A. Description of Course Content

Explores the history of managed care in health and social services, the underlying philosophy, and current trends and practice issues. Assesses the potential for conflict between social work values and managed care systems. Builds skills for administrative roles in managed care settings. Co-requisite: 5311 or 5312

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, while this course addresses competencies 1, 2, 3, 5, and 7, it mainly focuses on 5.

Advanced courses at the MSW level also incorporate advanced competencies that are specific to a student’s specialty area. This course addresses Competencies 1, 2, 3, 5, and 7 at the advanced specialty level, as
Competency 1: Demonstrate ethical and professional behavior for advanced social worker specializing in health

- Advanced social workers specializing in health strategically apply models for ethical decision-making, the NASW Code of Ethics, and relevant laws and regulations to critically recognize, analyze, and address ethical dilemmas in health care practices affecting individuals, organizations, and communities.

- Advanced social workers specializing in health exercise personal reflection and self-regulation to manage personal values, maintain professional demeanor in behavior and appearance, and oral, written, and electronic communication in direct and indirect connection to the delivery of services.

- Advanced social workers specializing in health recognize the role of other health professions when engaging in inter-professional teams from a systems perspective in health care service delivery.

Competency 2: Engage Diversity and Difference in Practice

- Advanced social workers specializing in health practice self-awareness and self-regulation to manage the influences of personal bias and values, including, but not limited to, age, class, color, culture, disability and ability, gender identity, religion, and immigration status, in working with diverse populations in connection with the delivery of health care services.

- Advanced social workers specializing in health recognize and respect different values related to health and health care beliefs.

- Advanced social workers specializing in health promote diversity and equity in health and health care service delivery, particularly amongst diverse populations, persons who are vulnerable, oppressed, or living in poverty.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- Advanced social workers specializing in health advocate for health care as a fundamental human right, and utilize health-related practices that promote health equity and reduce health disparities.

- Advanced social workers specializing in health understand how issues of social, economic, and environmental justice influence individuals’ rights to health and health care, and how their own perspectives and privilege may influence their delivery of services in health-related practice settings.

Competency 5: Engage in Policy Practice Curriculum

- Advanced social workers specializing in health understand that human rights and social justice, as well as social welfare and services, are mediated by policy implementation at the federal, state, and local levels.

- Advanced social workers specializing in health understand the history and current structures of health policies and services, the role of policy in health service delivery, the social work role in policy development and implementation within health care practice settings, at the micro, mezzo, and macro levels, and actively engage in policy practice to affect change within those settings.

- Advanced social workers specializing in health recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect health policy, and are knowledgeable about policy formulation, analysis, implementation, and evaluation.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Advanced social workers specializing in health understand theories of human behavior in the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies in health settings.
- Advanced social workers specializing in health uphold legal and ethical guidelines in the assessment of diverse clients and constituencies, and value inter-professional collaboration.
- Advanced social workers specializing in health use multidimensional bio-psycho-social-spiritual tools to conduct assessment of individuals, families, and groups in health practice settings, and utilize assessment data to inform appropriate intervention goals and strategies.

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Examinations

Continuing the course after distribution and review of the syllabus constitutes informed consent to participate in the course, per syllabus criteria. In addition to assignments listed below, each student is expected to read 100% of the assigned reading material and to come to each class (in person or online) prepared to discuss (e.g., ask and answer relevant questions) the reading material.

Students will be required to actively utilize the online program to access course assignments, required reading assignments, and to communicate with peers and the professor throughout the semester.

DESCRIPTION OF MAJOR ASSIGNMENTS

GROUP PROPOSAL-15 points

DUE DATE: 7/5

Addresses competencies: 1, 2, 3, 5, and 7

This short assignment is due early in the course and has three purposes: 1) to get students started on their final presentation early; 2) to give the instructor a chance to comment on, offer direction to, and approve the paper topics; and 3) to practice a skill needed and used by social workers who wish to speak at professional conferences (writing a proposal or abstract of a paper).

Proposals give an overview of the topic of the final paper, including specific policy to be analyzed. Students select a policy for analysis that has specific implications or roots in managed health care. The policy must have a federal, state, or judicial basis. Example policies include: The New Deal; The Affordable Care Act; The Mental Health Parity and Addiction Equity Act; Hawaii Prepaid Health Care Act; Massachusetts Health Care Reform Law; etc. Students should see the rubric for the final presentation to get an idea of what to include in the overview.
Proposals should include an abstract and an outline of what the presentation will cover. Groups will need to note who is responsible for each section of the presentation in the outline. It is encouraged that students also consider who will be responsible for APA, grammar/spelling, presentation style and recording the presentation in the outline. This is to get you started as a group on the project and is only to help the group as they move forward with the project.

Proposal Outline Guidelines:

**Background**: What policy would you like to write about? Be specific. What was the goal of the policy?

**Managed Care**: What area of managed care would you like to focus on for your presentation?

Additional information about managed care can be found in the textbooks and in additional materials posted online.

**Vulnerable Populations**: Which vulnerable populations have you identified that are impacted by this policy?

**Equitable Access**: Can you determine if the policy promotes or does not promote equitable access to services?

**Ethical/Legal Implications**: Identify either a legal or ethical implication you can address in your presentation.

**Recommendations**: What recommendations are you considering? What states, countries or other programs are you considering looking at for future recommendations?

The proposal must also include a preliminary list of at least 5 references (no Wikipedia or Merriam-Webster references count, references should be limited to peer reviewed research articles and not the textbooks).

See the rubric posted online for more information about this assignment.

There will be a discussion board for the course where people can post what topic that they are interested in presenting about. No more than 3 students per group. Groups will be confirmed by the end of Module 2.

GROUP PRESENTATION-30 points

**DUE DATE: 8/2**

*Addresses competencies: 1, 2, 3, 5, and 7*

Students will be working in groups to complete a 20-30 minute presentation over a chosen policy. Students will need to record the presentation and post it to the discussion board.

A minimum of 10 empirical references are required. You may use your textbooks as a reference, but they will not be included in your 10 references. Acceptable sources include social work or related fields’ journals, scholarly periodicals, statutes, legislative histories and committee hearings/reports. Citations and reference list must be in APA format, and may be noted on the slide or on reference slide at the end of the presentation.

Building on your paper proposal, analyze a policy that has specific implications for managed health care or roots in managed health care. The policy must have a federal, state, or judicial basis. Example policies include:

The New Deal; The Affordable Care Act; The Mental Health Parity and Addiction Equity Act; Hawaii Prepaid Health Care Act; Massachusetts Health Care Reform Law; etc.

Your **policy analysis presentation** must include the following elements:

**Background**-introduce the policy and reference the original source. Provide a background of the policy and problem the policy tries/tried to address.

**Managed Care**-How the policy implemented, altered, or affected managed care and the way services are provided.
**Vulnerable Populations**-How the policy affected *more than one* (if applicable) vulnerable populations in different ways, including people with mental illness, older adults, and people with different abilities.

**Equitable Access**-How does this policy promote (or not promote) equitable access to services by race, ethnicity, age, gender, or disability.

**Ethical/Legal Implications**-What are some of the ethical and legal implications of the policy? Give evidence of at least one ethical or legal dilemma that could occur, and how it could be resolved with examples of positive and negative aspects;

**Recommendations**-What are your recommendations for policy improvement (you can make recommendations based on other policies from different states or countries that are proven effective). Why are you making these recommendations and how would you advocate for these changes?

**Presentation Peer Questions and Responses-10 points total**

**Due 8/9**

Addressed competencies: 1 and 5

Individual students will need to post at least one question to three different presentations by Thursday at 11:59pm; this is worth 5 points.

Each group will then be responsible for responding to the questions by Sunday at 11:59pm. This is a group grade worth 5 points; failure to answer your peer’s questions as a group will result in a deduction of points. The discussion board that the groups upload their presentations to will be where the questions and answers will be posted.

**CASE EXAMPLE-MSW Students-10 points**

**DUE DATE: 8/9**

1-2 pages

Individual students will provide a vignette or case example of how the policy identified for the group presentation affects a specific individual or family who is ill, seeking (or not) health care. Discuss how the individual qualifies or is able to access or not access health care because of this policy. How does this policy impact this person’s ability to access health care/behavioral health care? Include a discussion of how the recommended policy changes could improve the outcomes for this individual/family. Be specific

The case example should be something written by the student not a case example from an article. See the rubric posted online for more information about this assignment.

**Addresses competencies: 1, 2, 3, 5, and 7**

**DISCUSSION BOARDS-30 total points**

We will have 3 types of discussion boards throughout this semester; a perspective discussion board, community resource discussion board and practice resource discussion board.

Initial posts are due on Thursday at 11:59pm and peer responses will be due on Sunday at 11:59pm.

Discussion Boards will open the week that they are due and will close on that Sunday at 11:59pm. An exception to this is the Community Resource DB, which will open the week prior to the due date to allow students to find an agency.

**Due to the interactive nature of this course discussion boards cannot be made up. Please note that**
if you fail to submit your discussion board on time the discussion board will be closed.

Active participation in the discussion boards is critical to ensure student learning. Students in this course are required to post an initial response to a prompt by Thursday and a response to a peer by Sunday. Each student will also need to monitor their post in case a peer asks an additional question. The assessment criteria for the course discussion boards includes evaluation of the quality and quantity of your participation in the discussion boards.

Posts, responses, and questions should be thoughtful and thorough. Students who post “I agree” or “I thought the same thing” will not get credit for the post. If you support those statements with examples, experience, or other references, then you will get credit for the discussion board.

Ensure your post has appropriate grammar and spelling; as well as APA if applicable. Your post and/or your question should address the topic for the discussion board.

You are encouraged to revisit the discussion board and respond to what your peers have posted to your response.

Online Discussion Netiquette:

Read existing postings and do not just repeat what has already been said by your peers.

Use appropriate language. Do not use inappropriate and/or offensive language.

Be careful with humor and sarcasm.

Do not use ALL CAPS in an online environment.

Be respectful of your peers. Treat everyone equally as if you were communicating face to face.

**Perspective Discussion Board-5 points**

**Due Module 1**

We will start the semester reflecting on our perceptions of the U.S. Health Care system. Students will need to respond to the prompt for the discussion board by Thursday at 11:59pm and then respond to one peer by Sunday at 11:59pm.

**Community Resource Discussion Boards-2 at 5 points each-10 points total**

**Due Module 5 & 7**

Students will need to post to the discussion board which community agency that they are researching. There will be no duplicate agencies for this discussion board. *If you complete your discussion board over an agency that was already chosen by a peer you will not receive credit.*

For Module 5 we will be looking at Mental Health Resources for individuals/families who are uninsured or underinsured and for Module 7 we will be looking at Health Resources.

Students will need to respond to the prompt for the discussion board by Thursday at 11:59pm and then respond to one peer by Sunday at 11:59pm.

*This discussion board will open the week prior to the due date to allow students to find their agencies.*

**Practice Resource Discussion Board-4 at 5 points each-20 points total**

**Due Module 2, 3, 4, & 6**
Students will create a sheet to help them in practice over the following topics: Medicare, Medicaid, ACA, and Long-Term Care/Disabilities.

*Please note you will not be able to see your peer’s responses to the discussion boards for the reference sheets until you have posted your own reference sheet.

Students will need to respond to the prompt for the discussion board by Thursday at 11:59pm and then respond to one peer by Sunday at 11:59pm.

Additional information for the discussion boards and rubrics will be posted online.

Addresses competencies: 1, 2, 3, 5, and 7

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspective Discussion Board (DB)</td>
<td>5</td>
<td>6/14</td>
</tr>
<tr>
<td>Community Resource DB-2 at 5 points each</td>
<td>10</td>
<td>7/12 &amp; 7/26</td>
</tr>
<tr>
<td>Practice Resource DB-4 at 5 points each</td>
<td>20</td>
<td>6/21; 6/28; 7/5; 7/19</td>
</tr>
<tr>
<td>Group Proposal Outline</td>
<td>15</td>
<td>7/5</td>
</tr>
<tr>
<td>Group Presentation-Video</td>
<td>30</td>
<td>8/2</td>
</tr>
<tr>
<td>Presentation Peer Questions</td>
<td>5</td>
<td>8/9</td>
</tr>
<tr>
<td>Answer Presentation Questions-Group Grade</td>
<td>5</td>
<td>8/9</td>
</tr>
<tr>
<td>Case Example-MSW Students</td>
<td>10</td>
<td>8/9</td>
</tr>
<tr>
<td>Total Points</td>
<td>100</td>
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</tbody>
</table>

**PAPERS - GENERAL INFORMATION AND EXPECTATIONS**

All papers/presentations must follow APA guidelines. At a minimum this means:

Points will be deducted if you do not follow these. See the following website for additional help with APA format: http://owl.english.purdue.edu/owl/resource/560/01/

Written work must be clear, concise, and grammatically correct. Deficiencies in areas such as spelling, punctuation, sentence structure, and incoherent organization will result in lower grades. As stated, plagiarism (using someone else’s words, thoughts, or ideas and claiming them as your own – e., using direct sentences written by others) will result in a failing grade for the course.

Please use formal and professional language when completing papers and assignments for this course (i.e., Discussion Boards, Biopsychosocial Assessment). This includes refraining from the use of contractions (e.g., can’t, don’t, won’t,).

**Unless otherwise indicated by the instructor, all designated assignments must be submitted through the online learning management system.**

Assignments will not be accepted via email. Hard Copies are not to be turned in unless specified otherwise.

Participation in the course includes active engagement in the online setting and completion of module specific activities over the course of the semester.
Extra Credit: As the instructor for the course, I reserve the right to provide extra credit. Please do not assume that extra credit will be offered. If an extra credit opportunity is offered, it will have a specific due date, which will be strictly adhered to. At the end of the semester, please do not ask for additional time to complete extra credit opportunities.

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section.

As the instructor of this section, it is expected that you attend/engage in each class as scheduled.

Missed classes/online activities will adversely affect your grade.

Additional requirements for the course:

A respectful and inclusive online environment is expected. Any disruption of the course learning environment will result in the identified student(s) being required to meet with the professor.

Meaningful class participation is one of the requirements of the university. For this online course, participation includes regularly accessing the course, thoughtful and thorough contributions to the discussions and questions, class activities engagement and constructive interaction with peers and the instructor.

Online activities may not be made up as the purpose of the activity is to focus on student engagement in the online classroom with peers and/or the professor.

G. Grading

*Note: Assignments and exams are not accepted past due dates unless arrangements are made with the instructor PRIOR to the due date. Late assignments may be accepted under extreme circumstances and at the discretion of the instructor and will result in a deduction of 5 points per day that the assignment is late (2 days late=loss of 10 points).

All assignments due by 11:59p on the day of the due date. All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

Expect the instructor to grade assignments within two weeks of the due date. Please do not ask when grades will be assigned before the two-week period. If a student has a question regarding his/her grade check the gradebook on Canvas. Federal law and FERPA ensure a student’s right to privacy and limits the instructor’s ability to discuss grades over the internet or via phone. Do not email about your grades from an email account other than Mav Mail. If you would like to discuss your grade, an appointment will need to be made with the professor.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.
Suggestions for earning a good grade:

The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:

First-Read and view the assignments and the syllabus

Second-Ask your question regarding the course materials through an e-mail to the professor or the “Course Q and A” Discussion Board. Please keep in mind that asking a question regarding the course materials before you turn in your assignment is much better than asking your question about your grade.

The instructor reserves the right to give a grade of “F” for the course as whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct. Please see “Plagiarism Information” online for additional resources.

<table>
<thead>
<tr>
<th>FINAL POINTS</th>
<th>FINAL LETTER GRADE</th>
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<tbody>
<tr>
<td>100-90</td>
<td>A</td>
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<tr>
<td>89.9-80</td>
<td>B</td>
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<tr>
<td>79.9-70</td>
<td>C</td>
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<tr>
<td>69.9-60</td>
<td>D</td>
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<tr>
<td>59.9 or below</td>
<td>F</td>
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</table>

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

H. Make-Up Exams

There are no exams for the course.

Please note:

Assignments and exams are not accepted past due dates unless arrangements are made with the instructor PRIOR to the due date. Late assignments may be accepted under extreme circumstances and at the discretion of the instructor and will result in a deduction of 5 points per day that the assignment is late (2 days late=loss of 10 points).

Discussion Board posts are not accepted late and cannot be made up.

I. Course Schedule

*All assignments are due by 11:59pm (CST)

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignments and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6/8-6/14</td>
<td>Introductory Concepts in Managed Care</td>
<td>Kongstvedt Ch. 1&lt;br&gt;Barr, Ch. 2 &amp; 5</td>
<td>Perspective DB</td>
</tr>
<tr>
<td>2</td>
<td>6/15-6/21</td>
<td>Historical Perspective: Managed Care &amp; Medicare</td>
<td>Barr Ch. 6&lt;br&gt;Kongstvedt Ch. 7 pp. 205-223&lt;br&gt;Online Readings</td>
<td>Practice Resource DB-Medicare</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Resource (Chapters)</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6/22-6/28</td>
<td>Historical Perspective: Managed Care &amp; Medicaid and the State Children’s Health Insurance Program (S-CHIP)</td>
<td>Barr Ch. 7</td>
<td>Practice Resource DB-Medicaid</td>
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<tr>
<td>4</td>
<td>6/29-7/5</td>
<td>Current Perspective: Managed Care Issues in the Patient Protection &amp; Affordable Care Act</td>
<td>Barr, Ch. 1</td>
<td>Practice Resource DB-ACA Group Proposal</td>
</tr>
<tr>
<td>5</td>
<td>7/6-7/12</td>
<td>Current Perspective: Managed Care Issues in Mental Health and Substance Abuse</td>
<td>Online Readings</td>
<td>Community Resource DB-Mental Health</td>
</tr>
<tr>
<td>6</td>
<td>7/13-7/19</td>
<td>Current Perspective: Managed Care Issues for Long-Term Care, Elderly Adults, and Individuals with disabilities</td>
<td>Barr, Ch. 11</td>
<td>Practice Resource DB-Long Term Care/Disability resources</td>
</tr>
<tr>
<td>7</td>
<td>7/20-7/26</td>
<td>Current Perspective: The Uninsured, Barriers to Health Care, &amp; Future Directions of Managed Care Reform</td>
<td>Barr, Ch. 8, 12 and 13</td>
<td>Community Resource DB-Uninsured</td>
</tr>
<tr>
<td>8</td>
<td>7/27-8/2</td>
<td>Current Perspective: Ethics and Cultural Values in Health Care Policy and Managed Care</td>
<td>Barr, Ch. 3, 9 &amp; 10</td>
<td>Group Presentation Due</td>
</tr>
<tr>
<td>9</td>
<td>8/3-8/9</td>
<td>Application: Coverage and Types of Health Care Plans Application: Providers and Organization of Managed Care</td>
<td>Kongstvedt, Ch. 2, 3 &amp; 4</td>
<td>Presentation Questions and Responses Case Example</td>
</tr>
<tr>
<td>10</td>
<td>8/10-8/13</td>
<td>Application: Accreditation, Quality Management, and Laws and Regulations Related to Managed Care</td>
<td>Kongstvedt, Ch. 5, 6 &amp; 8</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>8/17 &amp; 8/18</td>
<td>No Final</td>
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</tbody>
</table>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

Other readings may be posted online. The instructor will notify the class if any reading assignments change or are added online.
As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

J. Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievances


L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817) 272-5352 below are some commonly used resources needed by students in online or technology supported courses:

http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:

Library Home Page...................... http://www.uta.edu/library
Subject Guides......................... http://libguides.uta.edu
Subject Librarians...................... http://library.uta.edu/subject-librarians
Course Reserves....................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ...................... http://library.uta.edu/how-to
Connecting from Off-Campus....... http://libguides.uta.edu/offcampus
Ask a Librarian......................... http://ask.uta.edu
N. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aaofao/).

O. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

P. Non-Discrimination Policy

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit** [uta.edu/eos](http://uta.edu/eos).

Q. Title IX Policy

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

R. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*
I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

S. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

U. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

V. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.