

LGAV 3130: Air Cargo Planning & Control

Fall 2015, MWF 01:00 PM – 1:50 PM, BLB 140

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Course Description

Analysis of air cargo systems, carriers and cargo network as well as regulation. Topics include how air cargo carriers and integrated carriers handle air cargo service, pricing, forecasting, and marketing. Special emphasis on the economics of air transportation and network design.

Course Materials

Primary Text: Peter S. Morrell (2011), *Moving Boxes by Air: The Economics of International Air Cargo*, Ashgate Publishing Company, Burlington VT, ISBN 978-1-4094-0252-7 (hardback), ISBN 978-1-4094-0253-4 (e-book).

Quinet, E. and Vickerman, R. (2004), *Principles of Transport Economics*, Edward Elgar.

Marc Levinson (2008), *The Box: How the Shipping Container Made the World Smaller and the World Economy Bigger*, Princeton University Press, ISBN-10: 0691136408, ISBN-13: 978-0691136400.

Boeing, Current Market Outlook.

Airbus, Global Market Forecast.

Learn: Course materials, assignments, and outside readings will be available within Learn. Students can access Learn using the internet. The site is password protected. You can learn more about Learn by reviewing the on-line student manuals.

Course Objectives

With over 52 million tons of cargo shipped annually, the air cargo industry is the place to be. Prepare yourself to work in the industry and research with this course. You will learn about basic transport trend, air cargo terms and procedures, how freight forwarders, airline cargo units and integrator operate.

After completing this course, students should be able to:

1. Describe the relationship between Supply Chain Management and air cargo.
2. Explain the transport economics, innovation, and total logistics cost.
3. Understand transport cost behavior, Collaborative Transport Management and Economic impacts of transport.
4. Identify innovative and value-added approaches to transport and air cargo.
5. Discuss the historical & regulatory foundations in the transport and air cargo industry.
6. Industry terminology and abbreviations.
7. Define the air cargo industry and understand the basic principles of air cargo planning and management.
8. Define and use the key performance measures in the air cargo industry.
9. Describe the types of carriers in the air cargo industry.
10. Understand the relationship between international trade and air cargo.
11. Solve air cargo-related problems: revenue generation/maximization, distribution cost analysis, route designing and planning.
12. Explain and discuss the issues facing the air cargo industry today.

Course Format

The course will be conducted by a combination of in-class lectures, in-class discussions, online lectures, case studies, individual readings, quizzes, and one project. Lectures are designated to introduce or explain some principles being discussed, but not necessarily cover all the material as presented in the text and outside reading. You are expected to attend all classes and to be prepared to discuss and/or apply all assigned readings. Students will be called upon to discuss the topics/concepts in class.

Grading

Grading will be based on your performance on the following graded element:

Graded element	Percent	Points
A. Resume	5%	50
B. Professional Development	5%	50
C. Journal Abstract	10%	100
D. Quizzes (4 @ 50)	20%	200
E. Homework & Friday Assignments	20%	200
F. Team Project & Presentation	20%	200
G. Exams (Mid-term exam: 70 points; Final exam: 130 points)	20%	200
	100%	1000

Note: Students **may not be allowed** to retake or resubmit graded material, to include assignments, quizzes, homework, projects, and exams. See the section on grade disputes in this syllabus if you have questions about your grade.

Grading Scale

Letter grades will be assigned according to the combination of both “absolute” points earned and performance “relative” to other students as follows. First, the total points earned will be compared to an absolute scale. Then, class standing will be determined based on total points earned. The final grade will be no lower than the higher of the two grades (absolute or relative).

Grade	Absolute	Relative	Relative Rank Band
A	90 to 100	Top 20%	1-20%
B	80-89	Next 40%	21-60%
C	70-79	Next 20%	61-80%
D	60-69	Next 10%	81-90%
F	Below 60	Bottom 10%	91-100%

Minimum to pass the course is 500 points.

A few **examples** of grading are provided in the table below:

Absolute Percentage	Absolute Grade	Relative Rank (Relative Rank Band)	Relative Grade	Course Grade (Higher of the two)
95	A	5 (Within 1-20%)	A	A
86	B	17 (Within 1-20%)	A	A
74	C	65 (Within 61-80%)	C	C
80	B	27 (Within 21-60%)	B	B
55	F	85 (Within 81-90%)	D	D
49	F	89 (Within 81-90%)	D	F

No Opportunities for Extra Credit

No extra credit will be available unless it is offered to the entire class.

Submitting Assignments and Due Dates: Assignments are due on the date identified in the course schedule, and must be uploaded to blackboard by 2359 hours, unless otherwise indicated. I will not accept hard copies of assignments. Any assignment may be uploaded to Blackboard early. As a general rule, I will not accept homework that is emailed.

Correct spelling, grammar, and punctuation are expected on all graded material. All assignments will be types (25% point penalty, if not), unless otherwise indicated.

The acceptable formats for assignments include .pdf, .doc, .docx, .ppt, .pptx, .xls, .xlsx. Exceptions to file format must be approved by the professor.

File Naming Convention: Ensure all files uploaded to Blackboard include your last name and assignment title (e.g., Hong_Abstract1Part1.doc). Do not use apostrophes or commas in the file name since the file cannot be read in Blackboard.

Lateness: Students are encouraged to turn in all work, even when late. Partial points are better than no points!! The number one reason for poor performance in this class is failure to do assigned work and quizzes—zeros are not your friend!

Assignments: Late assignments will earn a 10% penalty (one letter grade) for each day past the due date.

Quizzes: Late quizzes will earn a 50% penalty when completed past the due date. Any missed quiz will be available through 2359 hours the night before the exam, after which students may no longer take a missed quiz.

Exams: There are no Make-Up Exams in this course, except for bona fide emergencies as noted below.

The late penalty (late assignments and late quizzes) may be waived with a valid reason beyond the control of the student and with prior approval from the professor. The professor may require documentation to waive the late penalty.

In the event of a bona fide emergency beyond the control of the student, the student should contact the professor as soon as possible. Documentation to support the emergent situation is required before the professor will consider a make-up exam.

A. Resume

Continued refinement of your resume is a habit you should develop and implement throughout your career. As your career objectives and skills change, so should your resume. It is also important, particularly as you prepare for internships and job interviews to have your resume “ready to send.” To help in this process, your first assignment is to **submit your resume and release authorization form electronically** via Blackboard per the class schedule.

The logistics faculty will use this resume to send to companies that contact us throughout the semesters. No resume updates will be accepted during the semester after the initial submission; no exception. Make sure it is your best, no excuses. Do it right the first time! You have the right to request your resume not be distributed to potential employees. If you request “no distribution” we will not release your resume to prospective employers upon their request

To receive full points for your resume:

1. Name your RESUME using the following convention: LastName_GraduationSemester_GraduationYear.doc. For example, if Seock Hong plans to graduate in May 2020, his resume file would be named, "Hong_Spring_2020.doc."
2. Upload your resume to Blackboard by the due date.
3. Complete and sign the release authorization form attached to this syllabus. This form is used to indicate whether we may release your resume.
4. Scan a copy of the signed release form and upload to Blackboard with your resume by the due date.
5. Comply with expectation in the grading rubric.

B. Professional development

The UNT professional program in Logistics is very proud of its close relationship with industry and its emphasis on professionalism. You are required to participate in two categories of professional development (PD) to be considered: Primary and Supplemental. This semester the Logistics Executive Lecture Series will feature six executive lecture sessions and four Onboarding sessions allowing students to meet and activity interchange with a logistics executive. For details, go to <http://www.cob.unt.edu/logisticscenter/students/lectureseries/speakers.php> for executive lectures or to <http://www.cob.unt.edu/logisticscenter/students/onboarding/onboarding.php> for onboarding seminars.

Primary Professional Development: Students are expected to Participate in at least two primary PD events during the semester (each event earns 25 points, for a total of 50 points). To receive full credit:

1. You must RSVP no later than 2359 hours the night before the event. If you RSVP and do not attend the event without informing Ms. Julie Willems-Espinoza, you will lose 10 points for the course
2. Cancel your RSVP: To cancel, please email Julie Willems-Espinoza (Julie.Willems-Espinoza@unt.edu).
3. Sign the attendance sheet.
4. Complete the PD assessment in Blackboard NLT the Friday before finals week, 2359 hours.
5. If you cannot attend two of these events due to work or class schedule conflicts, contact your instructor about attending alternative events, which is subject to approval prior to attending the event. For example, attendance at LogSA (Logistics Support Activity of US Army) or ISM (Institute for Supply Management) meetings with a senior guest speaker, attendance at the local CSCMP (Council of Supply Chain Management Professionals) roundtable meetings, etc. may be approved by the instructor.
6. If you have other activities that you believe qualify for consideration for professional development credit, please seek approval from the instructor before attending the event or meeting. Many of the opportunities are space-limited, so plan early! Note that you will need to attend two unique events for each logistics class that you are enrolled in.

C. Journal Abstract

Each student is required to prepare a one-page abstract. See the class schedule for due dates.

The abstract is a summary of an article from an academic journal. The topic of the article should be relevant to the air cargo industry.

Purpose: The purpose of the abstract is to summarize an article for your boss so that it is meaningful and relevant. Your boss should be able to understand the main points from the article and how the article relates to air cargo by reading your summary alone. You must also include how the findings in the article might be useful for managers.

Journal article: An academic, peer-reviewed journal must be used for this assignment. The article should be at least 5 full pages in length. The title pages and bibliographies do not count toward the 5-page count. Furthermore, pictures, tables, and charts do not count toward the 5-page count. Most academic journal articles are longer than 5 pages, so you should not have a problem finding an article meeting this requirement. Note: 10% point penalty if the article is less than 5 pages in length.

Academic journals: Below is a list of journals to begin your search. This list is not all-inclusive and you may find appropriate articles in other academic journals. If you are unsure whether your article meets the requirements for this assignment, please send me an email with a copy of the article.

1. Journal of Air Transportation Management
2. Journal of Transport Geography
3. Journal of Transport Economics and Policy
4. Journal of Airline and Airport Management
5. The Transportation Journal
6. Transportation Research part a, b, c, d, e, f
7. Transportation Science
8. International Journal of Transport Management
9. Journal of Transportation Management
10. Journal of Business Logistics
11. The International Journal of Logistics Management
12. International Journal of Production Economics
13. Journal of International Economics
14. Management Science
15. Decision Sciences

Article Sign-Up: You may not select the same article as another student. Students should reserve their article through the discussion board on Blackboard. Articles are reserved on a first-come basis.

Note: I do not monitor the article sign-up on the discussion boards. I will only refer to the discussion board to determine who first signed up for an article if more than one student reviews the same article. Do not assume that I have approved your article/journal selection just because you posted to the discussion board. Specifically, posting to the discussion board, by itself, will not protect you from a point penalty for selecting an article that is too short, for example.

Guidelines and grading: See the attachments at the end of this syllabus. Failure to comply with the guidelines will significantly affect your grade.

D. Quizzes

This course includes four times on-line quizzes via Blackboard. You should expect, on average, one on-line quiz every three weeks covering the assigned material. Exceptions to the weekly quiz will be announced in class and/or Blackboard. All assigned material (text, lecture slides, outside reading, assignments) and classroom discussions are fair game for each quiz. All quizzes are open notes/open book. Quizzes will include a combination of multiple choice, true/false, and short answer.

On-line Quizzes: Weekly quizzes will be administered via Blackboard. Once you begin taking the quiz on Blackboard you will have a limited time (approximately 30 minutes) with which to complete the quiz. Therefore, you should be familiar with the material prior to attempting the quiz. The quizzes are designed to prepare you for the course exams. Therefore, you will see similar questions on the exams.

All quizzes will count toward your final grade, as shown in the graded elements section of this syllabus.

Late Quizzes: Late quizzes will earn a 50% penalty when completed past the due date.

E. Homework

Friday Assignments: There will be several assignments throughout the semester that will be given in lieu of an in-person class. These will typically be assigned in place of a Friday class and due on that Friday, 2359 hours. Friday assignments will be posted in the class schedule in this syllabus or announced in class and will be posted on Blackboard.

Load Planning Assignment: This is a practical problem to give students an understanding of cargo and aircraft limitations. Specific guidelines and due dates will be uploaded to Blackboard and announced in class.

F. Team Project & Presentation

Students are required to research a topic relevant to the course and present an overview of this research during an in-class presentation. Teams of 2-4 students, depending on class size, will be formed to complete this assignment. Presentations will be conducted during the last few weeks of the course. Presentation dates will be assigned randomly. No two teams may select the same topic. Specific milestone-assignments for this project are included in the class schedule to keep your project on track.

Your grade on the team project is divided into three parts.

1. The first part is the same score for all members of the team (0-190 points).
2. The second part of your score is an assessment of your communication skills (5-15 points).
3. The third part of your score is a multiplier that I determine for each student based on a peer evaluation of their contributions to the team. This multiplier is used to adjust the team score (0-190 points) based on your level of effort. There will be a mid-term peer evaluation following the second project deliverable (the outline). This will give each team member an estimate of his or her perceived contributions to the project.
 - a. It IS possible to earn zero points if you do not contribute to the team project.
 - b. It IS possible to earn more than 190 points if you contributed more than your share of the workload.
 - c. My experience: Students on teams that collaborate and work will together have a multiplier of 1.0 and earn 100% of the team points.

Grading: Specific guidelines, grading rubrics, and the peer evaluation are outlined in attachments to this syllabus.

Team collaboration: Each team will have a private discussion forum on Blackboard to collaborate on our project. Use this space to communicate, share files, and assign responsibilities. Communication is important to successful collaboration. However, it is sometimes difficult to coordinate face-to-face meetings. Remember that electronic collaboration may be necessary.

How to contribute in a team:

- Set up meetings, timelines.
- Consolidate the research.
- Edit the consolidation for flow.
- Build your slides.
- Edit slides.
- Spell check, ensure consistency.
- Do your part—allocate tasks.
- Don't let your teammates down.
- Show up for the presentation.
- Share your ideas.

Americans with Disabilities Act: The College of Business Administration complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with a disability. If you have an established disability as defined in the Act and would like to request

accommodation, please see me as soon as possible. I can be contacted at the location and phone number shown in this syllabus. Please note: University policy requires that students notify their instructor within the first week of class that an accommodation will be needed. Please do not hesitate to contact me now or in the future if you have any questions or if I can be of assistance.

Course Grade Appeals, Withdrawals, & Incompetes: Please refer to the UNT Undergraduate Catalog for policies governing these actions. If you have any questions, please contact me for clarification. Please note: I only use an incomplete for extraordinary circumstances. An incomplete grade will not be used simply to provide more time to complete the course requirements.

Exam & Assignment Grade Appeals: If you disagree with how any assignment or examination was graded, you must submit a written appeal by email or letter within one week after the grade was awarded or the graded work was returned. The written appeal should include your concern or question about your grade, an explanation about why you believe your answer is correct, AND documentation or evidence supporting your belief. Appropriate documentation includes references from the text, course lecture slides, or outside reading from the course syllabus. Appeals without supporting rational and specific reference(s) to the course will be returned without consideration. Under no circumstances will grades be lowered.

Course Disclaimer: The schedule, policies, and assignments contained in the course syllabus are subject to change in the event of extenuating circumstances, to accommodate class progress, to provide more in-depth focus or discussion where warranted, to take advantage of a guest speaker, or by mutual agreement between the instructor and students. All changes will be announced in class prior to the change and posted on Blackboard.

Cell Phones: All cellular or digital phones and pagers are to be turned off during class.

Laptops: Laptops and other devices (e.g., iPad) in the classroom may not be used for web browsing, email, or activity not directly related to the course content for the day.

Class Schedule Required Reading, & Assignments

The schedule, policies, and assignments contained in the course syllabus are subject to change in the event of extenuating circumstances, to accommodate class progress, to provide more in-depth focus or discussion where warranted, to take advantage of a guest speaker, or by mutual agreement between the instructor and students. All changes will be announced in class prior to the change and posted on Blackboard.

Week	#	Date	Topic, Assignments and Readings
W 1	1	Aug 24 Mon	Course Overview
	2	Aug 26 Wed	Supply Chain and Air Cargo
	3	Aug 28 Fri	Transport Overview Resume deadline till 2359, August 30.
W 2	4	Aug 31 Mon	Logistics cost
	5	Sep 2 Wed	Air Cargo Introduction: MB 1, MB 2 Assign teams for project
	6	Sep 4 Fri	No Class – Friday Assignment: Definitions
W 3	7	Sep 7 Mon	No Class - Labor Day
	8	Sep 9 Wed	Air Cargo Definitions: MB 4 Due: team Project deliverable 1 –Topic
	9	Sep 11 Fri	Air Cargo Market

W 4	10	Sep 14 Mon	Supply for Air Cargo I: MB 4, MB 5
	11	Sep 16 Wed	Supply for Air Cargo II: MB 4, MB 5
	12	Sep 18 Fri	No class-Friday assignment: Integrators
W 5	13	Sep 21 Mon	Demand for Air Cargo (Forecasting): Boeing, 2015
	14	Sep 23 Wed	Demand for Air Cargo (Forecasting): Airbus, 2014
	15	Sep 25 Fri	Economics and regulations for Air Cargo I: MB 3
W 6	16	Sep 28 Mon	Economics and regulations for Air Cargo II: MB 3 Due: Abstract Part 1
	17	Sep 30 Wed	Liberalization and competition
	18	Oct 2 Fri	In-class Review Mid-Term Exam Due: Team Project Deliverable 2 – Outline Due: Mid-Project Peer Evaluation Deliverable 3
W 7	19	Oct 5 Mon	Mid-Term Exam
	20	Oct 7 Wed	Air Cargo Alliances and Mergers: MB6
	21	Oct 9 Fri	Air Cargo Operations I: MB 7, MB 8
W 8	22	Oct 12 Mon	Air Cargo Operations II: MB 7, MB 8
	23	Oct 14 Wed	Distribution and Marketing: MB 9
	24	Oct 16 Fri	Case I: Southwest Air cargo
W 9	25	Oct 19 Mon	Case II: Yamato I
	26	Oct 21 Wed	Transportation Index and Pricing
	27	Oct 23 Fri	No Class –Friday Assignment: Freight Flow
W 10	28	Oct 26 Mon	Transportation Network II
	29	Oct 28 Wed	Transportation Network I Due: Abstract Part 2
	30	Oct 30 Fri	No Class – Friday Assignment: Airline Cost
W 11	31	Nov 2 Mon	Revenue Management, Load Planning
	32	Nov 4 Wed	EAS, CRAF
	33	Nov 6 Fri	Case III: DHL and Big Data Due: Team Project Deliverable 4 – revised Outline
W 12	34	Nov 9 Mon	Case IV: FedEx and Laura Ashley
	35	Nov 11 Wed	Air Cargo Financial Performances: MB 12
	36	Nov 13 Fri	Air Cargo and the Environment: MB 13
W 13	37	Nov 16 Mon	Review: Final Exam
	38	Nov 18	No class – Group Exercise for Team Project

		Wed	
	39	Nov 20 Fri	No class – Group Exercise for Team Project
W 14	40	Nov 23 Mon	Team Project Deliverable 5: Presentations
	41	Nov 25 Wed	Guest Speaker
	42	Nov 27 Fri	No Class - Thanksgiving Break
W 15	43	Nov 30 Mon	Team Project Deliverable 5: Presentations
	44	Dec 2 Wed	Team Project Deliverable 5: Presentations
	45	Dec 4 Fri	No Class – Reading day

Final Exam: Monday, December 7, 2015, Noon to 14:00 PM

Attachment 1 Resume Assignment

So, you attend a professional meeting tonight and chat with a vice president with a 3PL. “Looking for an exceptional UNT graduate highly capable to do great things for your company?” you ask. She replies, “Send me your resume by Noon tomorrow.”

Now is the time to get your resume in shape. Complete the attached resume cover sheet and post in the Assignments module within Blackboard Learn no later than 5:00 PM on August 28th. To avoid a reduction in participation points name your resume file using your last name and the term and year of your graduation. For example:

Lastname_GraduationTerm_GraduationYear.doc

Example: Doe_Fall_2030.doc

Failure to properly name your file will result in a penalty toward participation points. Late submissions will receive a three point reduction in their final grade. The logistics faculty will use this resume to send to companies that contact us throughout the semester so make sure it is your very best, no excuses. You have the right to request your resume not be distributed to potential employees.

You must complete the form on the following page and turn-in a signed copy as a scanned pdf or Word document (cut and paste out of the syllabus) and post with your resume in Blackboard Learn by August 28th.



Logistics and Supply Chain Management Resume Posting Authorization

Name your resume file as follows:

Lastname_GraduationSemester_GraduationYear.doc
Example: Doe_Fall_2030.doc

Student name: _____
ID Number: _____
Submit Date: _____

Please check the appropriate responses:

A Logistics intern position for:

- Fall 2015
- Spring 2016
- Summer 2016
- I am not interested in a Logistics related internship

A part time position in Logistics:

- Fall 2015
- Spring 2016
- Summer 2016
- I am not interested in part time employment in Logistics

Post graduation permanent professional employment:

- Fall 2015
- Spring 2016
- Summer 2016
- I will not be seeking employment in the logistics field

Release my resume:

- The University of North Texas has permission to distribute my resume to prospective employers.
- Please do not release my resume. It is submitted for a class requirement only.

Signed: _____

Attachment 2 Resume Rubric

Learning Outcome	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations	Awarded/ Possible Points
	≥ 90%	≥ 80%	≥ 70%	≤ 70%	
Presentation Format & Compliance with Syllabus	<ul style="list-style-type: none"> - Typed (.doc or .pdf) - Eye appeal with balanced margins - Format highlights strengths and information - Varied and professional fonts and point size - File names comply with syllabus - Signed Resume Release Form complies with the syllabus <p style="text-align: center;">(10 –9 points)</p>	<ul style="list-style-type: none"> - Typed (.doc or .pdf) - Balanced margins - Format identifies strengths and information - Appropriate fonts and point size - File names comply with syllabus - Signed Resume Release Form complies with the syllabus <p style="text-align: center;">(8 –8.9 points)</p>	<ul style="list-style-type: none"> - Typed (.doc or .pdf) - Somewhat balanced margins - Format identifies strengths and information - No variation in fonts and/or point size - File names do not comply with syllabus - Missing or incomplete Resume Release Form <p style="text-align: center;">(7 –7.9 points)</p>	<ul style="list-style-type: none"> - Typed (.doc or .pdf) - Unbalanced margins - Format identifies strengths and information - Fonts distract from readability - File names do not comply with syllabus - Missing or incomplete Resume Release Form <p style="text-align: center;">(< 7 points)</p>	/10
Job Specific Information	<ul style="list-style-type: none"> - All power/action phrases used to describe duties and skills - Information demonstrates ability to perform the job - Professional terminology used when describing skills <p style="text-align: center;">(10 –9 points)</p>	<ul style="list-style-type: none"> - 1-2 duties/skills lack action phrases - Information demonstrates ability to perform the job - Some professional terminology used when describing skills <p style="text-align: center;">(8 –8.9 points)</p>	<ul style="list-style-type: none"> - 3-4 duties/skills lack action phrases - Some information demonstrates ability to perform the job <p style="text-align: center;">(7 –7.9 points)</p>	<ul style="list-style-type: none"> - 5-6 duties/skills lack action phrases - Information does not clearly demonstrate ability to perform the job <p style="text-align: center;">(< 7 points)</p>	/10
Resume Content	<ul style="list-style-type: none"> -Header, Objective, Education, Skills, Experience covered in detail -Name, address, phone #, email -Extra information given to enhance resume <p style="text-align: center;">(10 –9 points)</p>	<ul style="list-style-type: none"> -Header, Objective, Education, Skills, Experience covered in some detail -Name, address, phone #, email -Extra information given to enhance resume <p style="text-align: center;">(8 –8.9 points)</p>	<ul style="list-style-type: none"> -Header, Objective, Education, Skills, Experience covered with little detail -Name, address, phone #, email -Minimal extra information given to enhance resume <p style="text-align: center;">(7 –7.9 points)</p>	<ul style="list-style-type: none"> -Missing one of the following: Header, Objective, Education, Skills, Experience -Name, address, phone #, email -No extra information given to enhance resume <p style="text-align: center;">(< 7 points)</p>	/10
Spelling & Grammar	<ul style="list-style-type: none"> - No spelling errors - No grammar errors <p style="text-align: center;">(10 –9 points)</p>	<ul style="list-style-type: none"> - 1-2 spelling errors - 1-2 grammar errors <p style="text-align: center;">(8 –8.9 points)</p>	<ul style="list-style-type: none"> - 3-4 spelling errors - 3-4 grammar errors <p style="text-align: center;">(7 –7.9 points)</p>	<ul style="list-style-type: none"> - 5-6 spelling errors - 5-6 grammar errors <p style="text-align: center;">(< 7 points)</p>	/10
Total Score:					/100

Attachment 3 Professional Development in Logistics

Professionalism: The UNT Professional Program in Logistics is very proud of its close relationship with industry and our emphasis on professionalism. This semester the Logistics Executive Lecture Series has planned at least six Friday Noon to 1 PM sessions allowing students to meet and actively interchange with logistics executives and at least four On-boarding sessions. **You must complete your first professionalism activity before March 14th.**

Attendance at the same event to fulfill a requirement for another course or program will not be counted. You will not receive credit if you have not RSVP'd. If you RSVP and fail to attend 2 points will be deducted from your final grade. You can make up these points by attending another presentation.

If you cannot attend these events due to work or class schedule conflicts, you may find an alternative such as an evening professional meeting. My goal is that you are able to interact with a corporate executive. Attendance of a career fair or attendance of a student interest group (such as AMA, LOGSA, or SAA) will not count as a substitute unless a c-level executive is speaking and the presentation has been approved in advance. Any alternative must be approved by Dr. Pohlen at least 24 hours prior to attending the event and you will be asked to provide the c-level executive's business card as proof that you interacted with the executive. The Learn grade book will reflect your participation as soon as the signature sheets are received.

You can obtain information about the speakers and their scheduled dates by accessing the logistics center website at <http://www.cob.unt.edu/logisticscenter/events.php>.

Executive Lecture Series

Friday, September 4th – Scott Farrar, Global Account Manager, **SDV**

Friday, September 25th – John Magee, President, **Crane Worldwide Logistics**

Friday, October 16th – John Birt, Vice President Transportation, **Williamson-Dickie's**, Rob Lewin, Director of Logistics, **Flowserve Corporation**, Tom McCoy, Sr. Director Global Transportation Services, **Sanmina SCI**

Friday, October 30th – Mark Whittaker, Vice President Transportation, **PepsiCo**

Friday, November 6th – Robert Condit, Director, **CGI**, **Brian Heldebrandt**, Director Supply Chain Operations, **Verizon**, Martin Nevison, Regional Sales Manager, West Region, **DHL Global Mail**

Friday, November 20th – Brenda Gautier, Director of Carrier Engagement, **MW Logistics LLC**

Webpage: <http://www.cob.unt.edu/logisticscenter/students/lectureseries/speakers.php>

Onboarding Program Sessions

Friday, September 11th – **JCPenny**, presenting “*Dress for Success*”

Friday, September 18th – Scott Taylor, Projects Manager, **Crane Worldwide Logistics**, presenting “*Tweeting your way to the top: Corporate communication in the modern workplace*”

Friday, October 2nd – Doug Birgen (UNT Logistics alum), Transportation Analyst, **Anixter**, presenting “*Excel - Essential Workplace Applications*”

Friday, November 13th – Tim Feemster, Managing Principal, **Foremost Quality Logistics**, presenting “*Social Media – How to make it work for you most effectively*”

Webpage: <http://www.cob.unt.edu/logisticscenter/students/onboarding/onboarding.php>

Attachment 4 Abstracts Guidelines

Introduction: Each student is required to prepare a one-page abstract. The abstract is a summary and critique of an article from an academic journal. The topic of the article should be relevant to the air cargo industry.

Abstract part 1: This assignment is in two parts (see class schedule for due dates). Part 1 of this assignment is a brief outline of your article. Include the following in your outline:

1. (5 points) Full bibliographic information, using the following format:
Zhang, Anming, Yer Van Hui, and Lawrence Leung (2004), "Air cargo alliances and competition in passenger markets," *Transportation Research Part E*, Vol. 40, pp 83-100.
2. (10 points) Purpose Statement: 1-2 full sentences that explains the purpose of the journal article.
3. (10 points) Findings or results: List the results of the study that are most relevant.
4. (10 points) Managerial Implications: List ways in which a manager might use the results of the study.

Abstract part 2: The outline from part 1 of this assignment should be expanded into paragraphs. Your one-page abstract should include the follow:

1. Introduction
 - a. Briefly summarize the purpose of the article
 - b. What was studied and why is the topic important?
 - c. Discuss why or how this article is relevant to the air cargo industry?
2. Key points
 - a. What are the key issues the author considered in his/her study?
 - b. How do these key issues or factors impact the issue being studied?
 - c. If relevant, you might include how the study was conducted or what data was used.
3. Findings and Results
 - a. Explain the results of the study and conclusions?
 - b. Discuss why these findings are important.
4. Managerial Implications
 - a. What do the results or findings mean for managers?
 - b. Can the managers use the recommendations to improve their processes? If so, explain how.

Article: When choosing an article, keep these guidelines in mind. The article is to be relevant to air cargo or air transportation, must be at least 5 pages in length, excluding graphics, tables, and charts. (Note: 10% point penalty if the article is too short), must NOT be an article used in another course. The article must NOT be the same article as another student (Note: 10% point penalty). You can sign up for an article through the discussion boards on Blackboard. It is your responsibility to check the discussion board to ensure you have not selected the same article as another student. Article reservations are on a first-come basis.

Submission: To receive full points, upload the following to Blackboard by the due date:

1. Page 1 – Cover page:
 - a. Title of the Assignment (e.g., Abstract)
 - b. Your Name
 - c. Course Number and Course Name
 - d. Full bibliographic information, using the following format:
Zhang, Anming, Yer Van Hui, and Lawrence Leung (2004), "Air cargo alliances and competition in passenger markets," *Transportation Research Part E*, Vol. 40, pp 83-100.
2. Page 2 – Abstract:
 - a. No longer than 1 page
 - b. Single-spaced (Abstracts that are significantly shorter than 1 page will result in a 10% point penalty).
 - c. Abstract content (outlined above) assessed using the attached rubric.
 - d. 1" margins (top, bottom, left, right)
 - e. 11 or 12 point font (Times New Roman, Helvetica, Calibri, Arial)
 - f. No title
 - g. No headers (e.g., do not put your name on page 2)
 - h. No spaces between paragraphs
3. A PDF copy of the article—you must upload your article! (10% point penalty is article is missing)

Grading: See the Abstract Grading Rubric in this syllabus and on Blackboard

Learning Outcome	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations	Awarded/ Possible Points
Format: Compliance with syllabus guidelines	Citation is complete and follow format contained in the syllabus; abstract completely conforms to format requirements. (10-9 points)	Citation is complete but does not follow format contained in the syllabus; abstract may have minor deviations from format requirements. (8 points)	Citation is incomplete and does not follow format contained in syllabus; abstract contains several deviations from format requirements that detract from content. (7 points)	Citation is mission or too incomplete to locate the article; abstract does not comply with the format. (< 7 points)	/10
Writing and Communication: Explanation of Topic, Importance, and Relevance to Course	Clearly Identifies and summarized the main topic in the original article and explains why this material is relevant to the course. (25-22.5 pts)	Topic or issue in original article is identified, but the student is only somewhat clear in summarizing the topic and explaining its relevance to the course. (22-20 pts)	Topic or issue presented in the original article is not clear and summarization lacks focus. Student is only partially successful in explaining how the topic is relevant to the course. (19.5-17.5 pts)	Seems to be confused as to the main topic or issue in the original article; falls to identify and adequately summarize the topic or issue. Lacks an explanation how the article is relevant to the course. (< 17.5 pts)	/25
Writing and Critical Thinking: Key Points Captured and Explained	Provides ample supporting detail to capture the key points and summarize the article; major points identified and concisely summarized. (25-22.5 pts)	Provides adequate supporting detail to capture key points and summarize the article; some major points may not be adequately summarized due to lack of concise writing. (22-20 pts)	Includes some details but includes extraneous or loosely related material; writing is not concise—may be repetitive or contain unnecessary material. (19.5-17.5 pts)	Includes inconsistent or few details which may interfere with the meaning of the text- no clear attempt to write in a concise, direct manner. (< 17.5 pts)	/25
Writing and Critical Thinking: Findings and Results and Managerial Implications	Clearly and concisely explains the results or outcomes of the article and discusses how these results can be used by managers. (25-22.5 pts)	Results are identified, but the student does not fully discuss the importance to managers. (22-20 pts)	The findings and managerial implications are only superficially addressed. (19.5-17.5 pts)	No attempt to address the findings and does not include the implications for managers. (< 17.5 pts)	/25
Writing and Communication: Spelling and Grammar	Consistently follows the rules of standard English; the abstract is free from spelling and grammatical errors. (15-13.5 points)	Generally follows the rules for standard English; abstract has a few typographical or spelling errors with no grammatical errors. (13-12 points)	Generally does not follow the rules for standard English; abstract has a few typographical errors with minor grammatical errors; moderately difficult to read. (11.5-10.5 points)	Does not follow the rules for standard English; abstract has several spelling and major grammatical errors; inaccurate make the abstract very difficult to read. (< 10.5 points)	/15
Total Score					/100

Attachment 5

Team Project Guidelines

Purpose: To research a topic relevant to the air cargo industry and give an oral presentation to the class. When selecting a topic, focus should be on challenges facing the industry. The deliverables for the team project are listed below. The due dates are outlined in the class schedule.

Student Teams: Teams, comprised of three or four students, will research a topic and prepare a formal presentation to the class. Each team will select a topic related to the Air Cargo Industry. No two teams may select the same topic. This will be de-conflicted after the first deliverable. If two teams select topics that are similar, I will contact those teams and help to move the research in two different directions.

Deliverables: There are six deliverables for this project. The first four are milestone assignments to ensure the project is on track. (Total possible points: 215)

1. Topic and Purpose (10 points)
 - a. Tentative Title of Presentation
 - b. Prepare a one-paragraph summary that describes the intended purpose of the presentation.
 - c. Upload to Blackboard
2. Outline (50 points)
 - a. Prepare a outline of the presentation
 - b. Outline should include
 - i. Motivation. Why is the topic important? Why should we care about the topic?
 - ii. Background information. How the topic fits within the industry?
 - iii. The key challenges facing the organization or relevant to the topic.
 - iv. Stakeholders. Who is affected and what is the impact on the stakeholders.
 - v. Solutions or strategies to address these key challenges.
 - vi. Advantages or disadvantages with the solutions/strategies
 - vii. Recommendations. Which solutions or strategies would you recommend? What can be done to eliminate the disadvantages or challengers? What improvements can be made.
 - c. Upload to Blackboard
3. Mid-Project Peer Evaluation (10 points)
 - a. Upload the Peer Evaluation Form to Blackboard
4. Revised Outline (40 points)
 - a. Based on my feedback, your outline will be revised
 - b. Upload to Blackboard
5. Class presentation: (90 points + Communication Skills 15 points)
 - a. Prepare a 15-20 minute class presentation
 - b. Power Point slides are required
 - c. Include notes in the note section of each slide. In lieu of a written report, all supporting information and sources will be included in the notes section of the Power Point file. The notes section should include the detailed information to support each point on the main presentation slide. This is the same information you would include in a written paper, if it were required.
 - d. Upload Power Point slides to Blackboard
 - e. On the day of you presentation, turn in a printed copy of your presentation in the “note pages” format. The notes section will be graded for content.
 - f. The slide presentation should be divided among the students on the team. Each student on the team is required to present his/her portion of the team research.
6. Peer Evaluation: Each student will complete a peer evaluation on themselves and their team members. The mid-project peer evaluation will give you an idea of how your contributions to the team project are perceived by your team members.

Potential Topics: Below are some ideas that would make a good research project and presentation.

1. In-depth analysis of an Industrial airport: effect on carriers and region
2. The impact of emissions standards in EU
3. Future aircraft innovations: impact and uses
4. Unmanned aircraft: Impact on air traffic
5. Alternative fuels in aviation
6. Safety—Incident and accident assessment
7. Aircraft manufacture: challenges and future

Your research should investigate the challenges facing the air cargo industry today. This is NOT simply a background report. Your presentation should give us an understanding of the problems, issues, alternatives, and possible solutions.

The Research: While each project will be slightly different, below are the most common types of information you should include in your presentation:

1. Motivation: Why should we know more about this topic? Why is the topic important?
2. Brief overview of the issue or topic. The history on the topic should be kept to a minimum. This is not a presentation of what has happened in the past, but what is important today and in the future.
3. What are the challenges for the industry?
4. Who are the major stakeholders?
5. Are there different sides to the issues (advocate/opponents)?
6. What is the impact to the stakeholders?
7. What is the impact on the industry?
8. What is the status?
9. What is the outcome?
10. What happens next? Recommendations.
11. Data should be used whenever possible

The Presentation Guidelines:

1. Presentations should be no shorter than 15 minutes and no more than 20 minutes in length, to include questions.
2. The oral presentation should be divided among all team members.
3. Power Point slides:
 - a. Include the motivation: Tell us why this topic is important.
 - b. Include an introduction and conclusion:
 - i. Tell us what you are going to tell us.
 - ii. Tell us.
 - iii. Tell us what you just told us.
 - c. Slides (format, font, theme) should be consistent.
 - d. Avoid putting too much information on one slide. You don't want your audience to "read" the slides, but rather listen to what you have to say.
4. Practice briefing your slides:
 - a. You should know the material well enough to present your slides without relying on your notes.
 - b. Remember to maintain eye contact with the audience.

**Attachment 6
Team Project Rubric**

Learning Outcome	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations	Awarded/ Possible Points
	≥90%	≥80%	≥70%	<70%	
Originality & Clear Definition of Purpose	<p>The presentation is original and interesting. The audience is engaged.</p> <p>The main topic is clearly provided, along with an overview of the presentation.</p> <p>Explains why the topic is important.</p> <p style="text-align: center;">(20-18 points)</p>	<p>The topic may not be original, but is made interesting for the audience.</p> <p>The main topic is clearly provided, along with an overview of the presentation.</p> <p>Explains why the topic is important.</p> <p style="text-align: center;">(17.5-16 points)</p>	<p>The topic may not be original, but is made interesting for the audience.</p> <p>The main points are not clearly identified and it is difficult to understand the purpose of the presentation.</p> <p>Explains why the topic is important.</p> <p style="text-align: center;">(15.5-14 points)</p>	<p>The presentation have difficulty holding the audience interest.</p> <p>The main points are not clearly identified and it is difficult to understand the purpose of the presentation.</p> <p>It is not clear why the topic is important.</p> <p style="text-align: center;">(< 14 points)</p>	/20
Background and issues	<p>Clearly identifies the key points, issues or challenges.</p> <p>Provides ample supporting detail to capture the key points.</p> <p>Provides sufficient background information so that the audience understands the key points.</p> <p style="text-align: center;">(25-22.5 pts)</p>	<p>Clearly identifies the key points, issues or challenges.</p> <p>Provides some supporting detail to capture the key points.</p> <p>Provides some background information but also includes extraneous or loosely related material.</p> <p style="text-align: center;">(22-20 pts)</p>	<p>The key points, issues, or challenges are not clearly identified and must be inferred.</p> <p>Includes some details but includes extraneous or loosely related material.</p> <p>Presentation is not concise-may be repetitive or contain unnecessary material.</p> <p style="text-align: center;">(19.5-17.5 pts)</p>	<p>Includes inconsistent or few details which may interfere with the meaning of the presentation-no clear attempt to communicate in a concise, direct manner.</p> <p style="text-align: center;">(< 17.5 pts)</p>	/25
Finding, Recommendations, or Way Ahead	<p>Identifies the importance or the findings and conclusions (answers the “so what” question). Provides sufficient evidence to support the findings or conclusions.</p> <p>Makes a recommendation or way ahead that is supported evidence.</p> <p style="text-align: center;">(25-22.5 pts)</p>	<p>Findings and conclusions are not surprising and as one would expect.</p> <p>Provides sufficient evidence to support the findings or conclusions.</p> <p>Recommendation or way ahead is not fully formed.</p> <p style="text-align: center;">(22-20 pts)</p>	<p>Findings and conclusions are not surprising and as one would expect.</p> <p>Provides limited evidence to support the findings or conclusions.</p> <p>Recommendation or way ahead is not fully formed.</p> <p style="text-align: center;">(19.5-17.5 pts)</p>	<p>No attempt is made to provide conclusions or recommendations.</p> <p>Presentation does not include a recommendation or way ahead.</p> <p style="text-align: center;">(< 17.5 pts)</p>	/25

Writing and Communication: Spelling and Grammar	Consistently follows the rules of standard English (5-4.5 points)	Generally follows the rules for standard English. Includes a few typographical or spelling errors with no grammatical errors. (4 points)	Generally does not follow the rules for standard English. Includes a few typographical errors with minor grammatical errors Inaccuracies make the abstract moderately difficult to read. (3.5 points)	Does not follow the rules for standard English Several spelling and major grammatical errors. Inaccuracies make the abstract very difficult to read. (< 3.5 points)	/5
Format	Note pages include sufficient supporting material so that a reader would understand the main points and conclusions without having heard the presentation. Full citations are included in the note pages. Presentation is divided equally among team members. (5-4.5 points)	Note pages include sufficient supporting material so that a reader would understand the main points and conclusions without having heard the presentation. Full citations are included in the note pages. Presentation is not divided equally among team members. (4 points)	Note pages provide some of the supporting material, but not enough for a reader to fully understand all of the points from the oral presentation. Citations are incomplete in the note pages. Presentation is not divided equally among team members. (3.5 points)	Limited attempt to include supporting material in the note pages. A reader could not fully understand all of the points without benefit of the oral presentation. Citations are missing or too incomplete to identify the source in the note pages. Presentation is not divided equally among team members. (< 3.5 points)	/5
Handling of questions	Questions are answered with evidence obtained from the research of the topic. (5-4.5 points)	Questions are answered, but may not be fully supported with evidence obtained from the research. (4 points)	Questions are not fully answered. (3.5 points)	No effort is attempted to answer questions. (< 3.5 points)	/5
Good Use of Time	Just the right amount of information is included in the presentation to take full advantage of the time allotted for the presentation. The presentation is neither too fast nor too slow. (5-4.5 points)	The presentation is within ± 5 minutes of the allotted time. The presentation is neither too fast nor too slow. (4 points)	The presentation is within ± 5 minutes of the allotted time. The presentation is either too fast and too much information was attempted for the allotted time. Or, too little information was presented. (3.5 points)	The presentation is within \pm more than 10 minutes of the allotted time. (< 3.5 points)	/5
Total Score					/90

Attachment 7
Communication Skills Rubric

Learning Outcome	Exceeds Expectations	Meets Expectations	Below Expectations	Awarded/ Possible Points
Vocal Qualities	Speaks clearly. Projects voice. Articulate with good pacing of speech. (3 points)	Good projection of voice, but pacing may be too fast making it difficult to grasp all of the material presented. (2 points)	Hard to hear speaker's words. (1 point)	/3
Verbal Distracters	No verbal distracters were present. (3 points)	Some verbal distracters were present. Verbal distracters include verbal pauses, such as "like", ummm, or "you know". (2 points)	Many verbal distracters were present interfering with the content being presented. (1 point)	/3
Preparation & Understanding of Material	Did not need to rely on notes or only referred to notes as a quick reminder. Key points are concise and thoroughly discussed. (3 points)	Frequently relied on notes. Demonstrated a good understanding of the material. (2 points)	Read entirely from notes. Did not expand on the points. (1 point)	/3
Slides	Slides are well organized and easy to follow. Slides do not contain too much information. Formatting and graphics were used to emphasize the message. (3 points)	Slides conveyed the basic information, but the slides were not aesthetic or appealing for the audience. (2 points)	Slides are disorganized or contain too much information focusing the audience on reading the slides rather than listening to the speaker. Slides were not aesthetic or appealing for the audience. (1 point)	/3
Eye Contact	High level of eye contact with audience. (3 points)	Medium level of eye contact with audience. (2 points)	Limited to no eye contact with audience. (1 point)	/3
Total score:				/15

Attachment 8 Peer Evaluation Form

Your personal score on the team project is divided into three parts.

1. The first part is the same score for all members of the team (0-190 points).
2. The second part of your score is an assessment on your communication skills (0-15 points).
3. The third part of your score is a multiplier that I determine for each student based on this peer evaluation form.

Team Projects Overview: There are several advantages to team projects. Teams allow students to work on larger projects by distributing the workload, sharing ideas, and jointly helping team members acquire knowledge and skills. In the process students learn more than they could have on their own. At the same time negative behavior can hinder team learning. Dominating team members may stifle the ideas or contributions of other members. Or, a student may shirk his or her portion of the workload placing a greater burden on the remaining team members.

The purpose of the grade multiplier is to reward high-performing teams and adequately adjust the individual grades in the case of lower-performing teams. In high-performing team, where each student shares in the learning process, students should expect to receive the same grade on the project. However, when the workload or learning is not fairly dispersed, the project grades should be reflective of this negative behavior.

Peer Evaluation: You will rate yourself and your teammates in the areas of Leadership, Technical support, and Research. In each category (Defined below), you will allocate 100% of the effort. From the aggregate scores, a multiplier will be derived ranging from 0-Nx100%, where N is the total number of the team. On high-performing teams, the multiplier will most likely be close to 00% with each team member receiving the same project grade.

Leadership	Your view of each member's leadership contribution, to include (but not limited to): <ul style="list-style-type: none"> - Organizing team meetings - Keeping the team on-task - Coordination of project components
Technical	Your view of each member's technical contribution, to include (but not limited to): <ul style="list-style-type: none"> - Writing and editing - Preparation of presentation slides - Organizing content
Research	Your view of each member's research effort, to include (but not limited to): <ul style="list-style-type: none"> - Library and internet search - Finding support material - Developing the main points and evidence

Your Name :

Effort Allocation: Please place your allocation of effort in the appropriate locations in the table below. Each column must add to 100%. If you feel that several (or all) of your team members contributed equally, it is a straightforward matter to divide 100% by N, where N is the total number of students on the team (e.g., 33 1/3%, 33 1/3%, and 33 1/3% for a 3-member team). You may also recognize that everyone has different strengths that equally contribute to a successful team. For example, one team member may excel in leadership qualities, another in the technical aspects of bringing the project together, while the last member excels in research. In this case, you may rotate the weight in each category among the names (e.g., Leadership: 50%,30%,20%, Technical: 30%,20%,50%, Research: 20%,50%,30%).

Effort allocation is required: my experience has been that your evaluation of your efforts will be at least as high as your team's assessments of the same work ("nobody know the trouble I've seen"). Comments are optional (but help me a lot). Specific information will be kept confidential.

	Leadership	Technical	Research
	This column must add to 100%	This column must add to 100%	This column must add to 100%
Your Name:			
Team Member Name:			
Team Member Name:			
Team Member Name:			
Total (Must equal 100%)			

Comments (be honest each team member).

Attachment 9
UNT College of Business Student Ethics Statement

As a student of the UNT College of Business, I will abide by all applicable policies of the University of North Texas, including the Student Standards of Academic Integrity, the Code of Student Conduct and Discipline and the Computer Use Policy. I understand that I am responsible for reviewing the policies as provided by the link below before participation in this course. I understand that I may be sanctioned for violations of any of these policies in accordance with procedures as defined in each policy.

I will not engage in any acts of academic dishonesty as defined in the Student Standards of Academic Integrity, including but not limited to using another's thoughts or words without proper attribution (plagiarism) or using works in violation of copyright laws. I agree that all assignments I submit to the instructor and all tests I take shall be performed solely by me, except where my instructor requires participation in a group project in which case I will abide by the specific directives of the instructor regarding group participation.

While engaged in on-line coursework, I will respect the privacy of other students taking online courses and the integrity of the computer systems and other users' data. I will comply with the copyright protection of licensed computer software. I will not intentionally obstruct, disrupt, or interfere with the teaching and learning that occurs on the website dedicated to this course through computer "hacking" or in any other manner.

I will not use the university information technology system in any manner that violate the UNT nondiscrimination and anti-sexual harassment policies. Further, I will not use the university information technology system to engage in verbal abuse, make threats, intimidate, harass, coerce, stalk or in any other manner which threatens or endangers the health, safety or welfare of any person. Speech protected by the First Amendment of the U.S. Constitution is not a violation of this provision, though fighting words and statements that reasonably threaten or endanger the health and safety of any person are not protected speech.

Students Standards of Academic Integrity

[http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student Affairs-Academic Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student%20Affairs-Academic%20Integrity.pdf)

Code of Student Conduct Discipline

[http://conduct.unt.deu/sites/default/files/pdf/code of student conduct.pdf](http://conduct.unt.deu/sites/default/files/pdf/code%20of%20student%20conduct.pdf)

Computer Use Policy

<http://policy.unt.edu/policy/3-10>

I agree:

Signature:

Printed name:
