannot be trusted to provide a correct answer. As mentioned above, AI is not actually intelligent, especially in the context of a course on the law. Direct input of assessment questions will be actively harmful for student learning.

As to the appropriate use of AI tools, I want students to engage with the material and not simply learn to prompt AI tools for an answer without critical thinking. Therefore, students may use AI tools to generate study guides, discussion questions, summarize concepts, or even produce hypothetical situations meant to highlight the concepts we cover. AI tools can be incredibly useful as extensions of the learning environment in this class and can benefit students through expansion and application meant to enhance your understanding.

Because we have set clear guidelines, I trust students to police themselves on their use. I therefore do not require students to disclose to me when they use AI tools. But again, any student found to have violated this policy will be reported for academic integrity violations.

Class schedule

This class is online, asynchronous. For the most part, it is self-paced through guided modules. Modules will consist of stated learning objectives, at least one recorded video lecture, then required MyLab assignments, followed by a chapter test at the end of the module. You must complete each module in sequence before proceeding to the next module.

Because this is an online, asynchronous course, your attendance and engagement are what you make of it. There will be discussion posts available, and I am always a Canvas message or an email away.

I have profound respect for students who are balancing the demands of their coursework with the responsibilities of outside responsibilities such as work and caring for family members. If you run into challenges, please contact me. There may be some flexibility we can offer to support your academic success.

I am freely available for Zoom conferences, both individually and if you'd like to have a group meeting.

<u>Module</u>	<u>Week</u>	<u>Topic(s)</u>	<u>Readings</u>	<u>Assignments</u>
1	Jan. 12 to Jan. 18	<ul style="list-style-type: none"> • Intro to the Legal System • Jurisdiction • Standing • Alternative Dispute Resolution 	<p><u>Chapters</u></p> <ul style="list-style-type: none"> • 1 • 2 • 3 	<p><u>Due 1/16</u></p> <ul style="list-style-type: none"> • Weekly quiz • Initial discussion post <p><u>Due 1/18</u></p> <ul style="list-style-type: none"> • Second discussion post/Response to classmates • AACSB Quiz (extra credit)

<u>Module</u>	<u>Week</u>	<u>Topic(s)</u>	<u>Readings</u>	<u>Assignments</u>
2	Jan. 19 to Jan. 25	<ul style="list-style-type: none"> • Ethics • Contracts I: Meeting of the Minds, Offer, and Acceptance • Contracts II: Consideration 	<u>Chapters</u> <ul style="list-style-type: none"> • 42 • 10 • 11 	<u>Due 1/23</u> <ul style="list-style-type: none"> • Weekly quiz • Initial discussion post <u>Due 1/25</u> <ul style="list-style-type: none"> • Second discussion post/Response to classmates
3	Jan. 26 to Feb. 1	<ul style="list-style-type: none"> • Contracts III: Capacity, Statute of Frauds • Contracts IV: Contract Defenses, Performance, and Breach 	<u>Chapters</u> <ul style="list-style-type: none"> • 12 • 13 • 14 • 16 	<u>Due 1/30</u> <ul style="list-style-type: none"> • Weekly quiz • Initial discussion post <u>Due 2/1</u> <ul style="list-style-type: none"> • Second discussion post/Response to classmates
4	Feb. 2 to Feb. 8	<ul style="list-style-type: none"> • Constitutional Law 	<u>Chapters</u> <ul style="list-style-type: none"> • 4 	<u>Due 2/6</u> <ul style="list-style-type: none"> • Weekly quiz • Initial discussion post <u>Due 2/8</u> <ul style="list-style-type: none"> • Second discussion post/Response to classmates
<u>Mid-Term</u>				<u>Due 2/9</u> <ul style="list-style-type: none"> • Available 2/4 thru 2/9

<u>Module</u>	<u>Week</u>	<u>Topic(s)</u>	<u>Readings</u>	<u>Assignments</u>
5	Feb. 9 to Feb. 15	<ul style="list-style-type: none"> Agency 	<u>Chapters</u> <ul style="list-style-type: none"> 29 30 	<u>Due 2/13</u> <ul style="list-style-type: none"> Weekly quiz Initial discussion post <u>Due 2/15</u> <ul style="list-style-type: none"> Second discussion post/Response to classmates
6	Feb. 16 to Feb. 22	<ul style="list-style-type: none"> Employment law Labor law 	<u>Chapters</u> <ul style="list-style-type: none"> 31 32 	<u>Due 2/20</u> <ul style="list-style-type: none"> Weekly quiz Initial discussion post <u>Due 2/22</u> <ul style="list-style-type: none"> Second discussion post/Response to classmates
7	Feb. 23 to Mar. 1	<ul style="list-style-type: none"> Torts (Intentional Torts, Negligence, Premises liability, Strict liability) 	<u>Chapters</u> <ul style="list-style-type: none"> 5 6 	<u>Due 2/26</u> <ul style="list-style-type: none"> Weekly quiz Initial discussion post <u>Due 3/1</u> <ul style="list-style-type: none"> Second discussion post/Response to classmates

<u>Module</u>	<u>Week</u>	<u>Topic(s)</u>	<u>Readings</u>	<u>Assignments</u>
8	Mar. 2 to Mar. 5	<ul style="list-style-type: none"> • Group memo • Final exam 	<u>Chapters</u> <ul style="list-style-type: none"> • None 	<u>Due 3/5</u> <ul style="list-style-type: none"> • Group memo project • AACSB Quiz #2 (Extra credit) <u>Due 3/6</u> <ul style="list-style-type: none"> • Final exam
		<u>Final Exam</u>		<u>Due 3/6</u> <ul style="list-style-type: none"> • Available 3/4 thru 3/6

CONSULT OFFICIAL, CURRENT UNIVERSITY CALENDAR FOR ADD/DROP, WITHDRAW AND OTHER KEY DATES, WHICH IS INCORPORATED HEREIN BY REFERENCE AS IF COPIED AT LENGTH HEREIN.

Students will be notified by Eagle Alert if there is a campus closing that will impact a class and describe that the calendar is subject to change, citing the [Emergency Notifications and Procedures Policy \(https://policy.unt.edu/policy/06-049\)](https://policy.unt.edu/policy/06-049).

Policy for modification of deadlines, missed exams, and requests to retake assignments

Please note that late work is not accepted except in very rare circumstances. Students must have a demonstrated, documented need for a change in due dates. Because of the asynchronous nature of this class, and the compressed timetable of an eight-week semester, deadlines are strict.

The deadlines in this class are important to maintain the best learning opportunities and environment. I therefore treat these as firm deadlines. I will not accept late work or grant extensions on any assignments without good cause shown. Nevertheless, I understand that life happens. In the event you request a modification of an assignment's deadline, or if you miss an exam, my framework for whether I grant or deny a modification/make up exam is:

As soon as practical, the student must make a written request via Canvas or email outlining the following three factors:

1. the failure to timely complete the assignment was not intentional or the result of conscious indifference, but was the result of an accident, mistake, or outside influence not within the student's control;
2. the request for an extension provides a sufficient reason for granting the extension; and
3. granting the extension will occasion no delay or otherwise prevent full completion of the coursework.

All documentation (e.g., doctor note) related to the request must be submitted with 48 hours of the request.

Examples of situations in the past that I have allowed new deadlines or make up exams: university-sponsored travel (e.g., extracurricular student groups, student athletes); job interviews or career fairs; travel that was planned and pre-paid before the start of the semester; personal or family illness or death in the family; weddings if the student is part of the wedding party or the wedding is an immediate family member (brother/sister, not cousin); motor vehicle collisions.

Examples of situations in the past that I have not allowed new deadlines or make up exams: student did not contact me timely; student did not provide sufficient documentation in a timely manner; student chose to take remote exams out of state/country; student overslept or forgot about the exam; scheduled for work (I know this seems harsh, but you have all the deadlines right now and it is your responsibility to coordinate your work schedule with your employer); student attending a bachelor party (yes, someone really did ask).

How You Will Be Graded and Assessed

Grades will be determined according to the following:

Assignment	Percentage of Final Grade
Discussion Forums	20%
Weekly Quizzes	15%
Group Memo Project	25%
Mid-Term Exam	20%
Final Exam	20%
	Total: 100%

The following grading scale will be used:

90–100%	A
80–89%	B
70–79%	C
60–69%	D
Below 60%	F

Extra Credit – The AACSB Quizzes in Canvas (there are two quizzes worth 5 points each; a total potential of 10 points can be added to your final grade (equal to 1 percentage point on your final grade))

Exams

Exam Procedures: All exams will make use of the Respondus Remote Lock Down Browser with Camera option to mitigate student academic misconduct.

Exams in this course can be a potential combination of true/false, multiple-choice, or essay questions. All essay questions will require the use of IRAC to fully answer questions – please see the handout in Module One. The Final Exam is NOT cumulative. Exams will largely consist of fact patterns and scenarios discussed in the readings. Each exam will be graded on a curve — the raw exam scores will be adjusted to a class mean of 78%. This adjustment is applied to normalize exam difficulty and ensure consistency of grading outcomes across sections and semesters. This curve applies only to the Mid-Term and Final Exam and will not be applied to any other course component.

The Mid-Term and Final Exam will be administered via the Lockdown Browser. ***The use of Generative AI for the purpose of assistance on the exams is strictly prohibited.*** You may use

one (1) 4x6 notecard with handwritten notes for the exam. When entering the Lockdown Browser, please show your notecard (both sides) on screen.

Makeup exams for the Mid-Term are not permitted under any circumstances. This policy exists to promote exam security by preserving the integrity of the exams for all students. If you miss the Mid-Term, the percentage of your final grade allocated to the Final Exam will increase by the percentage of the missing Mid-Term. For instance, if you miss the Mid-Term (20%), then your Final Exam will be worth 40% (20% + 20%).

Use of Exam Aids: I allow each student to use one half-sheet of standard 8.5” x 11” printer/notebook paper on the exams (i.e., fold a piece of paper in half). The paper **MUST** be **handwritten** by the student taking the exam. The card may be written front and back. I require that students turn in their exam aid to me after the exam. The card **MUST** have the **student’s name and class section** on it (e.g., Adam Whitten BLAW 3430.007).

Group Memo Project

Students in the course will participate in a Group Project Memo Assignment designed to apply principles of torts, agency theory, employment law, and contract law to a real-world scenario. This project is structured to mirror how business owners and risk managers analyze events that may lead to liability and implement remedial risk management planning. Students will be divided into small groups of four to five. **Each group should create a shared document (Google Docs, Microsoft Word, etc.) and make a single submission of a Word document (.docx) due no later than Thursday, May 5, 2026.**

Please see Module One for more detailed information about the Group Project Memo.

AACSB Quizzes—Required Extra Credit

The class will take two comprehensive quizzes to evaluate overall student performance. These separate quizzes are promulgated by the Association to Advance Collegiate Schools of Business. **The UNT G. Brint Ryan College of Business will collect these quiz scores for data purposes only. These quizzes will not negatively impact a student’s overall grade.** However, they will be used for extra credit purposes. **The AACSB Quizzes in Canvas (there are two quizzes worth 5 points each; a total potential of 10 points can be added to your final grade (equal to 1 percentage point on your final grade)**

During the semester there *might* be opportunities for extra credit. I will announce them far enough in advance so that you may plan accordingly. In fact, to show that you’re paying attention and reading the syllabus, any student who emails me between Monday, August 18, 2025, at 8 am to Sunday, September 7, 2025, at 11:59 pm with the subject heading “BLAW 3430.007 Animal” naming your favorite animal and explaining why with 1-2 sentences will receive one (1) extra credit point on Exam 1.

Use Your Resources!

We all need additional support from time to time. Don't suffer in silence or feel you have to go at this alone. University life is filled with challenges! UNT has so many great resources to support you.

UNT strives to offer you a high-quality education and a supportive environment, so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and information on how you can be successful at UNT, go to unt.edu/success and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

Office of Disability Access

The Office of Disability Access (ODA) can work with you on academic accommodations if needed. The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable 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 reasonable 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 reasonable 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, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (<https://studentaffairs.unt.edu/office-disability-access>). You may also contact ODA by phone at (940) 565-4323.

Additional Resources

I encourage you to take advantage of the many resources UNT has to offer students, including (but not limited to):

- [UNT's Counseling and Testing Services](#) can provide psychological counseling and academic testing.
- [UNTWell](#) provides FREE individual and group counseling as well as a vocational assessment.
- [UNT Food Pantry](#) is a great resource if you or someone you know experiences food insecurity.
- [Academic Success Center](#) can support you in your academics.

ACADEMIC INTEGRITY STANDARDS AND SANCTIONS FOR VIOLATIONS

Please note the Student Honor Code: “I commit myself to honor, integrity, and responsibility as a student representing the University of North Texas community. I understand and pledge to uphold academic integrity as set forth by UNT Student Academic Integrity Policy, 06.003 (<https://policy.unt.edu/policy/06-003>). I affirm that the work I submit will always be my own, and the support I provide and receive will always be honorable.”

The G. Brint Ryan College of Business takes academic honesty seriously. So do I. Ethics and integrity are important business values, essential to building trust, and adhering to both professional and legal standards. Academic dishonesty destroys trust, damages the reputation and the value of the degree, and is unacceptable.

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions from admonition (a warning) to expulsion from the University.

Some of the most common examples of academic integrity violations include plagiarism or cheating, such as unauthorized assistance on examinations, homework, research papers, or case analyses. Your work must be entirely your own. When working on assignments, you should not discuss your work with others unless approved by the course instructor. Group assignments should only be discussed with members assigned to your group, and all group members may be held accountable in some way for known academic integrity violations in a group assignment.

Another example of academic dishonesty relates to improper attribution. When preparing your assignments, you must cite all outside sources in the manner requested by your instructor. Copying or using material from any source prepared by or previously submitted by others, at UNT or other institutions, or downloaded from the Internet, is plagiarism. Unless directed otherwise in an assignment, large scale “cutting and pasting” from other sources, even if properly footnoted, is not appropriate. You should synthesize this material in your own words and provide a footnote.

Your instructor will specify what materials, if any, may be used on the tests and exams.

Using materials other than those permitted, talking with other individuals during the exam, individuals exchanging information about an exam when one has taken the exam and the other has not, or copying or using material from another individual’s exam is academic dishonesty and will result in a meeting to discuss academic integrity violations and potentially issue sanctions mentioned above, and may result in ineligibility for academic scholarships. The use of online assistance, such as sites commonly used for finding homework solutions, group chat, cell phones, smart watches, and similar tools

during exams is not allowed for any reason unless specifically permitted. No portion of an exam may be copied or photographed without permission.

Students are expected to conduct themselves in a manner consistent with the University's status as an institution of higher education. A student is responsible for responding to a request to discuss suspected academic dishonesty when issued by an instructor or other University official. If a student fails to respond after a proper attempt at notification has been made, the University may take appropriate academic actions in the absence of the student's participation.

According to UNT Policy 18.1.16, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. Academic sanctions will range from a warning to a failing grade in the course.

ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

ACCESS TO INFORMATION – EAGLE CONNECT

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: eagleconnect.unt.edu/

EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

EMERGENCY EVACUATION PROCEDURES FOR BUSINESS LEADERSHIP BUILDING:

- **Severe Weather** In the event of severe weather, all building occupants should immediately seek shelter in the designated shelter-in-place area in the building. If unable to safely move to the designated shelter-in-place area, seek shelter in a windowless interior room or hallway on the lowest floor of the building. All building occupants should take shelter in rooms 055, 070, 090, and the restrooms on the basement level or in rooms 170, 155, and restrooms 122, 182 or 183 on the first floor.
- **Bomb Threat/Fire** In the event of a bomb threat or fire in the building, all building occupants should immediately evacuate the building using the nearest exit. Once outside, proceed to the designated assembly area. If unable to safely move to the designated assembly area, contact one or more members of your department or unit to let them know you are safe and inform them of your whereabouts. Persons with mobility impairments who are unable to safely exit the building should move to a designated area of refuge and await assistance from emergency responders. All building occupants should immediately evacuate the building and proceed to the south side of Crumley Hall in the grassy area, west of parking lot 24.

RETENTION OF STUDENT RECORDS

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students' records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy.

STUDENT PERCEPTIONS OF TEACHING EFFECTIVENESS (SPOT)

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the

survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at www.spot.unt.edu or email spot@unt.edu

SEXUAL DISCRIMINATION, HARRASSMENT, & ASSAULT

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. You are not alone. We are here to help.