UNT | G. BRINT RYAN COLLEGE OF BUSINESS

MANAGEMENT 4790 – STRATEGIC HUMAN RESOURCE MANAGEMENT (Hybrid)

University of North Texas - G. Brint Ryan College of Business
Fall 2026

Instructor: Ken Meyers – Department of Management
Email: Kenneth.Meyers@unt.edu, **Please add MGMT 4790 in the subject line**
Office Hours: Thursdays from 9 am – 11 am and after class, BLB 325 C

Please contact me directly through Canvas messaging. I check messages on a regular basis, Monday through Friday, and typically respond within 12 hours or less. However, there may be times when it takes up to 48 hours to respond, particularly on holidays and weekends.

I will share quick news, course updates, reminders, module highlights, and assignment debriefs with the class using the Announcements tab in Canvas. **Please check this section at least twice a week.** I will share other pertinent information about jobs and university events via Canvas messaging. **If you need assistance, please do not hesitate to contact me.**

COURSE DESCRIPTION AND PURPOSE

Strategic Human Resource Management is a senior-level capstone course focused on the role of the HR Business Partner as a strategic advisor to organizational leadership. The course assumes prior knowledge of core HR concepts, tools, and practices developed in earlier coursework. Rather than emphasizing HR mechanics, the course centers on how HR professionals analyze complex organizational situations, evaluate competing priorities, and advise leaders on people-related decisions.

Students will examine how HR decisions influence organizational performance, employee engagement, and long-term sustainability, particularly in environments characterized by growth, change, and transformation. Through applied analysis and a consulting-style capstone experience, students will practice diagnosing organizational challenges, assessing the effectiveness of HR programs, and developing defensible recommendations while navigating ambiguity and trade-offs consistent with real-world HR Business Partner roles.

The course will expose students to advanced Strategic HR topics, but it will assess them primarily on their ability to diagnose a workforce-related business problem, apply relevant HR and business concepts, evaluate options, and communicate practical recommendations.

Course Positioning Within the Curriculum

This course builds on prior HR coursework and is designed to integrate knowledge across functional HR areas. Students are expected to enter the course with a working understanding of foundational HR practices. The emphasis in this course is on applying that knowledge strategically, evaluating the impact of HR initiatives, and exercising professional judgment in situations with incomplete information and competing demands.

As a capstone experience, the course prioritizes synthesis, analysis, and decision-making over content coverage. Students will be challenged to think beyond individual HR programs and consider broader organizational implications, trade-offs, and execution realities faced by HR leaders.

What This Course Is and Is Not

This course is an applied, senior-level capstone focused on strategic thinking and advisory skills in human resource management. Students should expect to work with ambiguity, imperfect data, and competing stakeholder interests, all of which reflect the realities of HR leadership and business partnership.

This course is not a survey of HR topics or a step-by-step guide to HR practices. Rather than providing prescriptive answers, the course emphasizes defensible reasoning, integration of concepts across HR functions, and the ability to articulate sound recommendations within structured deliverables and professional expectations.

UNT Catalog Description

Integrative course to prepare students to enter the human resources field as qualified professionals. Intensive review of the functional disciplines in the HR field are integral to the course. Students study and evaluate theories of human resources management; engage in practical applications of theory through participation with employers engaged in solving HR problems within their workplace or identifying HR needs; explore the pragmatic implications of the professional human resource certification process and what it means for HR professionals in the global economy during the 21st century; and demonstrate integrative knowledge of HR functions relative to each other and to other functional areas within an organization.

Prerequisites: MGMT 3860, to be taken within the final 9 hours of coursework.

COURSE STRUCTURE

This course is intentionally designed as a hybrid capstone. Each week has two connected parts:

- **In-person class session (Thursdays):** focused on lecture, discussion, application, integration across topics, and Team Capstone Project progress. This is where we work through ambiguity, trade-offs, and real-world HR decision-making.
- **Asynchronous weekly module (Canvas):** focused on content mastery and preparation, including required readings, short lectures/videos, and quizzes. This is where you build the foundation needed to contribute meaningfully in class and to perform well on assessments.

Both components are required. The asynchronous work is not optional, and the in-person session is not a recap of the module. They are designed to complement each other.

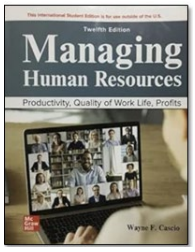
LEARNING OBJECTIVES

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

1. Diagnose workforce-related business problems using relevant HR, business, organizational, and stakeholder information.
2. Apply HR functional knowledge as a toolkit for evaluating business and workforce challenges.
3. Evaluate strategic options by considering trade-offs, risks, feasibility, timing, and organizational constraints.
4. Use research, data, and evidence to support HR-related recommendations.
5. Connect HR recommendations to business outcomes such as cost, productivity, retention, service, quality, capacity, risk, or execution.
6. Analyze how trends such as AI, workforce planning, analytics, leadership, organization design, and change affect people-related decisions.
7. Communicate recommendations in a concise, professional, executive-facing format.

REQUIRED TEXTBOOK

(Purchase or Rent at the Bookstore)



Managing Human Resources: Productivity, Quality of Work Life, Profits, 12th edition, by Wayne F. Cascio, McGraw-Hill, ISBN 9781260681352 is available from the University Bookstore for rental or through the publisher.

Please note that this edition is the required textbook, and some quiz and exam questions will be based on it. I will distribute additional readings, videos, and assignments in Canvas.

REQUIRED ACCESS TO BOOKS

You will access the books below at no cost through the UNT Library. Feel free to purchase them yourself if you would like. I will distribute additional readings, videos, and articles through Canvas.

1. **Victory through Organization: Why the War for Talent Is Failing Your Company and What You Can Do (2017) by Dave Ulrich, ISBN 978-1-25-983765-4.**
2. **Leading Change (2012) by John P. Kotter, ISBN 978-1-4221-8643-5.**
3. **Investing in People (2019) by Wayne F. Cascio, John W. Boudreau, and Alexis A. Fink, ISBN 978-1-58-644611-6.**

INSTRUCTOR BIO

Before joining the faculty at the University of North Texas, I spent over 25 years as a Senior Human Resources Leader and Leadership Coach, working across multiple industries, global organizations, and Fortune 500 companies. My background includes strategic HR management, organizational change, leadership development, and coaching professionals through complex transitions. Over the past years, I've been an instructor helping students prepare for SHRM Certification exams.

I hold a Master of Science in Leadership and Organizational Development, a SHRM-SCP designation, and a Graduate Certificate in Executive Coaching.

In this course, I bring a practical, real-world perspective to the theories of Human Resources. My goal is to help you connect course concepts to real-world business scenarios, so you're not just learning the material—you're seeing how it applies in organizations of all sizes.

SERIOUS OR EXTENDED CIRCUMSTANCES

In situations involving serious or extended circumstances that may significantly impact a student's ability to meet course requirements (for example, hospitalization, serious illness, or other documented emergencies), students are encouraged to contact the **Dean of Students Office** as soon as possible.

The Dean of Students Office can provide appropriate documentation and guidance to both the student and instructor regarding academic accommodations or notifications. Instructor consideration of such circumstances will be based on **official communication from the Dean of Students Office** and applicable university policies.

This process helps ensure consistency, fairness, and appropriate support while maintaining the academic standards of the course.

PROFESSIONAL COMMUNICATIONS EXPECTATIONS

This course requires regular written and online communication. Students are expected to communicate with the instructor and classmates in a **respectful, professional manner** consistent with college-level and early-career expectations.

All course communication, including email and discussion posts, should be clear, concise, and professional in tone. Students should use appropriate language, correct spelling and grammar, and avoid slang, texting abbreviations, excessive capitalization, or informal shortcuts that may be misinterpreted.

Students are expected to address the instructor using an appropriate professional title unless otherwise indicated. Care should be taken when using humor or sarcasm, as tone is easily lost in written communication.

Students should exercise discretion when sharing personal information and should not send confidential or sensitive information through email or discussion boards.

EagleConnect Accounts

All students should activate and regularly check their EagleConnect (email) account. EagleConnect is used for official communication from the University to students. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another email address, visit EagleConnect Email System website (https://eagleconnect.unt.edu/)

GENERATIVE ARTIFICIAL INTELLIGENCE (GENAI)

GenAI tools are **allowed in this course unless otherwise specified** for a particular assignment. When permitted, GenAI may be used for support tasks such as brainstorming, outlining, and improving clarity or grammar. These tools are intended to support your work, not replace your thinking, analysis, or writing.

GenAI may not be used to generate work you submit as your own or for assignments where GenAI is explicitly prohibited. Substituting your own reasoning or writing with AI-generated content violates the learning objectives of this course and the UNT Honor Code. **Failure to comply may result in academic integrity violations**.

When GenAI is used, a brief disclosure describing how it was used is required. For example, *"GenAI was used to brainstorm ideas and revise sentence clarity. All analysis and final wording are my own."*

Students are responsible for verifying the accuracy of all GenAI-supported content.

Additional guidance, examples, and assignment-level expectations are provided in the GenAI Canvas module.

COURSE ASSIGNMENTS AND GRADING

Performance Evaluation – MGMT 4790	Max Points Possible
Exams (2 @ 100 points each)	200
Team Capstone Project	200
Weekly Quizzes (11 @ 10 points each)	110
Case Study Analysis	75
HR Strategy vs. Practice: Expectations vs Reality Analysis	75
Career Reflection Exercises (3 @ 25 points each)	75
Professional Development/Networking Assignment	50
Class Participation and Attendance	70
Student Profile & Career Context Survey	5
Total Points	860

A = 774 - 860 points

B = 688 - 773 points

C = 602 - 687 points

D = 516 - 601 points

F = 515 and below points

Class participation in a hybrid format

Participation is evaluated based on both in-person and asynchronous engagement. In a capstone course, participation is demonstrated through preparation and contribution, not just physical attendance.

Examples of participation include:

- Arriving prepared to discuss the module content and apply it to cases and the capstone.
- Contributing thoughtfully during in-class discussions and activities.
- Consistent engagement with your team's capstone work (planning, collaboration, and follow-through).
- Completing required asynchronous module work on time so you can participate effectively in class.

Simply attending class without being prepared, or completing asynchronous work without contributing in person, does not represent full participation.

ASSESSMENT PHILOSOPHY

This course is designed to assess Strategic HR learning through multiple, complementary formats. Because this is a senior-level capstone course, students will be assessed not only on their understanding of HR concepts, but also on their ability to apply those concepts to workforce-related business problems.

Quizzes reinforce foundational knowledge from lectures, assigned readings, and weekly modules. Exams assess applied understanding, professional judgment, and the ability to evaluate HR issues in realistic business contexts. Written assignments and case analyses require students to diagnose before recommending, use evidence to support their reasoning, evaluate options and trade-offs, and connect HR decisions to business outcomes such as cost, productivity, retention, service, quality, capacity, risk, and execution.

The Team Capstone Project serves as the primary integration experience for the course. Students will be expected to synthesize HR foundations, business context, evidence, stakeholder considerations, and practical constraints into clear recommendations suitable for a business or HR leadership audience. Across all assessments, the emphasis is on defensible reasoning, strategic judgment, practical decision support, and professional communication.

GRADING AND ASSESSMENT POLICIES

Grades in this course are based solely on required assignments and assessments designed to evaluate mastery of the course objectives. The course is intentionally structured to provide multiple opportunities throughout the semester for students to demonstrate learning and apply concepts in a strategic, professional context. **Extra credit opportunities are not offered.**

Final grades are calculated based on the total points earned across all required course components.

This senior-level course reflects the academic and professional standards expected within the Department of Management. Students are expected to engage consistently, prepare thoroughly, and demonstrate a strong understanding of course material through the quality of their work.

Deadlines are posted at the beginning of the semester. Students are expected to plan accordingly and submit all work by the stated deadlines. Missed or late assignments, quizzes, or assessments are not typically eligible for make-up. In **rare circumstances**, documented issues beyond a student's control may be considered in accordance with the course technology and submission policies. Failure to submit required work by the deadline without appropriate documentation will result in a grade of zero.

To support predictability and planning, this course follows a consistent weekly rhythm whenever possible:

- Weekly modules are released on a consistent schedule in Canvas.
- Weekly quizzes are due on the same day of the week, as shown in the Course Schedule and in Canvas.
- Major assignments and capstone deliverables are released with sufficient lead time and typically at least one week in advance.

With the exception of university disruptions or executive availability tied to the capstone, assignment due dates will not change once published in Canvas.

Grades may be adjusted at the end of the semester based on an overall review of course performance and assessment outcomes to ensure fairness and consistency. **Arithmetic rounding of individual grades is not applied.**

Students are required to log in to Canvas regularly to review announcements, access grading rubrics, view grades, and complete assignments. For due dates and exam times, please refer to the Course Schedule included at the end of this syllabus.

In the event of any inconsistency between dates listed in the syllabus and those posted in Canvas, **the dates posted in Canvas will prevail**, as Canvas serves as the official and most current source of course information.

Exam Support and Review Expectations: After each exam, general performance trends and common misunderstanding areas may be discussed with the class. Due to exam security and question-bank reuse, individual exam questions may not be released. Students are encouraged to contact the instructor during office hours to discuss preparation strategies and content areas to strengthen before the next assessment.

COURSE SCHEDULE

The schedule is subject to change at the instructor's discretion. Students will be notified of changes. **Dates listed in Canvas are authoritative and supersede this schedule if updates are required.**

To get the most out of class, **complete weekly readings and reviews prior to attending class.**

Week	Class Date	Topic(s)	Reading/Review/Assignment
1	Aug 20	**Introduction and Syllabus Overview** **Why HR and Why Now?**	Syllabus, acquire required materials Getting Started, Academic Integrity, and Week 1 Modules in Canvas Read **Victory Through Organization**, Chs 1 & 11, Review the Week 1 module in Canvas **Due by 11:59 pm, Sunday, Aug 23rd:** a) Student Profile & Career Context Survey b) Week 1 Quiz c) Take the practice quiz to ensure your computer is set up correctly for the Respondus Lockdown Browser. NOTE: All exams will require this browser.
2	Aug 27	**HR Competencies that Deliver Strategic Value**: • Culture and Change Champion • Human Capital Curator	Read **Victory Through Organization**, Ch 9, pp. 199 – 215 Read **Leading Change**, Chs 1 – 2 Review & complete activities in the corresponding Canvas module **Due by 11:59 PM, Sunday, Aug 30th:** Week 2 Quiz
3	Sep 3	**Investing in People:** • The High Cost of Employee Separations • Employee Attitudes & Engagement	Read **Investing in People**, a) Ch 5 and complete Exercise on pp. 168 – 170 **before class** (it's not necessary to use the software referenced) b) Ch 7 Review & complete activities in the corresponding Canvas module **Due by 11:59 PM, Sunday, Sep 6th:** a) Week 3 Career Reflection Exercise b) Week 3 Quiz
4 (Labor Day 9/7)	Sep 10	**Capstone Project Kickoff** **People Analytics**	Read **Textbook**, Ch 3. Read **Victory Through Organization**, pp. 232 - 240. Watch **People Analytics Career Insights**

Week	Class Date	Topic(s)	Reading/Review/Assignment
			Review & complete activities in the corresponding Canvas module **Due by 11:59 PM, Sunday, Sep 13th:** Week 4 Quiz
5	Sep 17	**The Legal Context of Employment Practices**	Read **Textbook** Chapter 4 and review module in Canvas. **Due by 11:59 pm, Sunday, September 20th**: a) Week 5 Quiz b) HR Strategy vs. Practice: Expectations vs. Reality Analysis
6	Sep 24	**Diversity & Inclusion**	Read **Textbook** Chapter 5 and review module in Canvas. **Due by 11:59 pm, Sunday, September 27th:** Week 6 Quiz
7	Oct 1	**Planning for People**	Read **Textbook**, Ch 6 Review the corresponding Canvas module, which includes additional required readings and videos. **Due by 11:59 PM, Sunday, Oct 4th:** a) Week 7 Quiz b) Week 7 Career Reflection Exercise
8	Oct 8	**EXAM 1 (in class)**	**Exam requires Respondus Lockdown Browser**
9	Oct 15	**Recruiting and Staffing**	Read **Textbook**, Chs 7 – 8. Review the corresponding Canvas module, which includes additional required readings and videos. **Due by 11:59 PM, Sunday, October 18th:** Week 9 Quiz
10	Oct 22	**Training and Onboarding**	Read **Textbook**, Chapter 9 Review the corresponding Canvas module, which includes additional required readings and videos. **Due by 11:59 PM, Sunday, October 25th:** a) Week 10 Quiz b) Case Study Analysis
11	Oct 29	**Performance Management**	Read **Textbook**, Ch 10 Review the corresponding Canvas module, which includes additional required readings and videos. **Due by 11:59 PM, Sunday, Nov 1st:** Week 11 Quiz

Week	Class Date	Topic(s)	Reading/Review/Assignment
12	Nov 5	**Total Rewards**	Read **Textbook,** Chs 11 – 12 Read **Victory Through Organization** (Total Rewards Steward), pp. 215 – 222 Review the corresponding Canvas module, which includes additional required readings and videos. **Due by 11:59 PM, Sunday, Nov 8th:** Week 12 Quiz
13	Nov 12	**Capstone Project Presentation** **Union Representation & Collective Bargaining**	Read **Textbook**, Chapter 13 **Due by 11:59 PM, Sunday, Nov 15th:** Networking Assignment
14	Nov 19	**Safety, Health, & Employee Assistance Programs**	Read **Textbook**, Chapter 15 **Due by 11:59 PM, Sunday, Nov 22nd:** Semester Career Reflection Exercise
THANKSGIVING BREAK			
15	Dec 3	**Semester recap** **Exam prep** **Graduation Celebration**	
16	Dec 10	Exam 2, in-class, requires Respondus Lockdown Browser	

PLEASE NOTE: Requests for alternative assignment/assessment timing are **not routinely granted** and are considered only in accordance with course and university policies.

ASSIGNMENT DESCRIPTIONS

Chapter quizzes (available in Canvas)

You will complete 11 weekly quizzes. They cover the material discussed in books and modules (including articles, videos, etc.). Each quiz is worth 10 points total (1 point per question)**.** All quizzes are open-book, open notes. Complete the quizzes **independently** as you work through each corresponding module.

Individual case study

You will complete an individual case study during the semester. Your written analysis should be professional in tone, clearly structured, and supported with research or course materials. The goal is to demonstrate critical thinking, connect theory to practice, and show how you would approach HR challenges.

HR Strategy & Practice: Expectations vs. Realities

Students will watch two recorded interviews, one with a general manager and one with an HR professional, and complete a written analysis comparing executive expectations of HR with real-world HR practice. The assignment emphasizes identifying key tensions, analyzing trade-offs, and applying insights to students' own development as future HR leaders.

Reflection Exercises

You will complete three brief reflection exercises during the semester. These reflections are designed to help you consider which HR topics, discussions, or activities interest you most and how your experiences in the course may be shaping your views about a career in HR. There are no right or wrong answers. Your grade will be based on the completeness and quality of your reflection, not on your level of interest in a particular HR area or career path.

Team Capstone Project

The Strategic HR Management capstone project is a team-based, consulting-style experience designed to help students integrate classroom learning with real-world application. Working in teams, students will serve as an advisory group to analyze a workforce-related business challenge, conduct relevant research, evaluate strategic options, and develop practical, evidence-based recommendations connected to business outcomes.

The project is not focused on designing or implementing HR programs. Instead, students will practice the kind of problem definition, strategic prioritization, trade-off thinking, and defensible judgment expected of HR professionals and business partners. Where appropriate, students may propose implementation timing or sequencing considerations, but the primary emphasis is on analysis, recommendation development, and practical decision support.

The sponsor, project scope, milestone dates, and specific deliverables will be confirmed early in the semester. Regardless of the final project topic, students should expect to work in teams, apply course concepts, conduct relevant research, evaluate alternatives, and develop professional recommendations appropriate for a business or HR leadership audience. Additional details, including milestone dates, deliverable expectations, and presentation requirements, will be provided in Canvas.

To support team effectiveness and ensure fair accountability:

- **Integration checkpoints:** Each project phase includes a defined deliverable and an in-class checkpoint to review progress and align expectations.
- **Work allocation:** Teams are expected to define roles, deadlines, and ownership early in each phase and adjust as needed.
- **Non-participation protocol:** If a team member is not contributing, the team should first address it directly. If the issue is not resolved quickly, the team should notify the instructor early (not at the end of the project). Instructor intervention may include required check-ins, revised work expectations, or other steps consistent with course policies and peer evaluation outcomes.

This structure mirrors the professional reality of consulting-style work where deadlines, accountability, and escalation paths matter.

At the end of the project, each team member will submit a confidential peer evaluation assessing the contributions of their teammates. This evaluation will assess participation in team meetings and activities, the sharing of workload, the quality of work, and overall contribution to the team's process. As this is a collaborative project, peer feedback will play an important role in determining individual grades for team deliverables.

Additional details regarding the final capstone integration and presentation process will be provided in Canvas.

Professional Development

This assignment is designed to increase your exposure to networking and professional growth opportunities. Historically, these type of assignments have led to students receiving interviews and/or job offers. Optimal grading will be given to thoughtful, professional, and thorough research, participation, and reflection for each of these events. The amount of effort put into each of these assignments will be reflected in the grade.

Exams

The two (2) exams are application-oriented and are taken during class time. Each exam is designed to test your knowledge and how well you apply concepts via multiple-choice and true/false questions. The questions cover content from lectures, the textbook, other required books, additional articles, videos, and/or discussion boards. **Using textbooks and/or notes on exams is not permitted.** These are closed-book exams, and no outside or additional resources are allowed besides what a student has committed to memory through study and preparation.

You will have **120 minutes** to answer all questions (multiple choice, true/false). You will need to download the free Respondus LockDown Browser. You may be able to check out laptops through the UNT library.

The use of cell phones, iPhones, cameras, or any other electronic device is not allowed during an exam. Talking to other students, soliciting help, or giving assistance is not permitted. Copying, photographing, or disseminating the questions in any form is prohibited. Exam questions are randomized, so you will NOT see the same questions in the same order as your classmates. **Please contact me with any questions and to prepare for the exam in advance. Engaging in academic integrity violations, such as cheating and providing unauthorized assistance, will be reported.**

SUNSET RULE

You have one (1) week from the date the grade is released to inquire about your grade on an exam, quiz, discussion post, or any other assignment. The exception to this is the last round of assignments, the Final Exam, and your Final Letter Grade, when inquiries need to be taken care of as soon as possible before I submit grades to the Registrar. The purpose is to resolve any issue during the term and not wait until the last week of the term. Check your grades every week!

EVENT TIMING

All times stated in this course are Central Time (CT), with daylight saving time adjustments as applicable.

UNT POLICIES

Academic integrity

Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. Academic dishonesty breaches the mutual trust necessary in an academic environment. According to UNT Policy 06.003, Student Academic Integrity (https://policy.unt.edu/policy/06-003), 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.

Any suspected occurrence of academic dishonesty will be investigated and handled in accordance with UNT policy and procedures. The following academic penalties may be assessed at the instructor's discretion upon

determination that academic dishonesty has occurred. *Admonitions and educational assignments are not subject to appeal.*

1. *Admonition*: The student may be issued a verbal or written warning.
2. *Assignment of Educational Coursework:* The student may be required to perform additional coursework not required of other students in the specific course.
3. *Partial or no credit for an assignment or assessment:* The Instructor may award partial or no credit for the assignment or assessment on which the student engaged in academic dishonesty, to be calculated into the final course grade.
4. *Course Failure*: The instructor may assign a failing grade for the course.

Attendance policy

In this hybrid course, attendance expectations apply to required in-person sessions, while engagement expectations for asynchronous components are addressed through participation and assignment completion.

Absences

If you anticipate being absent, please notify me in advance whenever possible—particularly before assignment due dates, quiz/exam dates, or other class obligations. Per University of North Texas policy, excused absences may be granted for:

a) religious holy day, including travel for that purpose;

b) participation in an official university function;

c) required military service, including travel for that purpose;

d) pregnancy and parenting under Title IX; and

e) when the University is officially closed.

To ensure consistent application of university, state, and federal requirements, official documentation is required for all excused absence requests. This documentation is not intended to be an invasion of privacy but will help me determine appropriate accommodations. Please email me at Kenneth.Meyers@unt.edu to discuss your situation and the type of documentation needed.

The full UNT Attendance Policy is available here: Student Attendance and Authorized Absences.

Illness

Contact me as soon as possible to discuss how your absence may be accommodated. Communication prior to absence is essential for me to determine if it can be excused.

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be available November 17 through December 3, 2026, 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 spot.unt.edu or email spot@unt.edu.

ADA Accommodation Statement

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to faculty via email to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information, see the ODA website at disability.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 the UNT Learning Management System (LMS) for contingency plans for covering course materials.

Student conduct

The University of North Texas is deeply committed to advancing educational excellence and preparing students to become thoughtful, engaged citizens of the community. The University has established the Code of Student Conduct to promote the well-being, honor and dignity of all who live, learn and work in our educational community. The Code of Student Conduct is intended to foster a safe environment conducive to learning and development, as well as to hold students accountable through an educational process that balances the interests of individual students with the interests of the University. Students and student groups are expected to conduct themselves in a manner that demonstrates respect for the rights and property of others and upholds the integrity and values of the University community.

Document Control and Revision History

Version	Date	Section Updated	Description of Change
New	8/17/2026	Initial Release	Original Fall 2026 Syllabus
A	9/1/2026	Course Schedule	Added date for Capstone Kickoff and finalized date for Capstone Presentation