HLSV 5880 Ethical Issues in Aging Society
Spring, 2018

Course Information | Tech Requirements | Access & Navigation | Requirements | Communications |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Academic Calendar</td>
<td>Course Evaluation</td>
<td>Scholarly Expectations</td>
<td>Resources</td>
</tr>
<tr>
<td>Course Policies</td>
<td>UNT Policies</td>
<td>Bibliography</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COURSE INFORMATION
- HLSV 5880: Ethical Issues in Aging Society – Spring, 2018
- HLSV 5880, Section 810/820, 3 credit hours
- 100% online course. No scheduled meeting times are required.

Professor / Instructor Contact Information
- K. Whisnant Turner PhD, Associate Professor
- Chilton Hall, Room 218M
- Phone: 940-565-4737 Cell: 940-390-1610
- Office hours: Tuesday/Wednesday 2:00pm to 4:30pm or by appointment; Online by appointment
- Keith.Turner@UNT.edu

Meet the Professor

Welcome to HLSV 5880 Ethical Issues in Aging Society! I wanted to share a little information about my background. I earned my Interdisciplinary PhD in Geriatrics, Health Services Administration and Urban Planning at the University of Cincinnati Ohio. My life course has led me as an administrator, practitioner, and academic to engage in a variety of projects involving issues, problems and concerns facing a variety of populations in the US. As a national United Way Agency Board Trainer in the 1970s and 80s, I collaboratively created a set of board leadership training materials for local affiliates and trained over 150 non-profit agency boards of directors. I have served on and chaired boards of trustees and consulted for community-based non-profit and quasi-governmental agencies addressing the special needs of disability, hunger, orphans, homeless, migrants, senior citizens, populations with special health and mental health care needs, and populations in need of a medical
home. My research and leadership agendas include working as Principle Investigator and Administrator in the areas of social justice and inequality, state and community collaborations that dealt with planning for community health, mental health and human services, infrastructure, capacity building, citizen engagement, integration and access to aging and disability services, childhood immunizations, community oriented housing and urban development. I am a certified family and organizational mediator and have mediated numerous cases involving a variety of legal and ethical issues. I am a designer of dispute resolution systems. But the main thing is that I deeply enjoy integrating all this experience into my academic instruction. This course will provide a broad overview of contemporary issues in healthcare law and ethics, including the impact of the legal system and government regulations on the delivery of healthcare, and will highlight some of the more challenging ethical dilemmas that healthcare providers must face in today’s environment.

Course Pre-requisites, Co-requisites, and/or Other Restrictions
No required pre- requisites or restrictions

Materials – Text, Readings, Supplementary Readings
One textbook is required for this course.


Course Description
This course provides an overview of the contemporary legal and ethical issues facing health care organizations today. We examine the legal foundations of decision making in the healthcare arena, and explore the ethical management of complex dilemmas in the delivery of patient care. Primary issues that we will explore include the differences between state and federal legal systems; healthcare providers as legal entities; government regulations that impact public health, the quality of care, cost containment and the privacy of personal health information; the laws associated with government payment programs like Medicare and Medicaid and the determination of fraud and abuse; and legal issues associated with emergency treatment, the right to refuse care, and physician assisted suicide.

This course is comprised of four modules, with 15 associated online discussion topics. In addition, there will be two tests covering information presented in the first and second modules (Assessment 1), and
then the third and fourth modules (Assessment 2), and an applied final paper on a topic selected from a list of topics provided by the instructor. In the final paper, the student will have the opportunity to more closely examine a topic area of interest that has been covered during the course, and to demonstrate the ability to synthesize and present information from the literature about the topic in a research paper.

Resource lists of helpful websites related to healthcare administration have been provided in Resource Files in the course menu for future reference and for additional assistance in preparing your final paper.

Goals / Rationale of the course:

- This course is designed to prepare students to explain the relationship between healthcare law and the ongoing changes in the healthcare system in the United States
- Students will understand and explain the impact that the Patient Protection and Affordable Care Act of 2010 and how it provoked changes in existing healthcare law
- Students will understand and explain the legal issues associated with health care cost containment
- Students will be able to describe the process by which new laws are developed to address new types of problems in the changing healthcare system and will be able to articulate an example of such a new law.
- Students will explain the current governmental and legal influences on the U.S. Medicare and Medicaid systems
- Students will be able to articulate new initiatives for reform of medical malpractice law
- Students will learn to identify situations that raise potential legal issues.
- Students will learn to articulate how legal rules have changed over time and how they continue to change to promote the fundamental goals of evolving public policy

Learning Objectives

- The learner will be an active and engaged participant in discussion forums within his/her learning community by analyzing, constructing, creating, and evaluating information presented within the textbook, external readings/resources, student research, and class activities.
- The learner will be able to analyze the current evolution in the legal environment of healthcare and apply this knowledge to prepare the final course paper.
- The learner will examine and appraise the provisions of HIPAA, and will examine issues associated with the protection of personal health information.
- The learner will demonstrate the ability to analyze and synthesize information drawn from eight external resources from the literature, or from the lists provided, and to integrate information about a selected topic in writing the final paper

Teaching Philosophy

This course will introduce you to a full range of legal and ethical issues associated with managing a health care organization. In the changing health care business environment, it is essential to have a good understanding of the legal, financial, and regulatory issues that impact effective management. The textbook for this course, Contemporary Issues in Healthcare Law and Ethics, Fourth Edition by Dean
M. Harris, is designed to introduce you to the key issues associated with maintaining a legally compliant and ethical health care organization. You will engage in dynamic discussions each week that will keep the readings relevant and interesting.

I believe that students perform best when they feel valued in the learning environment and when they believe that they are capable contributors. You will find that each of your classmates will bring experiences to our discussion that will expand your views and challenge your ideas about leadership and management. Engage in getting to know your fellow classmates and in discovering the expertise that each of you bring to this class. Many of you will take other courses together, and this experience will help you to create a bond with other students that could last beyond your time in this course.

Networking is an important part of our profession, and this class will give you an opportunity to network with future leaders in health care. You have much to learn from each other, and this class will help you to do that. I will be actively engaged in our discussions each week, and will be available to help you at all times to be successful in this course. My goals are to help every student to develop confidence in his or her abilities, to improve your written communication skills, and for you to feel that the material that I am presenting is relevant and useful.

I will provide clear and specific goals, expectations, and deadlines in the course syllabus, the course calendar, and in rubrics for discussion board participation and for the final paper. I will also provide specific and useful feedback to each student at the conclusion of each weekly discussions, and at several stages during the preparation of the final paper to help you to get the most from each assignment and from our interaction. Written examinations will be given in week 5 (Assessment 1), which covers material presented in Modules 1 and 2, and in the final week of the course (Assessment 2), which will cover material presented in Modules 3 and 4. These assessments will ensure that you have acquired a basic understanding of key content areas, and will prepare you to choose a final paper topic and successfully complete the final paper. Our weekly discussions and the final paper will encourage you to think critically, and will help you to apply what you are learning.

Each week I will introduce the week’s discussion with by sharing an introductory lesson that will present relevant information related to our topic of the week. The introductory lessons appear under the Modules/Lessons area of the course menu. Open the Lesson folder associated with the topics of the week, and read the Lesson prior to responding to the discussion questions for the week. My goal is to bring a real-world perspective to the material presented in each chapter.

TECHNICAL REQUIREMENTS / ASSISTANCE

The following information has been provided to assist you in preparation for the technological aspect of the course.

UIT Help Desk: http://www.unt.edu/helpdesk/index.htm
Hardware and software necessary to use Blackboard Learn: http://www.unt.edu/helpdesk/bblearn/
Browser requirements: You need a browser that interfaces well with Blackboard Learn, such as
Microsoft Internet Explorer or Mozilla Firefox.  

Word Processor  
Creating and submitting files in Microsoft Office, the standard software for this course

**Minimum Technical Skills Needed:**  
- Using the learning management system  
- Using email with attachments  
- Copying and pasting  
- Downloading and installing software  
- Using spreadsheet programs

**STUDENT TECHNICAL SUPPORT**

The University of North Texas [UIT Student Helpdesk](http://kb.blackboard.com/pages/viewpage.action?pageId=84639794) provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:  
Email: helpdesk@unt.edu  
Phone: 940.565-2324  
In Person: Sage Hall, Room 130  
Our hours are:  
- Monday-Thursday 8am-midnight  
- Friday 8am-8pm  
- Saturday 9am-5p  
- Sunday 8am-midnight

**ACCESS & NAVIGATION**

**Access and Log in Information**

This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Blackboard Learn. To get started with the course, please go to:  
https://learn.unt.edu

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: http://ams.unt.edu.

To view Blackboard’s privacy policy, go to: [http://www.blackboard.com/Footer/Privacy-Policy.aspx](http://www.blackboard.com/Footer/Privacy-Policy.aspx)

**Student Resources**

As a student, you will have access to these resources:  

- Take the [Blackboard Learn Student Orientation](http://kb.blackboard.com/pages/viewpage.action?pageId=84639794). It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
Blackboard’s On Demand Learning Center for Students. It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.

Helpful Tip: Blackboard has a new mobile app called Bb Student replacing BB Mobile for student use. Bb Student was designed with you in mind and with the intention of providing a more user friendly and modern experience to help you achieve your educational goals. Your phone needs one of these operating systems installed: iOS8+, Android 4.0+, or Windows 8.1+. Some of the key features include:

Activity Stream: The majority of the time you spend in Bb Student will be spent on the activity stream, the home screen. It represents a “smart view” of prioritized events and actions, and pushes content to you.

Course Outline: This provides you with a familiar way of exploring content, quickly accessing information, and identifying the main materials you need to focus on. Content presentation is simple, clean, straightforward and fun.

Test & Quizzes: You are able to view, complete, and submit assignments and tests, right in the app.

Grades: Gives you real-time access to your grades in a comprehensive and friendly format which enables you to quickly identify your academic results and progress in a given class or assignment.

Follow these steps to download and install the Bb Student app.

From your device, access the appropriate online store.

iTunes StoreSM on your iPhone®, iPod touch®
Google Play™ on your Android® device
Windows Store on your Windows® device

Search for Bb Student.

Install the app on your mobile device.

Open Bb Student and search for the University of North Texas.

Log in with your Blackboard Learn EUID and password.

Contact @BbMobileSupport on Twitter for assistance if you need help.

Student Academic Support Services

Links to all of these services can be found on the Academic Support tab within Blackboard Learn.

- Academic Resource Center: buy textbooks and supplies, access academic catalogs and programs, register for classes, and more.
Center for Student Rights and Responsibilities: provides Code of Student Conduct along with other useful links.
Office of Disability Accommodation: ODA exist to prevent discrimination on the basis of disability and to help students reach a higher level of independence.
Counseling and Testing Services: CTS provides counseling services to the UNT community as well as testing services; such as admissions testing, computer-based testing, career testing and other tests.
UNT Libraries: online library services
Online Tutoring: chat in real time, mark up your paper using drawing tools and edit the text of your paper with the tutor’s help.
The Learning Center Support Programs: various program links provided to enhance the student experience.
Supplemental Instruction: program for every student, not just for students that are struggling.
UNT Writing Lab: offers free writing tutoring to all UNT students, undergraduate and graduate.
Math Tutor Lab: located in GAB, room 440.
Succeed at UNT: how to be a successful student information.

Being a Successful Online Student

- What Makes a Successful Online Student?
- Self Evaluation for Potential Online Students

How the Course is Organized:

This course is offered in 8 weeks but covers a full semester’s worth of material, so be aware that it will move quickly and it will be imperative to stay on top of the work of the course and be certain to submit all assignments on time. This is very doable if you commit to keeping up with course assignments from the first week. The course is organized into four specific modules: The Role of Law in the US Healthcare System, Managing and Regulating the Healthcare System, Patient Care Issues, and Legal and Ethical Issues in Cost Containment, Health Insurance and Health Reform. In Week 1, we will begin the first module, The Role of Law in the US Healthcare System. This module focuses on the American legal system and how the law is used to promote our policy goals and ethical principles. This unit has 3 chapters. Next, we will move on to the second module, Managing and Regulating the Healthcare System, which has 6 chapters. This module will focus on the legal structure and governance of healthcare organizations, and will be followed in Week 5 by Assessment 1, which will cover material from Modules 1 and 2. Then, we will move to module 3, Patient Care Issues, a four-chapter unit that will discuss liability and the legal and ethical obligations to provide care. Finally, we will move to Module 4, Legal and Ethical Issues in Cost Containment, Health Insurance, and Health Reform for the final two chapters. Assessment 2 will cover Modules 3 and 4 and will take place in the final week of the course. The final paper will also be submitted during the final week of the course.

We will explore the following list of topics throughout the semester, and I encourage you to begin the semester by reading this syllabus and the course calendar fully and by marking all of the assignments and due dates in your agenda before we begin. This class is time consuming, and you will need to plan
to spend a minimum of 4-6 hours per week on your assignments. Work of high quality is expected to be submitted on time as stated in the course calendar

Course Modules and Weekly Topics:

Module I The Role of Law in the U.S. Healthcare System
• Chapter 1 Using the Law to Promote Our Policy Goals and Ethical Principles
• Chapter 2 The American Legal System
• Chapter 3 How to Conduct Legal Research

Module 2 Managing and Regulating the Healthcare System
• Chapter 4 The Legal Structure and Governance of Healthcare Organizations
• Chapter 5 Government Regulation of Public Health and Healthcare Services
• Chapter 6 Protecting the Privacy of Medical Information
• Chapter 7 Medical Staff Membership and Clinical Privileges
• Chapter 8 The Law of Government Payment Programs: Medicare, Medicaid, and Fraud and Abuse
• Chapter 9 Antitrust Law in the Healthcare Field

Module 3 Patient Care Issues
• Chapter 10 The Law of Tort Liability
• Chapter 11 Legal and Ethical Obligations to Provide Care
• Chapter 12 Legal and Ethical Issues in Termination or Refusal of Care and Physician Assisted Suicide
• Chapter 13 Reproductive Health

Module 4 Legal and Ethical Issues in Cost Containment, Health Insurance and Health Reform
• Chapter 14 Legal Issues in Healthcare Cost Containment
• Chapter 15 Legal Issues in Health Insurance and Health Reform
• Final Paper Submission

Helpful Tip: One of the really helpful tools in Blackboard makes it possible for you to forward posts from each discussion forum to your student email. If you have a smart phone, that means that you can read and respond to an interesting post from a classmate or me right from your smartphone email, which can be very convenient if you have a few minutes during the day.

To set this up, go into each discussion topic one at a time. and do this in each one. At the top of the discussion threads there is a tab that says "thread actions". Click to access the drop down menu and choose "subscribe". This will forward all of the posts to your my.unt.edu student email, which can be very convenient. If you discover that you don't find this helpful, you can always unsubscribe by clicking "unsubscribe" on the banner above the discussion forum. You will have to subscribe to each discussion topic individually but I have found it to be very useful!

IMPORTANT NOTE about Blackboard Downtime: Bb Learn is unavailable every Saturday night from 11:00pm until 2:00am CDT Sunday morning for system maintenance. Please remember this when planning your work in the course for the week.

What Should Students Do First?
Start Here
When you first access the course, click on Start Here in the course menu and complete the Blackboard Orientation. Please read the course syllabus completely and review the course calendar and UNT Academic Calendar, all of which are also located in Start Here. Complete the Zip Code Survey found in Start Here during the first week of the course. Finally, post your Personal Introduction, due week 1, in Start Here, following the guidelines for the personal introduction provided in that folder. Begin the first week’s reading assignment and note that your personal introduction and your initial posts for the first discussion forum are both due in the first week of the course on the date specified in the Course Calendar.

How Students Should Proceed Each Week for Class Activities
Rely on the Course Calendar for information about each week’s assignment and all assignment due dates to ensure that all assignments are submitted on time. There are substantial penalties for submitting work late, so record due dates in your agenda and monitor them frequently. Rubrics that explain what is expected and how assignments will be graded have been provided for Discussion Board Participation and for the Final Project Paper and can be found in Rubrics in the course menu. Please contact the instructor using the Breakroom found in the Discussion folder if you have a question that you think might be shared by other students. The instructor will respond publicly in Breakroom and all students will be able to benefit from the information shared by the instructor. If you have a private question or concern that you would like to discuss, please email the instructor by clicking Email in the course menu, or schedule an appointment to meet with the instructor during office hours.

COURSE REQUIREMENTS

1. The student will be responsible for checking the Announcements in Blackboard and for checking course email daily.

2. The student will access and follow all course instructions found in the weekly discussion modules of the Blackboard course and in the syllabus.

3. The student will complete all weekly readings in the time frame specified on the course calendar in order to participate effectively in weekly discussions.

4. The student will complete the assigned ‘online’ exams accessing the Assessment folder in the Blackboard course, and clicking on Assessment 1 or Assessment 2.

5. The student will respond to posted online course discussion questions each week using the Blackboard discussion tool, and will follow the guidelines provided in the Discussion Board Rubric. The Discussion Board Rubric is found by clicking on Rubrics in the course menu. Submit your initial posts to the discussion forum each week by the deadline provided on the Course Calendar, and continue to post throughout the week to maximize points earned each week. Students are encouraged to enhance the conversation by providing complementary resource materials and properly referenced supplementary items.
5. The student will complete a final paper in accordance with the instructions given in this syllabus and in the Final Paper Rubric, which is provided in Rubrics in the course menu. Students will submit the Final Paper by the deadline provided in the Final Paper Rubric and on the Course Calendar.

COMMUNICATIONS

Interaction with Instructor: I’m looking forward to getting to know all of you and to working with you. Contact me any time via the course email in Blackboard, or via my UNT email address (Gayle.Prybutok@unt.edu). I will check messages daily and will make every effort to respond as quickly as possible. If you would like to meet personally, my office is located in Chilton Hall, Room 302B and we can arrange to meet there during my regularly scheduled office hours or by appointment. My office hours are Thursdays, noon to 2pm. Please let me know if advance if you intend to see me at my office on a particular day.

My goal is for you to enjoy this course, to learn how to engage in meaningful and useful online course discussions, to gain a greater understanding of the issues associated with the management of health information technologies, and to help you in any way that I can to be successful.

Announcements

Important course announcements and important information from the instructor will be posted in the "Announcements“ area on Blackboard each week, and students are expected to check this area daily for updates.

Additional Resources holds a number of important materials:

Useful Websites List, Healthcare Law and Ethics Resource List, and Resource List for Healthcare Information Management Professionals Three lists of helpful websites for healthcare management, healthcare law and ethics and healthcare information management can be found in the Useful Websites List folder in Additional Resources. These lists provide a wide variety of resources to assist you in preparing your Final Paper

Chapter Powerpoints Powerpoint presentations provided by the publisher of our text for each chapter are available for your convenience, note taking, and ready reference in the folder marked Chapter PowerPoints in Additional Resources.

Discussions

The Blackboard Discussions area is a public domain that will be seen by all students.

Breakroom If you have a question that you think might be shared by others in the class, please post it to Breakroom, the first segment in the Discussion Board area. I will respond to the post and my answer will be available for everyone in the class to see.
During the first week of the course, in order for you to get to know your classmates, your Personal Introduction will be posted in the first folder in Discussions, labeled Personal Introduction. Submit your personal introduction by the due date provided on the Course Calendar.

Weekly Discussion Forums will be posted in Discussions and will be in sequential folders labeled Week 1 Discussion, Week 2 Discussion, etc. To respond to the discussion topic at hand, create a thread, enter your response and click Submit.

**Email**

Your course e-mail can be accessed from Email in the course menu. If you have questions or concerns that you do not want made public, please direct them to the course instructor in Blackboard e-mail. Emails sent to the instructor will be read as soon as possible and every effort will be made to answer your e-mails within 2 business days. Students are expected to check course email daily for messages from other students or the instructor.

**Rubrics**

The Discussion Board Rubric and the Final Paper Rubric can be found by clicking on Rubrics in the course menu.

**Assessments**

The first course exam, **Assessment 1**, will be offered in week 5, and the second course exam, Assessment 2 will be offered in the last week of the course. To access them, click on **Assessments** in the course menu. Click on Assessment 1 for the first exam and Assessment 2 for the second exam.

**Final Paper Topic Sign Ups**

The list of available final paper topics will be posted in a folder in the Rubrics section of the course menu entitled **List of Final Paper Topics**. I recommend that students review all of the available topics and choose a final paper topic that represents an area of special personal interest covered in the course. This should be a topic that you will enjoy finding out more about.

After reviewing the list of possible topics, each student will select the topic that he or she is most interested in, and will submit their topic in the area of **Assignments** in the course menu marked **Final Paper Topic Sign Ups**. Your final paper topic selections will be approved by the instructor prior to moving on to the next stage, so take your time and choose your topic carefully. Your selection cannot be changed once it has been approved, and students may select a final paper topic as soon as they are able to make a choice that they are comfortable with. It should not be difficult to select a question that you will enjoy working on. The **final paper topic sign up deadline** is **Sunday, April 1 by 11:59pm**. At that time, all selections must be made, and the selection period will expire.

I will approve project sign ups by posting feedback in the grade center, and final project paper question selections will be final.
Assignments

You will submit the **Final Paper** in four stages: **Final Paper Topic Selection, Final Paper Outline, Final Paper Draft, and Final Paper Submission**.

All stages of the Final Paper will be submitted via the Assignments tab in the course menu. Due dates for all stages of the Final Paper are posted on the Course Calendar, and you will receive feedback after you submit the Final Paper Outline, and the Final Paper Draft so that your final submission will be a refined product. Follow the guidelines for submission of each stage of the final paper that are provided on the **Final Paper Rubric**, which appears in Rubrics. Submit each stage of the paper to the appropriate tab in Assignments on Blackboard. When you submit your assignments, **DO NOT** ask for confirmation. **KEEP COPIES OF EVERYTHING YOU SUBMIT**

Policy on Late Assignments

All work for this course is due no later than 11:59 pm on the designated due date. **Any assignment submitted after that time will receive a highest possible score of 50%**. Additional points may be deducted when the assignment is graded based on the quality of the work submitted. **Work submitted more than 48 hours after the due date will not be accepted, and the student will receive a zero for that assignment**. Please don’t lose valuable points this semester by turning in work late. **Late work is subject to penalty described above unless previously approved by the instructor**

Tracking

Blackboard enables the instructor to track information on the number of times each student has posted, the number of times the student has accessed the course materials, and the time of the student’s last posting.

Downloading

Copies of discussion board materials, the course syllabus, course calendar, discussion board rubric and final project paper rubric may be downloaded and printed for easy reference.

**ASSESSMENTS & GRADING**

This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc. The total points available for the course for the combined discussion forums, assessments and final project paper is 1450 points.
I. Discussion Board Participation and Associated Activities (28%)- Your personal introduction plus 15 discussion forums @ 25 points each = 400 points

Purpose: To provide the student with a general introduction to major issues associated with healthcare law and ethics, and to teach participants how to contribute meaningfully to a discussion in an online environment. Before your first interaction on the discussion board, please review the Rubric for Discussion Board Participation posted in Rubrics

Description: The discussion board assignments and activities are organized around the fifteen major topics covered in the course. Textbook readings are linked to each discussion board topic, and I will introduce each chapter’s discussion with a lesson that presents an experience or perspective drawn from the literature that relates to the topic of the week.

Instructions: The course week will typically begin on Sundays at 5pm, and initial postings to the weekly discussion board assignments (your own response to the discussion topic and responses to two of your classmates’ responses) are due by the date specified on the Course Calendar, no later than 11:59pm. These posts will lay the foundation for the beginning of our conversation, but students are expected to continue to post throughout the week on the discussions at hand, and to introduce supplementary materials to expand the conversation or to illustrate your point. Begin reading weekly materials early, so that you will be prepared to participate each week in the weekly discussions. As noted above, refer to the rubric for the grading of the discussion board. Participation is required throughout the week, not simply on a single day.

Each discussion forum is worth 25 points. Students that fail to respond to a weekly discussion forum will receive a 0 for the week. Poor responses like “I agree” or “Well said!” are not substantive responses and will not be counted as a quality response. Quality interaction with your instructor and with your peers is essential in this class. In order to earn credit for the discussion associated with each topic, you are, at a minimum, required to respond to the discussion thread yourself and to post quality responses to at least two of your classmates by the date specified on the Course Calendar by the 11:59 pm deadline. Achievement of this standard will earn 15 points. To earn the maximum credit available each week (25 points), you will need to improve or expand the week’s discussion by illustrating your points with personal examples, video links from YouTube, academic journal or professional magazine articles or Web based articles that you identify through your own research, or newspaper articles that are relevant, etc.

IMPORTANT: If you add such materials, please do so by posting the web link to access the material you would like to share. This ensures that closed captioning and other assistive tools will be available for students that must rely on them to access the material. The more you invest in making your responses relevant and engaging for your classmates, the more everyone will enjoy and benefit from the discussions. I will be participating in the discussion forum each week and will demonstrate the level of participation that I am expecting from each of you.

How to submit your response to the Discussion Board:
• Submit your response to the discussion topic in the Blackboard discussions labeled by the appropriate topic by creating a thread.

• After you have responded to the discussion question each week, respond to the postings of two of your classmates by the date provided on the Course Calendar at 11:59pm.

• Throughout the remaining portion of the week, feel free to take the discussion in any direction that you choose as long as it is related to the weekly topic at hand and is supported with material that you contribute from your own experience or other sources. This will keep our discussion dynamic and interesting.

Be aware of the policy for late work provided in the syllabus. Mark all due dates on your calendar to be sure that course assignments are turned in on time.

Assessments (48%) - 350 points each or 700 points
There will be two online exams, the first given during week 5 called Assessment 1, and the second given during the final week of the course, and both will be posted in the Assessment folder on the course menu. Assessment 1 will cover Chapters 1-9, and Assessment 2 will cover material presented in Chapters 10-15. You are expected to complete the exam by yourself, and you will be given 180 minutes to complete each exam online. The exam will be open book/open notes and is designed to ensure mastery of major course concepts prior to beginning the final paper. You are expected to know the information and to be able to respond to most questions without taking the time to look in the text for an answer. Assessment 1 will open and be available between 9am on Thursday, April 19, 2018 and will close on Thursday, April 19, 2018, at 11:59 pm which will allow you to choose a convenient time to complete the assessment. Assessment 2 will open and be available between 9am on Thursday, May 10, 2018, and will close on Thursday, May 10, 2018, at 11:59 pm. Both assessments are timed and can be attempted once within the scheduled time window, and must be completed in one sitting. Please read the on-screen instructions carefully before you click “Begin Assessment”. Should a student lose Internet connection during an exam, please make an immediate attempt to get back in to the exam because the exam clock will continue during this process. Contact the Student helpdesk immediately and document the remedy ticket number before contacting the instructor. Then, email the instructor immediately via the course email system. Accommodation will be made to extend the time permitted for the student to complete the assessment. After the assessment is graded and released, you may go back to the Assessments page and click “View All Submissions” to review your exam results.

Students are expected to take the exam as scheduled on the Course Calendar. Students that identify a conflict must contact the instructor at least 24 hours in advance of the scheduled exam. The instructor may ask for documentation regarding the reason that the student is unable to take the exam as scheduled. If the student has a viable reason for not being able to take the exam as scheduled, an alternate but comparable exam will be provided as soon as possible after the scheduled exam date.

Final Paper-24% (350 points)
The final paper is designed to provide an opportunity for you to further investigate a topic presented in class, and to synthesize and apply what you have learned throughout the semester and what you have discovered while researching the topic to prepare a final paper. Students will choose a final paper topic from the list provided by the instructor and will submit the final paper in four stages.

The student may work on preparing the final paper throughout the semester. The final paper is worth 350 points and will be submitted and evaluated in four stages: Final Paper Topic Selection (50 points), Final Paper Outline (50 points), Final Paper Draft (125 points), and Final Paper Submission (125 points).

After the submission of the Final Paper Outline and the Final Paper Draft, students will receive feedback from the instructor with recommendations for improving the content if identified. The due dates for submission of each stage of the Final Paper appear on the Course Calendar and on the Rubric for the Final Paper.

**Total Points Possible for Semester = 1450**

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<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>1260-1450</td>
<td>A</td>
</tr>
<tr>
<td>1120-1249</td>
<td>B</td>
</tr>
<tr>
<td>980-1119</td>
<td>C</td>
</tr>
<tr>
<td>840-979</td>
<td>D</td>
</tr>
<tr>
<td>Less than 840</td>
<td>F</td>
</tr>
</tbody>
</table>

Grades will be determined as follows:

<table>
<thead>
<tr>
<th>Grading Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Forums</td>
<td>28%</td>
</tr>
<tr>
<td>Assessment 1</td>
<td>24%</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>24%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>24%</td>
</tr>
</tbody>
</table>

**Accessing Grades**

**Assignment Submission Instructions**

Students should submit each stage of the Final Paper in a double-spaced Microsoft Word document with 1 inch margins, using Arial 12 font, to the proper folder in the Assignment tab, by the due date.
specified on the Course Calendar. The student’s first and last name, the course number, and the submission date should appear in the right corner of the header, and we will utilize the APA 6 formatting and style guide for layout and reference guidelines. A good resource for information about APA 6 is available from the Purdue Online Writing Lab (or Purdue Owl, found at https://owl.english.purdue.edu/owl/resource/560/01/)

Create a thread to add your response to the weekly Discussion forum and “reply” to the posts of other students to comment on what they have posted. If you have additional resource material to support your post or to expand the discussion, “browse your computer” and upload the item before you submit your response.

All students are expected to engage in the discussion forum in a professional and cordial manner. The etiquette/protocol for participating in the online discussion board can be found by pasting the link below into your browser.

http://www.ic.sunysb.edu/Class/che326ff/discussion_board/etiquette.pdf

ACADEMIC CALENDAR and COURSE CALENDAR

Both the UNT academic calendar and the course calendar appear in Start Here for your convenience.

COURSE EVALUATION

The end of course evaluation will be made available to students as soon as it is released by the University. Your feedback is important and valuable, so please take the time to complete it.

SCHOLARLY EXPECTATIONS

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Instructor Responsibilities and Feedback

The instructor is responsible for guiding and supporting student learning and engagement throughout the course, and for providing clear instructions for discussion forums, the single course exam, and for the Final Project Paper. Rubrics have been provided for the Discussion Forum participation and for the Final Project Paper. The instructor is responsible for responding to student questions about assignments and projects, about the course material presented, and for providing additional resources to enhance understanding of course material. Timely feedback is essential for student success and the instructor is responsible for providing timely feedback to students throughout the course. The instructor will actively participate in each week’s discussion forum and will provide feedback to students each week regarding
their participation. The instructor will grade submitted assignments and will post grades for students within 10 days of assignment due date.

**Class Participation**
Students are required to login regularly to the online class site. The instructor will use the tracking feature in Blackboard to monitor student activity. Students are also required to participate in all class activities such as discussion board, chat or conference sessions and group projects.

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: Show up. Find support. Get advised. Be prepared. Get involved. Stay focused.

To learn more about campus resources and information on how you can achieve success, go to succeed.unt.edu

**Virtual Classroom Citizenship**
The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor.

**Incompletes**
This course will observe the UNT policy on incompletes, found here:

[http://registrar.unt.edu/grades/incompletes](http://registrar.unt.edu/grades/incompletes)

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

**Copyright Notice**
Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: [http://copyright.unt.edu](http://copyright.unt.edu).

**Graduate Online Course Attendance Policy**
Students are expected to participate actively each week and to meet all deadlines for course assignments as detailed in the Course Calendar.
Information about the University of Texas’ Attendance Policy may be found at: 

Administrative Withdrawal
This course will observe the UNT policy on academic withdrawal found here:
https://deanofstudents.unt.edu/withdrawals

Syllabus Change Policy
Changes to the course syllabus or due dates is not anticipated but should they be necessary, the instructor will provide ample notification to students to allow them to complete assignments in a timely manner without penalty.

UNT POLICIES

Student Conduct and Discipline: Student Handbook.
You are encouraged to become familiar with the University's Policy of Academic dishonesty found in the Student Handbook. The content of the Handbook applies to this course. If you are in doubt regarding the requirements, please consult with me before you complete any requirements of the course

The UNT Code of Student Conduct can be found here:

ADA Policy
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://disability.unt.edu/. You may also contact them by phone at 940.565.4323.

Add/Drop Policy
The University of North Texas Add Drop Policy for Fall 2016 can be found at the following link:
http://registrar.unt.edu/registration/fall-add-drop
Important Notice for F-1 Students taking Distance Education Courses:

Federal Regulation

The paragraph reads:

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

University of North Texas Compliance

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

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

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

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

Voluntary Product Accessibility Template (VPAT) Blackboard Learn Release 9.1