

# PADM 4000.400 (11907): Mediation

## Fall 2026

### Instructor Contact

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- Meetings are always welcome by appointment
- Office hours – by appointment

### Welcome to UNT and to this course!

We're grateful you're focused on conflict resolution in your college career. Conflict resolution skills are essential to your personal and professional success. This syllabus will outline a number of expectations of you, me and UNT and how we will work together to make this a powerful experience for you and your class peers. Let's start with a list of the most important topics on which to focus:

- Familiarize yourself with the course.
- Commit to engage and learn.
- Engage in mutual respect.
- Communicate effectively and work to avoid miscommunication.
- Be ready with your technology.
- Comply with UNT policies.
- Find the support you may need.

### Familiarize yourself with the course

#### Course Description

The course focuses on the fundamentals of non-litigation-based conflict resolution and mediation strategies for a variety of settings. Students have the opportunity to further develop their conflict resolution skills through assigned readings, quizzes, written assignments, videos and online discussions and instruction.

Mediation is a communication tool for resolving differences. Frequently, mediation is explained as a process that assists conflicting parties to arrive at a resolution that they find mutually acceptable. A higher goal of mediation is to help parties experience the transformative potential of mediation so that they may learn how to solve their own problems in the future. From either perspective, mediation works as a process—i.e., mediation is a series of well-defined steps through which the mediator guides parties who are in conflict. The course satisfies the requirements of the Texas ADR Statute (TEXAS CIVIL PRACTICE & REMEDIES CODE, CHAPTER 154. ALTERNATIVE DISPUTE RESOLUTION PROCEDURES; Acts 1987, 70th Le., ch. 1121, sec. 1, eff. June 20, 1987, as amended).

## Course Structure

**This is an asynchronous, 100 % online UNT course.** Content is delivered in modules with due dates set by the instructor. You can work at your own pace within a structured timeline for module instruction. Each module will open one week before the week in which the work is due, giving students a chance to preview the upcoming work. Course instructions are based on scheduled online materials presented in Canvas modules. I am incorporating synchronous learning by keeping my online office hours. And participation in office hours is not required nor affects the grade.

## Course Prerequisites or Other Restrictions

None

## Course Objectives

By the end of this course, students will be able to:

1. **Understand Mediation Fundamentals:** Grasp the core principles, stages, and distinctions of mediation compared to other dispute resolution methods.
2. **Develop Effective Communication Skills:** Enhance abilities in active listening, questioning, and non-verbal communication within mediation contexts.
3. **Apply Conflict Analysis and Resolution Strategies:** Analyze conflicts to identify underlying interests and employ negotiation strategies for mutually beneficial outcomes.
4. **Navigate Ethical and Professional Responsibilities:** Comprehend the ethical obligations of mediators, including confidentiality, neutrality, and appropriate referrals.
5. **Manage Dynamics and Emotions in Mediation:** Address power imbalances, cultural differences, and heightened emotions to facilitate constructive dialogue.
6. **Draft and Finalize Mediation Agreements:** Create clear, enforceable, and feasible mediated settlement agreements acceptable to all parties.

## Materials

Required texts –

- Beer, Jennifer E. and Packard, Caroline C., *The Mediator's Handbook* (Gabriola Island, BC: New Society Publishers), 2012. ISBN: 978-0-86571-722-0 (paperback).
- Fisher & Ury, *Getting to Yes*, (New York: Penguin Books), 2011. ISBN:9780143118756 (paperback).

All other course materials will be provided in Canvas, as needed.

## Commit to engage and learn

### Teaching Philosophy

I am eager to engage students who are independent learners and critical thinkers and who are eager to improve their conflict resolution skills.

### Course Requirements & Schedule

We will follow this schedule unless there is a need for revision. Errors and unforeseen circumstances may occur, and it is in the professor's discretion to make changes that support student learning. Any changes to the schedule will be reflected in this syllabus and in the relevant modules in Canvas.

| Course Requirements & Schedule - REVISED                                                                                                                                                                                                                                                                                                                                                  | Points Possible | Due Date                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------------------------|
| <b>Week 1: August 17-23</b><br><b>Module 1- Course introduction and self-introduction</b> <ul style="list-style-type: none"><li>Familiarize yourself with the course</li><li>Review home page content, including the syllabus</li><li>Review week 1 module</li><li>Complete Discussion Posting #1</li><li>Reply to at least 2 classmates by August 21</li></ul>                           | 50              | 8/19 @ 11:59 pm<br>8/21 @ 11:59 pm |
| <b>Week 2: August 24-August 30</b><br><b>Module 2 – Conflict, Communication and Mediator Strategies</b> <ul style="list-style-type: none"><li>Read <i>Mediator's Handbook</i> – Overview (pages 1-12) and Understanding Conflict (pages 79-92) chapters; Conflict Resolution Article, pages 1-9; and <i>Getting to Yes</i> – Chapters 1-5</li><li>Complete quiz #1</li></ul>              | 50              | 8/30 @ 11:59 pm                    |
| <b>Week 3: August 31-September 6</b><br><b>Module 3 – Conflict, Communication and Mediator Strategies</b> <ul style="list-style-type: none"><li>Read <i>Mediator's Handbook</i> – The Toolbox – Supporting the People, Facilitating the Process, Solving the Problem; and <i>Getting to Yes</i> – Chapters 6-8<ul style="list-style-type: none"><li>Complete quiz # 2</li></ul></li></ul> | 50              | 9/6 @11:59 pm                      |
| <b>Week 4: September 07-13</b><br><b>Module 4 – Conflict, Communication and Mediator Strategies</b> <ul style="list-style-type: none"><li>Read <i>Mediator's Handbook</i> – The Toolbox – Supporting the People, Facilitating the Process, Solving the Problem</li><li><i>Getting to Yes</i> Chapters 1-8</li><li>Complete quiz #3</li></ul>                                              | 50              | 9/13 @ 11:59 pm                    |

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------|
| <b>Week 5: September 14-20</b><br><b>Module 5 - Ethics in Mediation</b> <ul style="list-style-type: none"> <li>• The Development of Ethical Guidelines and Mediator Credentialing in Texas</li> <li>• Texas ADR Statute</li> <li>• Supreme Court of Texas – family violence</li> <li>• Discussion posting #2</li> <li>• Reply to at least 1 classmate</li> </ul>                                                                                                                                         | 50  | 9/16 @ 11:59 pm<br>9/19 @ 11:59 pm |
| <b>Week 6: September 21-September 27</b><br><b>Module 6 – Ethical guidelines for Mediators in Texas</b> <ul style="list-style-type: none"> <li>• Read the 3 cases that demonstrate ethical dilemmas in mediation</li> <li>• Draft responses to the 3 cases for future presentation</li> </ul>                                                                                                                                                                                                            |     |                                    |
| <b>Week 7: September 28- October 4</b><br><b>Module 7 – Writing assignment #1</b> <ul style="list-style-type: none"> <li>• Ethical Analysis of Mediation Cases-review and finish the draft response from Module 6 and submit it as the first written assignment.</li> <li>• Submit written assignment</li> </ul>                                                                                                                                                                                         | 150 | 10/04@ 11:59pm                     |
| <b>Week 8: October 5-11</b><br><b>Module 8 – Mediation Process – Stages of Mediation</b> <ul style="list-style-type: none"> <li>• Read <i>The Mediator's Handbook</i> – Getting to the Table; The Mediation Session Part 1: Exploring the Situation and Part 2: Reaching Resolution</li> <li>• Review the 3 pdf files: <ol style="list-style-type: none"> <li>1. Stages of Mediation</li> <li>2. Opening Statement outline</li> <li>3. Initial Caucus</li> </ol> </li> <li>• Complete quiz #4</li> </ul> | 50  | 10/11@11:59pm                      |
| <b>Week 9: October 12-18</b><br><b>Module 9 – Mediation Process – Opening Session Stage</b> <ul style="list-style-type: none"> <li>• Read <i>Mediator's Handbook</i> – The Process-Getting to the Table</li> <li>• Discussion posting #3</li> <li>• Respond to at least 2 classmates</li> </ul>                                                                                                                                                                                                          | 50  | 10/14@11:59pm<br>10/18@11:59pm     |
| <b>Week 10: October 19-25</b><br><b>Module 10 – Mediation Process – Opening Stage</b> <ul style="list-style-type: none"> <li>• <i>Mediator's Handbook</i>- The Mediation Session Part 1: Exploring the Situation</li> </ul>                                                                                                                                                                                                                                                                              |     |                                    |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------------|
| <ul style="list-style-type: none"> <li>• Mediator's opening statement outline</li> <li>• Discussion posting #4</li> <li>• Reply to at least 2 classmates</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                     | 50  | 10/21@11:59pm<br>10/25@11:59pm |
| <b>Week 11: October 26-November 1</b><br><b>Module 11 – Mediation Process – Initial Caucus Stage</b> <ul style="list-style-type: none"> <li>• Contributions of Caucusing and Pre-Caucusing to Mediation Download Contributions of Caucusing and Pre Caucusing to Mediation by Gregorio Billikopf.</li> <li>• Mediation - Initial Caucus Handout Download Mediation - Initial Caucus Handout(2018).</li> <li>• What is a BATNA? What Can It Do For You? Download What is a BATNA? What Can It Do For You?.</li> <li>• What's in Your Toolbox?</li> </ul> |     |                                |
| <b>Week 12: November 2-8</b><br><b>Module 12 – Mediation Process – Writing assignment</b> <ul style="list-style-type: none"> <li>• Review Module 11 processes and follow the instructions provided in the Module 12 writing assignment.</li> <li>• Complete and submit the writing assignment</li> </ul>                                                                                                                                                                                                                                                | 150 | 11/8 @ 11:59 pm                |
| <b>Week 13: November 9-15</b><br><b>Module 13 Mediation Process-Securing the Agreement</b> <ul style="list-style-type: none"> <li>• The Mediator's Handbook-The Process-The Mediation Session Part 2: Reaching Resolution pgs. 55-92</li> <li>• <i>Getting to Yes</i> all chapters</li> <li>• Complete quiz #5</li> </ul>                                                                                                                                                                                                                               | 50  | 11/15@11:59pm                  |
| <b>Week 14: November 16-22</b><br><b>Module 14 Mediation Process- Securing an agreement</b> <ul style="list-style-type: none"> <li>• <i>Mediator's Handbook</i> The Process- The Mediation Session Part 2: Reaching Resolution pgs. 68-78</li> <li>• Complete quiz #6</li> </ul>                                                                                                                                                                                                                                                                        | 50  | 11/22@11:59pm                  |
| <b>Week 15: November 23-November 29</b><br><b>THANKSGIVING WEEK</b><br><b>UNT IS CLOSED</b><br><b>NO NEW Assignments</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |     |                                |
| <b>Week 16: November 30-December 6</b><br><b>Module 15 Final Project Development: Comprehensive Mediation Case Study</b> <ul style="list-style-type: none"> <li>• Review the information provided in the Module 15 final project information and instructions.</li> <li>• Review the example final project provided</li> <li>• Prepare the project for submission in Module 16.</li> </ul>                                                                                                                                                              |     |                                |

|                                                                                                                                                                                           |             |               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------|
| <ul style="list-style-type: none"> <li>There will be no late submission options due to UNT grading schedules</li> </ul>                                                                   |             |               |
| <b>Week 17: December 7-11</b><br><b>Module 16 Final project due</b><br><b>NOTE: The Project is due on Sunday, December 6 by 11:59 pm.</b><br><b>No late submissions will be accepted!</b> | 200         | 12/6 @11:59pm |
| <b>Total Points</b>                                                                                                                                                                       | <b>1000</b> |               |

## Grading

### 1. Discussion postings (50 points\*4 postings=200)

You are required to participate in four grade discussion postings, each worth 50 points, totaling 200 points. These discussions are designed to deepen your understanding of the assigned readings and foster an interactive learning environment. NOTE: Your initial post is due by 11:59 PM on Wednesday of the assigned week, and you must respond to at least one classmate's post by 11:59 PM on Saturday of the same week. Timely participation is crucial, as it allows for meaningful engagement and dialogue. Your contributions will be evaluated based on the quality of your insights, the relevance to the readings, and adherence to deadlines. To ensure a respectful and productive online discussion, please adhere to the following guidelines:

- Be respectful: Maintain a respectful tone in all posts and responses. Critique ideas, not individuals.
- Stay on topic: Ensure your contributions are relevant to the discussion prompt and course material.
- Be concise: Express your thoughts clearly and concisely, avoiding overly lengthy posts. Proofread: Review your posts for clarity, grammar, and spelling before submitting.
- Cite sources: When referencing course materials or external sources, provide appropriate citations.

### 2. Quizzes (50 points\* 6 quizzes 300)

Throughout this course, you will complete six quizzes, each valued at 50 points, designed to assess your understanding of the material covered in each module. These quizzes will feature a combination of multiple-choice questions and essay-based prompts, allowing you to demonstrate both your knowledge and analytical skills. Please note that each quiz is due by 11:59 PM on Sunday, concluding the respective module period. Timely completion is crucial, as late submissions may not be accepted or could incur penalties as outlined in the course policies. Ensure you allocate sufficient time to prepare and complete each quiz by the specified deadline. All quizzes open on Thursday at 7:00 am and close the following Sunday at 11:59 pm.

*Note: Always refer to the course syllabus and announcements for any updates or changes to the quiz schedule or submission guidelines.*

### **3. Short paper assignments (150 points \*2 papers 300)**

In this course, you will complete two short paper assignments, each worth 150 points, scheduled for Module 7 and Module 12. These assignments involve case analyses, with detailed guidelines provided within the respective modules. Each paper is due by 11:59 PM on Sunday, concluding the module period. Timely submission is essential, as late submissions may incur penalties as outlined in the course syllabus. Ensure you review the specific requirements and evaluation criteria provided in each module to meet the assignment expectations effectively.

**4. Final project paper (200points)** The final project paper for this course is a significant component, valued at 200 points, and is due by 11:59 PM on Monday, December 6 @ 11:59 pm. Detailed instructions and guidelines are provided in Module 15, and the submission link is in Module 16.

Timely submission is crucial, as this assignment marks the culmination of the semester; therefore, late submissions will not be accepted. Please ensure you allocate sufficient time to complete and submit your work by the specified deadline.

#### **Submissions**

Submissions should be through CANVAS on the respective assignment page unless notified otherwise. You can generally expect assignments to be graded within a week of the deadline.

Canvas will be used to supplement work on this course. Checking CANVAS frequently is advised to stay abreast of all announcements and changes. On occasion, the instructor will send emails to the entire class via UNT student-assigned email accounts.

**Total Points = 1,000**

|               |
|---------------|
| A= 900 -1,000 |
| B= 899-800    |
| C= 799-700    |
| D= 699-600    |
| F = 599-0     |

The details of each week's reading and other assignments will appear in each week's module. For example, Week 1, Week 2, and so on. Specific instructions and expectations will be provided in each assignment, and points are awarded to the extent a student complies with the instructions and expectations.

## Artificial Intelligence in the class (AI)

Generative AI tools (such as ChatGPT, Claude, or Gemini) are permitted for use as supplementary aids in this course (e.g., for initial brainstorming, structuring outlines, or debugging code). However, AI tools are meant to augment, not replace, your critical inquiry and scholarly voice.

Should you choose to utilize AI at any stage of your project or assignment, you must adhere to the following standards:

1. **Transparent Attribution:** You must explicitly acknowledge and cite any AI tools used. Include an "AI Usage Disclosure" note at the end of your submission specifying the tool used, the prompts provided, and how the output informed your work following standard APA citation guidelines for generative AI.
2. **Accountability & Factchecking:** You hold sole responsibility for the factual accuracy, analytical depth, and original expression of your submitted work. Generative AI models frequently generate false information, fabricate citations, or output biased analysis. Submitting unverified or inaccurate AI generated content constitutes a failure of scholarly rigor and will directly impact your grade.

## Quiz and Examination Policy

Each quiz or exam is timed and has a deadline for completion. Please read the on-screen instructions carefully before beginning. After all quizzes and exams are graded and released, the score will be posted in Canvas. Students may not discuss a quiz or exam with other students.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

## Late Work

The professor will base decisions regarding acceptance of and credit for late work consistent with UNT and course policies. An extension may be given under limited circumstances, including but not limited to, the student's or a close family member's illness or injury; death of a close family member; or other major life event. If a student believes he/she will miss or has missed assigned course work, the student must contact the professor within **two (2) days** after the course work's due date has passed. The student must provide written documentation of any such event upon request. If a student fails to timely contact the professor and/or provide the requested documentation, the student will not be given additional time to complete the assigned course work and will receive no credit for the assigned course work.

## COVID-19 Impact on Participation

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me

if you are unable to participate because you are ill or due to a related issue regarding COVID-19. It is important that you communicate with me as quickly as possible.

If you are experiencing any [symptoms of COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

### Class Materials for Remote Instruction

The UNT schedule requires this course to have fully online instruction. Additional remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a webcam and microphone to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>.

### Syllabus Change Policy

Changes to the syllabus may be necessary at times. Communication of any changes will be made via an Announcement.

### Engage in mutual respect

#### 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 that utilizes 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 or state 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 while communicating digitally. 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 digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.

- Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>) for more information.

## Communicate effectively and work to avoid miscommunication

### Instructor Responsibilities and Feedback

The Professor is committed to providing students with an excellent learning experience that you can integrate into your personal and professional world. They make every effort to provide clarity, meaningful guidance and practical feedback to you. They believe that students are rewarded for their efforts and that they earn the grades they receive. The Professor will make themselves available to support, guide and instruct to ensure student needs are met.

For all course-related questions, please read this syllabus carefully before seeking assistance.

- For face-to-face communication, please make an appointment or drop by during office hours.
- For digital communication, please send a message in Canvas.

Students can expect a response from the instructor within 24 hours of sending a message *during business hours*. Messages may not be answered during the weekend. If your concern is urgent *during business hours*, please call the office number provided and speak with me by phone or leave a message. If you leave a message *outside of business hours*, you can expect to receive a response no later than one full business day after the message is left.

## Communication Expectations

### General Guidelines

- Remember that college communication is still professional communication. Use correct spelling and grammar and always double-check your response before hitting send or reply. Do not use slang and limit the use of emoticons.
- Use standard, readable fonts, sizes, and colors and avoid writing in all caps.
- Use your instructor's title of "Dr." or "Professor," or if you don't know use "Mr." or "Ms." Do not use "Mrs." to address female instructors unless told otherwise by said instructor.
- Be mindful of tone in online communication as it lacks the nonverbal cues of face-to-face communication that provide clarity and context to conversations.
- Respect the personal identities of others based on gender, sexuality, race, ethnicity, class, and/or culture.
- Respect the privacy of yourself, your instructor, and your peers. Keep in mind what you reveal and do not reveal, particularly if this information involves personal health and/or classroom performance, such as grades.
- Give people the benefit of the doubt. Though there may be a computer between you, there are people on the other side of the screen.
- Do not make assumptions about others' technological skills. Technological skills vary across a variety of factors, including experience, age, culture, etc.
- Read these [Core Rules of Netiquette](#) for additional tips about online communication.

### Communicating via Email

- Please use email for topics not related to this course.
- Check the syllabus before asking a question about the course and let the instructor know you checked the syllabus before asking. Instructors put a lot of time into making syllabi as comprehensive as possible for students.
- Use a descriptive subject line to get the instructor's attention. Instructors receive a lot of emails, and a descriptive subject line helps them identify student inquiries more efficiently.
- Be concise and to the point.
- For a sample email, read this article, ["How to Email Your Professor."](#)

### Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. The SPOT will be available **at the end of the semester**.

### [Be ready with your technology](#)

#### Minimum Technology Requirements

- Computer with monitor
- Reliable internet access
- Speakers
- Microphone (to complete some activities or assignments)
- Webcam (to complete some activities or assignments)
- Plug-ins
- Microsoft Office Suite
- Packback Questions account and subscription
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (https://clear.unt.edu/supported-technologies/canvas/requirements)

### Computer Skills & Digital Literacy

Provide a list of course-specific technical skills learners must have to succeed in the course, such as:

- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using spreadsheet programs
- Using presentation and graphics programs
- Viewing and hearing online video content

### Success in an Online Course

While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations that students may not be aware of. Consider providing tips for success based on your own online teaching and learning experiences. You can also include a link to or adapt tips from this webpage for students, ["How to Succeed as an Online Student"](https://clear.unt.edu/teaching-resources/online-teaching/succeed-online) (https://clear.unt.edu/teaching-resources/online-teaching/succeed-online).

## Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk** (<http://www.unt.edu/helpdesk/index.htm>)

**Email:** [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

**Phone:** 940-565-2324

**In Person:** Sage Hall, Room 130

**Walk-In Availability:** 8am-9pm

**Telephone Availability:**

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

**Laptop Checkout:** 8am-7pm

For additional support, visit [Canvas Technical Help \(https://community.canvaslms.com/docs/DOC-10554-4212710328\)](https://community.canvaslms.com/docs/DOC-10554-4212710328)

## Comply with UNT policies

### Academic Integrity Policy

Academic Integrity Standards and Consequences. 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 ranging from admonition to expulsion from the University.

### ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty 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 \(https://disability.unt.edu/\)](https://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 Blackboard for contingency plans for covering course materials.

## 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 Canvas 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 student's 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. See UNT Policy 10.10, Records Management and Retention for additional information.

## 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. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

## Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

## 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 made available during weeks 13-15 of the long semesters and 7-8 of the short 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](mailto: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](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email [spot@unt.edu](mailto:spot@unt.edu).

## Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where

appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](mailto:oeo@unt.edu) or at (940) 565 2759.

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

### Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

### University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

### Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying

students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

### Use of Student Work

A student owns the copyright for all work (e.g., software, photographs, reports, presentations, and email postings) he or she creates within a class, and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

### Transmission and Recording of Student Images in Electronically Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records a student's presentation, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

### Use of Artificial Intelligence

Use of Generative AI tools (e.g., ChatGPT, Bard, Copilot) in this course is limited and permitted only when directed by the instructor. All other uses require explicit permission.

- You may not use AI for quizzes, papers, or the final project unless instructed.
- If AI is permitted, you must cite it and ensure the work reflects your own thinking.
- All submitted work must be authentic and original. Unauthorized AI use will be considered academic dishonesty.

## Find the support you may need

### Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)
- [Mental Health](#) - UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:
  - [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
  - [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
  - [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

### *Chosen Names*

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

*\*UNT eulDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

### *Pronouns*

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)

- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

### Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)