

Remote / Online Course Syllabus

Course Information

<i>Course Number/Section</i>	OB 6301.001
<i>Course Title</i>	Organizational Behavior
<i>Term</i>	Fall 2021
<i>Days and Time</i>	Tuesdays, 10:00-12:45

Professor Contact Information

<i>Professor</i>	Maria Hasenhüttl, PhD
<i>Office Phone</i>	972-883-5898
<i>Email Address</i>	Please use course messages within eLearning
<i>Office Location</i>	JSOM 4.411
<i>Online Office Hours</i>	TBA and by Appointment (use course messages in eLearning to make appointment).

COVID-19 Guidelines and Resources

The information contained in the following link lists the University's COVID-19 resources for students and instructors of record.

Please see <http://go.utdallas.edu/syllabus-policies>.

Class Participation

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty.

Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Recordings

The instructor may record meetings of this course. Any recordings will be available to all students registered for this class as they are intended to supplement the classroom experience. Allow 48 hours after each course ends for the recording to be available in eLearning. Note: Each recording will be deleted 2 weeks after the course session.

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course.

Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

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Class Materials

The Instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Course Pre-requisites, Co-requisites, and/or Other Restrictions

No course pre/co-requisites.

Course Description

This course is an introduction to the field of Organizational Behavior which is a field of study aimed at understanding, predicting, and changing human behavior in organizations. We will be discussing a wide range of topics including how to motivate and reward people, what makes work groups function effectively, the impact of leadership styles and communication, how to access and accumulate power and influence, how to diagnose and manage change, etc. The class will be conducted using a variety of methods, including but not limited to lectures, exercises, cases, class discussions, and videos.

The goal of this course is to provide you with theoretical frameworks and a vocabulary to help you understand, analyze, and provide solutions to problems in organizations. My expectation is that when you apply knowledge explored in this class you will be more effective in your work and career.

Your active engagement and sharing of experiences will be key factors in making this course a success. Respect for the opinions of others is an essential characteristic for any learning community. Although it is likely you may not agree with everything that is discussed or said in this course, you are expected to express your viewpoints in a manner that is courteous and respectful.

“Organizations are not buildings or machinery or financial assets; rather, they are the people in them. Organizations are human entities – full of life, sometimes fragile, and always exciting”.

(McShane, Von Glinow)

Student Learning Objectives/Outcomes

- 1) Explain and apply major theoretical approaches and empirical findings in Organizational Behavior at the individual, group, and organizational level.
- 2) Apply basic theories of motivation, evaluate the differences between motivational approaches and assess the efficacy of motivational programs.
- 3) Recognize decision making (DM) problems and opportunities and apply the appropriate DM models while considering ethical dilemmas and implications.
- 4) Demonstrate an understanding of the sources and consequences of multi-ethnic and multi-cultural diversity and develop strategies to bridge the differences and capitalize on the benefits of diversity in all its forms in organizations.
- 5) Increase self-awareness and understanding of your strengths so you can be more effective

in your career.

Required Textbooks and Materials

Required Texts

Steven L. McShane, Mary Ann Von Glinow. Organizational Behavior, 9th edition, 2021. McGraw-Hill. Mc-Graw-Hill **Connect access is required!** Follow the instructions on how to purchase it in eLearning.

Required Materials

- Reflected Best Self Exercise (RBSE). RBSE is available for purchase (\$15 for students) with a credit card on the website -<https://reflectedbestselfexercise.com/products/rbse-in-education> **Please do NOT purchase it until AFTER we discuss it on the second day of class!**
- Articles. Select chapters require additional readings. These articles are available for free through the UTD library website.

Suggested Course Materials

Suggested Readings/Texts

Listed in eLearning

Suggested Materials

Listed in eLearning

Textbooks and some other bookstore materials can be ordered online or purchased at the [UT Dallas Bookstore](#).

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

Course Access and Navigation

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website.

Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.

To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

Distance Learning Student Resources

Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the [eLearning Current Students](#) webpage for more information.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management 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 provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Academic Calendar

To ensure a high-quality learning experience, **it is critical that you prepare thoroughly before each class.** You will get the most from each class by participating actively in class discussions each day. Contributions from everyone are critical to the success of the course and to the shared learning experience.

This course outline provides a general plan for the course. I reserve the right to make changes to content, requirements, and schedule

WEEK/ DATE	TOPIC/ LECTURE	READING Harvard Business Review (HBR – you access these articles for free through the library website)	ASSESSMENT / ACTIVITY SmartBook Assignment (SB) Self-Assessment (SA) Application-Based-Activity (ABA) Note: SB, SA, and ABA are accessed through CONNECT Reflected Best Self Exercise (RBSE)	DUE DATE
Week 1 Aug 24	Course Introduction What is OB? Why OB? Intro to RBSE and Strengths-	Syllabus		

	Based Focus			
Week 2 Aug 30	OB Foundation How do we know what we know about OB?	<p>Ch 1</p> <p>Appendix A</p> <p>Jeffrey Pfeffer and Robert Sutton. "Evidence-Based Management". HBR, January 2006, 63-74. https://www.cebma.org/wp-content/uploads/Pfeffer-Sutton-Evidence-Based-Management.pdf</p> <p>Roberts, Spreitzer, Dutton, Quinn, Heaphy, Barker. "How to Play to Your Strengths". HBR, January 2005, 75-80.</p> <p><i>Optional:</i> Podcast (28:00): WorkLife with Adam Grant: Fadbusting with Freakonomics https://podcasts.apple.com/us/podcast/bonus-fadbusting-with-freakonomics/id1346314086?i=1000438852035</p> <p><i>Optional:</i> https://www.huffpost.com/entry/why-smart-people-dont-multitask_b_58caec2de4b0e0d348b34173</p> <p><i>Optional:</i> Laura Morgan Roberts; Emily D. Heaphy; Brianna Barker Caza. "To Become Your Best Self, Study Your Successes", HBR, May 2019. https://hbr.org/2019/05/to-become-your-best-self-study-your-successes</p>	Add your page to the LookBook (Course Blog)	8/30
Week 3 Sept 7	OB Foundation continued, Personality	Chapter 1 continued, Chapter 2	SmartBook Chapter 1	9/7
			Complete the free Personality Assessment: https://principlesyou.com/ (note: what you learn through this assessment will be a major part of your Personal User Manual Assignment). Bring a print out to class.	
Week 4 Sept 14	Personality, Values	Chapter 2 continued https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story (18:34) https://www.youtube.com/watch?v=aWxmEv7fOEY (3:15) Human Neurodiversity Should Be Celebrated, Not	SmartBook Chapter 2 RBSE: submit your own 3 best-self stories and evidence that you purchased the RBSE access.	9/14
			Self-Assessments (your	

		<p>Treated as a Disorder.</p> <p>HBR: Robin J. Ely, David A. Thomas; Getting Serious About Diversity, November-December, p. 115-122.</p> <p><i>Optional:</i> Podcast: Michelle Quaid, Making Positive Psychology Work Podcast (May 21, 2021, 29min): Are you Embracing Neurodiversity? With Dr. Nancy Doyle https://open.spotify.com/episode/7z8Geyc6zorJqECJwP7ppl</p>	choice)	
Week 5 Sept 21	Perception	<p>Chapter 3</p> <p>Optional: https://www.ted.com/talks/leah_georges_how_generational_stereotypes_hold_us_back_at_work (11:27)</p>	<p>SmartBook Chapter 3</p> <p>Group Case Memo (1): HY Dairies, Inc.</p> <p>ABA (1): Decision Generator – Applying Attribution Theory</p> <p>Self-Assessments (your choice)</p>	9/21
Week 6 Sept 28	Emotions, Attitudes, Stress	<p>Chapter 4</p> <p>Podcast (52:33): https://brenebrown.com/podcast/dr-marc-brackett-and-brene-on-permission-to-feel/</p> <p>HBR: Richard G. Tedeschi. Growth After Trauma. July-August 2020, p. 127-131</p> <p>Optional: https://www.nytimes.com/2020/03/19/smarter-living/coronavirus-emotional-support.html</p>	<p>SmartBook Chapter 4</p> <p>Group Case Memo (2): Diana’s Disappointment</p> <p>Self-Assessments (your choice)</p>	9/28
Week 7 Oct 5	Motivation – Foundation	<p>Chapter 5</p> <p>Optional: https://jamesclear.com/power-of-environment?</p>	<p>SmartBook Chapter 5</p> <p>Group Case Memo (3): Cincinnati Super Subs</p> <p>ABA (2): Expectancy Theory – Aloha Motivation</p> <p>ABA (3): Reinforcement Theory</p> <p>Self-Assessments (your choice)</p>	10/5
EXAM 1		Chapters 1, 2, 3, 4, 5, plus articles/videos	Complete between Friday, Oct 8, 8:00pm and Saturday, Oct 9, 8:00pm	10/9 8pm
Week 8 Oct 12	Motivation - Application	<p>Chapter 6</p> <p>Steven Kerr: On the folly of rewarding A while hoping for B: http://www.ou.edu/russell/UGcomp/Kerr.pdf</p> <p>Video: Dan Pink: The Puzzle of Motivation http://www.ted.com/talks/dan_pink_on_motivation.html</p>	<p>SmartBook Chapter 6</p> <p>Group Case Memo (4): Yakkatech, Inc.</p> <p>Self-Assessments (your choice)</p>	10/12

		Optional: https://greatergood.berkeley.edu/video/item/ask_yourself_this_question_about_your_workplace (21:08)		
Week 9 Oct 19	Decision Making and Creativity	Chapter 7 Daniel Kahneman, Dan Lovallo, and Olivier Sibony: Before you Make That Big Decision. HBR, June 2011, 51-60. Video: David Kelley: How to build your creative confidence: http://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence <i>Optional:</i> Podcast: https://fs.blog/daniel-kahneman/ Daniel Kahneman: Putting your Intuition on Ice. Knowledge Project Ep. #68 (1:06:40)	SmartBook Chapter 7 ABA (4): Decision Generaotr: Employee Involvement in Decision Making Self-Assessments (your choice)	10/19
Week 10 Oct 26	Teams	Chapter 8 J. Richard Hackman. "Why Teams Don't Work". Harvard Business Review, May 2009, 99-105. Podcast: How do create psychological safety at work? Interview with Amy Edmondson, Harvard Business School. https://www.myhrfuture.com/digital-hr-leaders-podcast/2020/7/13/how-to-create-psychological-safety-at-work	SmartBook Chapter 8 Group Case Memo (5): Conifer Corp. ABA (5): Teamwork Makes the App Work Self-Assessments (your choice)	10/26
Week 11 Nov 2	Communication	Chapter 9 https://www.texasmonthly.com/podcast/kate-murphy-youre-not-listening/ (57:56) Kate Murphy on the lost art of listening	SmartBook Chapter 9 ABA (6): Cyberloafing: Balancing Communication Priorities Self-Assessments (your choice)	11/2
EXAM 2		Chapters: 6, 7, 8, 9, plus articles/videos	Complete between Friday, Nov 5, 8:00pm to Saturday, Nov 6, 8:00pm	11/6 8pm
Week 12 Nov 9	Power and Influence	Chapter 10 Jeffrey Pfeffer. "Power Play". Harvard Business Review. July-August 2010, 86-92. https://www.youtube.com/watch?v=lvogo1quUtM (3:20) David Burkus on "The Easiest Way to Reconnect With Old Friends" (Dormant Ties) Political Skill Inventory: https://positivepoliticalintelligence.com/free-self-assessment-of-your-political-skill/	SmartBook Chapter 10 Group Case Memo (6): Resonus Corporation ABA (7): Power & Influence: A Managerial Thrill Ride Self-Assessments (your choice) Submit your Complete RBSE Paper	11/9

Week 13 Nov 16	Leadership	Chapter 12 Podcast: https://theleadershippodcast.com/tlp-121-jeffrey-pfeffer-challenges-our-assumptions-about-leadership/ (46:47) Article: Charles A. O'Reilly and Jennifer A. Chatman, "Transformational Leader or Narcissist? How Grandiose Narcissists Can Create and Destroy Organizations and Institutions," <i>California Management Review</i> , 2020. https://doi.org/10.1177/0008125620914989	SmartBook Chapter 12 Group Case Memo (7): A Window On Life ABA (8): Leadership Self-Assessments (your choice)	11/16
Week 14 Nov 23	NO CLASS!	HAPPY THANKSGIVING		
Week 15 Nov 30	Organizational Culture	Chapter 14	SmartBook Chapter 14 Group Case Memo (8): Hilton's Transformation ABA (9): Decision Generator – Merging Organizational Cultures Self-Assessments (your choice)	11/30
Week 16 Dec 7	Organizational Change	Chapter 15 Article: https://www.cornerstoneondemand.com/resources/blogs/learning-corner-jeffrey-pfeffer-covid-19-changes-everything-and-nothing-about-managing-workers/ <i>Optional:</i> https://www.mckinsey.com/featured-insights/future-of-work	SmartBook Chapter 15 Group Case Memo (9): Transact Insurance Corp. ABA (10): Change Management: A Fresh New Idea Self-Assessments (your choice) Personal User Manual Peer Evaluation	12/7
EXAM 3		Chapters 10, 12, 14, 15, plus articles/videos	Complete between Friday, Dec 10, 8:00pm and Saturday, Dec 11, 8:00pm	12/11 8pm

This schedule may be modified based on course dynamics.

Proctored Final Exam Procedures

If your course has a proctored exam requirement, please see the [UTD Testing Center](#) webpage and [Distance Learning Proctored Exams](#) webpage to make arrangements.

"This course will use [Honorlock](#) – an online exam proctoring tool. To successfully take an exam, you must have a web camera with microphone a laptop or desktop computer (no

you must have a web camera with microphone, a laptop or desktop computer (no tablets/phones), Chrome browser, a reliable internet connection and your photo ID. You will be prompted to install the Honorlock Chrome Extension (which you can remove after you finish the test). You will then access the exam within your eLearning course and go through the authentication process. The web camera will monitor you throughout your test. Please see the [Testing Guidelines](#) and [Support Information](#) for additional information.”

Grading Policy

All grade inquiries must be made within two weeks of the posting of the grade.

Team Project

- | | |
|--|-----|
| 1. Group Case Memos and discussion in class (8 out of 9) | 12% |
|--|-----|

Individual Assignments

- | | |
|---|-----|
| 2. RBSE: Reflected Best Self Exercise | 10% |
| 3. Connect: SmartBook assignments (choose 8 out of 13) | 8% |
| 4. Connect: Application-Based Activities (choose 8 out of 10) | 8% |
| 5. Personal User Manual | 8% |
| 6. 3 (non-cumulative) Exams at 12% each | 36% |
| 7. Participation: minimum of 12 weeks | 18% |

100%

Grading Scale

Total Points	Grade
94 and above	A
90-93.99	A-
87-89.99	B+
84-86.99	B
80-83.99	B-
75-79.99	C+
70-74.99	C
69.99 and below	F

1. **Group Case Memos and discussion in class (8 cases out of 9): 12%**

Every team is responsible for submitting 8 case memos and participating in class discussions of these cases. Details are posted in eLearning.

At the end of the semester, each student will rate the performance of their fellow team members. This rating will be included in your grade for the team projects. Review the peer evaluation form posted in eLearning. If you fail to turn in the Team Peer Evaluation on time, you will lose 10 points from your individual grade for the project.

2. RBSE (10%)

Look at the RBSE link in eLearning for detailed instructions on how to purchase the RBSE.

Born from empirical research from University of Michigan's Center for Positive Organizational Scholarship, the *Reflected Best Self Exercise*[™] (RBSE[™]) uses stories collected from people in all contexts of your life to help you understand and articulate who you are and how you contribute when you are at your best. With this new insight, you will feel immediately strengthened and connected to others, experience clarity about who you are at your best, and refine personal development goals to be your best self more often. The RBSE[™] guides you step-by-step through the process of identifying potential respondents, making the request for feedback, analyzing your reflected best-self stories, creating a new, reflected best-self portrait, and translating that portrait into proactive steps for living at your best.

The Reflected Best Self Exercise (RBSE) is a four-step exercise that integrates external feedback and personal reflection about participants' strengths and ability to add value. This exercise provides participants with a structured opportunity to consider who they are at their best.

After completing the exercise, participants should be able to:

- Identify and articulate their personal strengths and their capability to add value to work organizations (and beyond).
- Understand what kinds of work situations bring out the best in people.
- Understand the power and impact of the reflected best-self portrait for personal development and for individual and organizational performance.

Procedure:

1. Identify Potential Respondents (co-workers, supervisors, employees, family, friends)
2. Request Reflected Best-Self Stories (gather feedback from 15-20 individuals who know you well and will be honest. Ask them to describe 3 instances when they saw you at your best.)
3. Reflect upon your own experiences of being at your best and write your own Best-Self Stories (*submit* your own Best-Self stories)
4. Analyze All Best-Self Stories. Search for common themes across stories to discover how you add value.
5. Compose your Reflected Best-Self Portrait (*submit*).
6. Analyze Context, List Enablers and Blockers
7. Create an Action Plan

Complete RBSE Paper:

Write a paper that captures your core learning from the RBSE exercise. The paper needs to have the following format:

- 1) Introduction
- 2) My own three best-self stories
- 3) Feedback Process: Analysis and Observations
- 4) My Final Best-Self Portrait (created after your analysis of all the feedback stories you received)
- 5) Discoveries and Applications (Action Plan)

In this last section of the paper, reflect on the following questions:

- a) How does your best-self portrait correspond with the sorts of things that you spend the bulk of your time doing? What situations or contexts encourage your best self to emerge? What keeps you from operating at your best more of the time?
- b) How can you prioritize your life so that you maximize the potential for your best self every day? What can you do differently? What might you consider not doing anymore? Are there certain contexts you can put yourself in to maximize your

potential?

3. **Connect: SmartBook assignments (choose 8 out of 13): 8%**

Details are posted in eLearning

4. **Connect: Application-Based Activities (choose 8 out of 10): 8%**

Details are posted in eLearning

5. **Personal User Manual: 8%** (based mostly on your PrinciplesYou.com assessment and select other self-assessments in Connect). Details are posted in eLearning.

6. **3 Exams at 12% each**

There are 3 (non-cumulative) exams. Each exam will have a combination of Multiple Choice and True/False questions based on all the readings and videos (this includes the textbook, the additional readings, videos, and class discussions). You have a 24 hour window in which to complete the 55 minute exams.

“This course will use [Honorlock](#) – an online exam proctoring tool. To successfully take an exam, you must have a web camera with microphone, a laptop or desktop computer (no tablets/phones), Chrome browser, a reliable internet connection and your photo ID. You will be prompted to install the Honorlock Chrome Extension (which you can remove after you finish the test). You will then access the exam within your eLearning course and go through the authentication process. The web camera will monitor you throughout your test. Please see the [Testing Guidelines](#) and [Support Information](#) for additional information.”

7. **Participation (18%)**

This is a discussion-based class. Participation in class activities and discussions is essential for this course. I expect you to actively engage in all exercises and come to class on time, every day.

I will periodically collect information on your participation. This may include your participation in group activities as well as short in-class writing assignments, homework, etc.

Participation will count for 18% of your grade. The grade will be calculated according to the number of points you accumulate over the course of the semester. There is a maximum of 18 points. There is ample opportunity to receive the full 18 points, even if you have to miss a class. If you come to class regularly, read the material ahead of time, and actively engage during class, it should not be difficult for you to earn the maximum 18 points.

The success and value of this course depend on class discussion. We all have experiences that will enrich the topics and direction of discussion in this course. This means that you need to be fully acquainted with the readings for a given session. It is my expectation that you will have read the assigned material and **be prepared to participate in class discussions and activities**.

1. You are expected to come prepared to ask questions that add to your understanding of the course materials as well as that of your fellow students.
2. Readings: You are expected to read all assigned readings and while doing so, you should continually ask yourself the following questions:
 - a) Do I **understand** the theory and/or principles of this material?
 - b) So what? What are its implications? How would I **apply** this as a manager/employee?
3. You are asked to actively participate by raising these questions as well as others during our class time.

Class discussions provide the opportunity to practice speaking and persuasive skills, as well as the ability to listen. Effective class comments may address questions raised by others, integrate material from this and other courses, draw on real-world experiences and observations, or pose new questions to the class. High-quality participation involves knowing when to speak and when to listen or allow others to speak. Avoid comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation.

The best class comments:

- make or raise issues that are relevant to the current focus of the class;
- show curiosity and a willingness to experiment;
- use facts and data to support arguments and conclusions;
- take into consideration the ideas already offered by others;
- help to build a positive learning environment for everyone;
- help others to feel safe about participating.

Course Policies

Make-up exams

No

Extra Credit

No

Late Work

Is not accepted

Special Assignments

none

Class Participation

See above

Classroom Citizenship

Be professional, respectful, and curious.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

Academic Support Resources

The information contained in the following link lists the University’s academic support resources for all students.

Please go to [Academic Support Resources](#) webpage for these policies.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.

Please go to [UT Dallas Syllabus Policies](#) webpage for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

COVID-19 Guidelines and Resources

The following guidelines and resources outline expectations for students and instructors of record during the Fall 2021 semester.

Classroom Safety and COVID-19 To help preserve the University's in-person learning environment, UT Dallas recommends the following:

Adhere to the University's [CDC Updated Guidelines](#) issued on July 30, 2021. All Comets are strongly encouraged to wear face coverings indoors regardless of vaccination status. Please note this represents a change in the [campus guidance](#) issued on May 20, 2021.

Accommodations for Students Who Miss Class for Reasons Unrelated to COVID-19

Individual faculty maintain their discretion on whether and how to accommodate student absences unrelated to COVID-19.

Accommodations for Students Who Must Isolate or Quarantine Due to COVID-19

To keep the UT Dallas community as safe as possible, the University requires students who test positive for COVID-19 or who are close contacts as determined by the campus contact tracing program to isolate or quarantine as applicable. Faculty will be notified by the Dean of Students' Office if a student in their class has been required to isolate (positive case) or quarantine (exposed). Faculty must make lectures available for those students during the period the students must isolate or quarantine. Faculty who need assistance with providing these students access to course content can contact the eLearning Team at elarning@utdallas.edu. Faculty have the discretion to set an attendance policy for their in-person meetings, but the absences due to COVID-19 cannot be counted against an isolated or quarantined student.

Verifying COVID-19 Isolations or Quarantines

Students need to self-report COVID-19 positive results or exposures via an [online form](#) so that university campus tracers can verify, record, and take necessary campus precautions. When faculty are notified by students rather than by the Dean of Students' Office that the students are isolating or quarantining, the faculty should remind students to self-report via the form; students should not attend class until cleared by campus tracers.

Vaccinations are widely available, free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated. You are encouraged to [get a COVID-19 vaccine](#) and register your vaccination status through the [voluntary vaccine report form](#).

Proactive Community Testing remains an important part of the university's efforts to protect our community. Tests are fast and free. Please check the [Comets United](#) webpage for additional information.

[Student Safety](#) remains an important part of the UT Dallas' efforts to protect our community. All students will adhere to the Comet Commitment. Unvaccinated Comets will be expected to complete the mandatory [Required Daily Health Screening](#). Those students who do not comply will be referred to the Office of Community Standards and Conduct for disciplinary action under the [Student Code of Conduct – UTSP5003](#). All students are encouraged to read the [Recommendations for Students Returning to Campus](#) issued on August 2, 2021.

Visit [Comets United webpage](#) to obtain the latest information on the University's guidance and resources for campus health and safety.

[Previous Campus Communications](#): a list of university announcements made in 2020-2021.

Student Resources

Students who have tested positive for COVID-19 or may have been exposed should not attend class in person and should instead follow required disclosure notifications as posted on the university's website (see "[What should I do if I become sick?](#)")

COVID-19 Resources

[Comets United webpage](#): check frequently

[Connect OneMed webpage](#). Check frequently

FAQ: check out the FAQs and reach out to your instructor or academic advisor if answers are not included

Student Resources: a variety of resources are available to help students to obtain counseling, health care, and academic support.