**University of Texas at Arlington**

**School of Urban and Public Affairs**

PUBLIC BUDGETING

**URPA 5326**

**Fall 2014**

***Course Description:***

Public budgeting is a complex and rapidly changing field. What public budgeting is depends on who asks the question and on prevailing collective views regarding the role and responsibility of government. Many questions and, thus, many answers are possible. But, who gets what and how governments generate the funds to finance public services are still the “big questions” of public budgeting.

***Purpose:***

This course will introduce you to the principles and practices used by federal, state, and local governments to acquire and spend money within the context of American democracy, capitalism, federalism, and economics. The primary objective of this course is to provide you with the practical skills and theoretical knowledge that will enable you to be an effective participant in the budgeting process and a critical consumer and producer of research relevant to public budgeting.

***Learning outcomes—upon completion of this course, students should be able to:***

1. Review a budget for fiscal accuracy and programmatic justification for the allocation of resources
2. Prepare and justify a program budget
3. Differentiate among revenue sources at different levels of government
4. Differentiate among expenditures at different levels of government
5. Differentiate among tax revenues and other forms of government revenues
6. Differentiate among different budget formats
7. Demonstrate written communications proficiency: Writes concise reports based on sound research and analysis to help public decision making;

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| ***Instructor Contact Information:*** |   |
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| **Instructor:** | Alejandro Rodriguez, Ph.D. Associate Professor |
| **Office Location:**  | University Hall, Room 551 |
| **Office Hours and Policy:** |  Mondays and Wednesdays 3:00 to 4:00 pm and by appointment |
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| **Telephone Number:** | 817.272.3357 |

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| ***Instructor Biography:*** |   |
| Alejandro Rodriguez is Associate Professor in the School of Urban and Public Affairs at the University of Texas at Arlington, where he has taught since 2001. Professor Rodriguez has a Ph.D. in Public Administration from Florida International University, a Master's in Public Administration from Marist College, New York, and a Bachelors of Science in Architecture from City College of New York. His research interest focuses on government reform, performance measurement, and public administration. His work has appeared in **Publius: The Journal of Federalism**, **Public Works Management & Policy**, **Public Organization Review**, and the **International Journal of Public Administration**. Before receiving his Ph.D. he served as Principal Planner for the City of New York, Senior Planner for Miami-Dade County, as well as Assistant Director for Budget and International Programs for the Institute of Public Management at Florida International University. |

***Prerequisites:***

While there are no formal prerequisites for this course, this is a graduate-level course and students should expect to be challenged accordingly. You should check with your academic advisor before proceeding to ensure you are eligible to take and receive credit for the course.

**Required Textbooks:**

Mikesell, John L. 2013, 9th ed. **Fiscal Administration: Analysis and Applications for the Public Sector**. Wadsworth, Cengage Learning. ISBN: 978-1-1335-9480-8

Scott Bittle and Jean Johnson. 2011. **Where Does the Money Go?: Revised edition** Harper Business. ISBN: 978-0-06-202347-6

Dresang, Dennis L. 2012. 7th ed. **The Public Administration Workbook**. Pearson. ISBN: 978-0-2050-1996-0

Riley, Susan L. and Peter W. Colby. 1991. ***Practical Government Budgeting*.** New York: SUNY Press. ISBN: 0-7914-0392-0

***Course Requirements:***

This course requires completion of a semester-long schedule of assigned readings, two budget exercises, and a book review assignment as well as mid-term and final exams. All work must be completed by the due date as specified in the Course Calendar.

It is strongly recommended that students complete the assigned readings before each lecture. **There is no way to get a good grade in this course without careful study of the assigned textbooks**. The book review and budget exercises further reinforce learning of the principles and practices of public budgeting in America.

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| ***Grading Criteria:*** |   |
| Grading for the course will be as follows:

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Percentage** | **Cumulative Percentage** |
| Pre-TestBook Review | 5%15% | 5%20% |
| Budget Exercise | 10% | 30% |
| Program Budget Exercise | 15% | 45% |
| Midterm Exam | 25% | 70% |
| Final Exam (comprehensive) | 30% | 100%  |

Your final grade will be determined according to the following scale:

|  |  |
| --- | --- |
| 90–100% | A |
| 80–89% | B |
| 70–79% | C |
| 60–69% | D |
| Below 60% | F |

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***Tests:***

**Pre-Test (5 percent)**

The purpose of the pre-test is to assess to what extent students know basic public budgeting before being exposed to relevant course materials. The information will help us to continue improving the content and delivery of the course. You will get full credit (five percent of your final grade) for COMPLETING the test regardless of how well you answered the questions. Partial credit will NOT be given for incomplete tests. The pre-test consists of eight (8) multiple-choice questions. You will have 15 minutes to complete the pre-test, which means that you won't have time to research or look up the questions for the correct answers. The pre-test is due Augusts 26th.

An important benefit of the pre-test is that it will help you prepare for the mid-term and final exams. You will see some pre-test questions in the mid-term and all pre-test questions in the final exam.

**Mid-term Exam (25 percent)**

The mid-term exam consists of 30 multiple-choice questions and will cover the first six lectures of the course. The mid-term includes some questions from the Pre-test. The questions are worth either three or four points. You will have one hour to complete the mid-term. To do well on the mid-term exam, carefully study the assigned readings, the pre-test questions, the budget exercise, and the practice test questions.

**Final Exam (30 percent)**

It consists of 40 multiple-choice questions. The final exam includes all pre-test questions. Each question is worth 2.5 points. To do well on the final exam, carefully study the assigned readings, the pre-test questions, both budget exercises, and the practice test questions.

Although the final is comprehensive, a significant number of the questions will come from materials covered in lectures 7 to 12. You will have 90 minutes to complete the exam.

**Book Review (15 percent)**

In this assignment, you will write a review of the Bittle and Johnson book (see Required Textbooks). Your book review should follow the guidelines below:

 **Purpose**

* To strengthen your knowledge of the course content
* To help you improve your analytical and writing skills

**Format**

* You should create your assignment using a common word processing program such as Microsoft Word. Please **DON’T** convert your document into a pdf**-**formatted file. I strongly suggest that you save a copy of your assignment on a backup medium, in case you experience difficulties submitting the assignment.
* Do not exceed five double-spaced pages and don’t submit a document short of four pages. I will stop reading after page five.
* Use a 12 pt. font and 1-inch margins all around.
* Your book review should read as a critical book review, not as a book report. Don’t abuse bullet or numbered sentences; write a critical narrative so that paragraphs flow into one another covering the main arguments of the book being reviewed.
* **Be sure to include your name in the first page of your book review.**
* **Do not add a cover page**.

**Content**

Use the following guidelines to help you write the book review:

1. Summarize the book in about three pages—what are the major topics, ideas, arguments covered in the book?
2. Criticize the author’s work in about one page—what was not covered or was not clear in the presentation? Conversely, what are the strengths of the book?
3. Offer some conclusions and recommendations in about a page--what is the relevance of the book to budgeting practice and to this course?
4. Using subtitles for the sections explained in 1 through 3 above would help organize your review.

Your Book Review assignment will be graded based on the rubric shown below.

The points shown on the ‘Stimulating’ and ‘None’ are absolute values in the sense that you can not get more than the points shown under the ‘Stimulating’ column and not less than zero. The points shown under the other three columns are meant as anchor points on a sliding scale. For example, it is quite possible to score 28 points for the ‘Quality of Summary’ criteria, which means that the score is between ‘Substandard’ (25 points) and ‘Superficial’ (30 points). This sliding scale approach applies to all three criteria.

**Submitting Your Assignment**

Submit a hard copy of your book review by the due date shown in this syllabus (see Course Calendar below).

**Budget Exercise (10 percent)**

Local government budgets vary greatly. Some budgets consist of a “wish list” and corresponding projected expenditures (basically an expenditures plan). Others offer more information, such as revenues, but not how these are estimated. Finally, some local governments prepare complete budget documents.

To assess whether a government is adequately allocating resources, you must first learn the elements of a good budget document, what type of budget format is used, as well as the types of government accounting funds used and how these accounting funds are related to one another and to the budget in general. This budget exercise will help you develop those skills. Carefully study Riley’s textbook, especially chapter 1, before starting on the budget exercise.

**Objective** The objective of this exercise is to help you learn what the essential elements of a good budget are and how these elements are related to one another in adequately allocating public resources.

**Preparation** In addition to a close reading of the assigned texts and the online lessons, you will use the City of Garland’ 2008-2009 Operating Budget to complete this exercise. You can preview the Budget Exercise questions below. You should work out an answer for each of the preview questions before taking the Exercise for points. The preview questions and the questions you will see in the actual budget exercise are exactly the same.

**Budget Exercise Preview Questions**

1. What accounting funds does the City of Garland use under Special Revenue Funds?

a. Infrastructure Repair and Replacement Fund, Hotel/ Motel Tax Fund, Neighborhood Services Fund

b. Electric Utility Fund, Rate Mitigation Fund, Equipment Replacement Fund

c. Communications Fund, Customer Service Fund, Facilities Management Fund

2. What is the purpose of the Debt Service Fund?

a. To account for the revenues set aside to pay for public safety related projects

b. To account for resources that are carried over and from a previous year and were accounted under general obligation debt

c. To account for the accumulation of resources, which are, reserved for the payment of general long-term debt principal, interest, and related costs.

3. What accounting funds does the City of Garland use under the Enterprise Funds?

a. Information Services Fund, Print Shop Fund, and Warehouse Fund among others

b. Electric Utility Fund, Water Utility Fund, and Firewheel Fund among others

c. Housing Assistance Fund, Library Grant Fund, and Public Safety Grant Fund among others

4. What accounting funds does the City of Garland use under the Internal Service Funds?

4. What accounting funds does the City of Garland use under the Internal Service Funds?

a. Infrastructure Repair and Replacement Fund, Hotel/ Motel Tax Fund, Neighborhood Services Fund

b. Recreation Performance Fund, Customer Service Fund, Facilities Management Fund

c. Equipment Replacement Fund, Self Insurance Fund, Information Technology Fund

5. What is the City’s taxable value?

a. $9,325,111,300

b. $12,912,521,003

c. $11,220,814,939

6. What is the City’s millage rate (ad valorem tax rate)?

a. 5.951 (or 59.51 per $100 valuation)

b. 6.996 (or 69.96 per $100 valuation)

c. 4.899 (or 48.99 per $100 valuation)

7. What is the City’s total property tax revenue?

a. $64,325, 090

b. $46,245,912

c. $75,309,755

8. Are property tax rates decreasing, increasing, or staying constant?

a. constant

b. increasing

c. decreasing

9. There are fund balances appropriated (beginning balances) to current fiscal year from the previous year’s budget.

a. True

b. False

10. Using the combined budget as the base, which is the largest single revenue source?

a. Property taxes

b. Utility fees

c. User fees

11. Using the combined budget as a base, the largest single revenue totals:

a. $324,367,999

b. $655,945,012

c. $343,746,886

12. What are the two primary reasons for the growth in the property tax base?

a. Reevaluation of existing commercial property and new construction

b. A major growth in the revenues produced by the city’s TIF districts

c. Growth of the assessment and development impact fees

13. Are the **Departmental Detail Schedules** provided in line-item, program, performance, or a combination of formats?

a. Line-item only

b. Performance only

c. Program only

d. Combination

14. Departmental mission statements and other narratives are included as part of the **Departmental Detail Schedules**.

a. True

b. False

15. Performance measures are shown in the **Departmental Detail Schedules**.

a. True

b. False

**Exercise Due Date**

Even though the budget exercise is due towards the latter part of the semester (see the Course Calendar in this Syllabus for the exact due date), you are encouraged to work on the exercise as you progress through the course. This exercise will require some time to complete. Submit a hard copy of your Exercise by the due date.

**Program Budget Exercise (15 percent)**

You will prepare and justify a program budget for the Adams County Library. You will follow the materials and instructions in the **TESTS** section of Blackboard. More specific instructions are found in Dennis L. Dresang’s The Public Administration Workbook, 7th edition, pages 261 through 305. The exercise covers two major phases: the development of a Line Item Budget (Exercise 16) and a Program Budget (Exercise 17). Each of the two phases entails several steps.

**PHASE ONE—Adams County Line-Item Budget**

Start by reading pages 261-305 to get a sense of what needs to be accomplished. Next, read the ‘Overview of Exercise’ on page 264. Whenever needed, use standard rounding principles (0.5 and above round up to the next whole number).

**Step One** is self-explanatory.

**Step Two** asks you to construct a line-item budget for the new Adams County Library. I have started the process for you by consolidating the line-item budgets of the 11 units (Forms 75A through 75K) into one budget. I will provide you with a draft of the Adams County Library Preliminary Budget file. It is a draft because I have merely consolidated the budgets for the 11 separate units without following the Budget Director’s directives (Form 74). You will have to complete that task by carefully following each directive on Form 74. You might notice that the Total County Budget (page 277) differs from the budget I have consolidated. Use the budget total I have provided.

Understand that even though all of the 11 different library branches may be in different physical locations, the fact that they are consolidated means that they all share one budget. They are all part of one library--the Adams County Library. Therefore, when making changes to the budget in terms of directives, remember that you are applying those directives to the Adams County Library budget.

In practice, there is more than one right answer for this part of the exercise. For the purpose of this exercise we will hold political considerations in abeyance (we will pretend that elected officials will decide purely on the technical merits of budget request). Hence, for the sake of simplicity we will follow the exercise directives with some modifications. For instance, we will cut 3 percent across the board on all expenditure categories (directive 2). Disregard (directive 3), which specifies how to cut to full-time and part-time library employee positions; instead just cut 3 percent across all labor costs. Before reducing the budget by 3 percent, complete directives 4 through 6 below.

Directive number 4 asks you to standardize salaries at the highest levels for all job classifications. Standardize as follows:

**Salary Standardization Table**

|  |  |  |  |
| --- | --- | --- | --- |
| **Full-time** | **Salary ($)** | **Part-time** | **Per hour ($)** |
| Branch librarians | 55,000 | Branch librarians\* | 27.00 |
| Reference librarians | 51,000 | Reference librarians | 24.50 |
| Assistant librarians | 46,650 | Assistant librarians | 22.00 |
| Administrative assistant | 34,000 | Circulation clerk | 10.00 |
| Circulation clerk | 24,960 | Maintenance worker | 11.00 |
| Computer technician | 30,000 | Computer technician | 12.00 |
| Secretary | 22,880 | Page | 8.00 |
| Maintenance worker | 22,880 |  |  |
| Page | 16,640 |  |  |

\*The Town of Mt. Tom has a part-time Head librarian position that will be re-designated as Branch librarian as part of Directive 5 (see below).

Use the table above to standardize all salaries at the highest levels currently paid by any of the newly consolidated units. For example, since the City of Waynesfield’s Reference librarian salary is $51,000 and that is the highest salary of all newly consolidated units, all village and township Reference librarians’ salaries will have to be adjusted to $51,000.

Directive number 5 asks you to re-designate all village and township Head Librarians (full- or part-time) as Branch librarians. Note that directive 5 only applies to village and township Head Librarians—it doesn’t apply to the City of Waynesfield Head Librarian. Directive 6 asks you to create a Director of County libraries position and to budget $90,000 for the new position.

After completing the above directives, cut 3 percent across the board on all expenditure categories (all line items).

**Step Three**--Submit your Adams County Line-Item Budget as an Excel spreadsheet labeled 'Budget Request Form.'

**PHASE TWO—Performance and Program Budget**

Read the ‘Overview of Exercise’ on page 289. For this phase of the exercise you will: 1) identify performance indicators for the Adams County Library—that is, you will propose a performance budget; and 2) propose a program budget for the ‘**Information and Library Services’** program of the Adams County Library system.

PERFORMANCE BUDGET

**Step One**—Even a cursory review of Form 79 should reveal that except for ‘personal services’ the activities shown on the form are appropriate activities for the Adams County Library. Note that personal services and related costs are embedded in the other activities shown on Form 79.

**Step Two**—Using Form 81 as a format and the data provided on form 80 and your line-item budget data (see Phase One, Step Three), recast your FY 1 budget into a performance format. This simply involves aggregating line-item costs into the performance activities shown on Form 79 (see p. 284 and Table 17.1).

Make sure to carefully read pages 283 through 285. You will need to determine specific measures of performance for each activity and to calculate the unit costs for each activity (see p. 284 and Table 17.2). For example, under General Administration you could show the cost per patron. The number of patrons for FY1 and FY2 is shown on Form 80. The essential purpose of performance budgets is to compare logically developed activities and unit costs across two or more years to assess how efficiently an organization is performing on those activities. Because we are working from a standardized budget and the activities are all the same, the budget allocations will be very similar.

Form 80 is very important to help you recast your line-item budget into a performance budget (FY1 on Form 79), to propose a FY2 performance budget (Form 79), and to propose a program budget for the ‘Information and Library Services’ program of the County library. The last bullet on Form 80 states, "It may be assumed that maintenance, supply, and utility costs are borne equally by all library activities in proportion to their share of total staff costs (as measured by salaries/wages of all full- and part-time employees). To do this: 1) add up all salaries for the Adams County Library. You will use this number to determine proportions; 2) add up all maintenance, supply, and utility costs. Use these figures to match the salary proportions that are used for each activity with the costs of maintenance, supply, and utility.

For example, if total salaries were equal to $100,000 and the general administration activity requires three staff members that together have an added salary of $30,000. This means that general administration's proportion of their share of staff cost is 30 percent. Then, let's say that total maintenance, supply, and utility costs is $10,000; this would mean that $3,000 would be allotted to the library activity of 'General Administration' in your performance budget. In preparing the performance budget you will have to make some calculations as explained above. You don't need to show those calculations in your submission.

**Step Three**—Complete Form 81 by preparing budget projections for FY 2. Carefully follow the instructions in Step Three. However, instead of a 3 percent increase in salaries, supply, utility, and maintenance, use a 4 percent increase. Submit Form 81 as an Excel spreadsheet. Label it '**Performance Budget**.'

**Disregard Steps Four to Six on page 289 and instead follow the instructions below.**

**PROGRAM BUDGET**

**Step One**—Start by reading ‘Budgeting for Purpose’ on page 285. The Adams County Library program budget is made up of several programs, subprograms, elements, and sub-elements, but for the purpose of this exercise you will only focus on the ‘Information and Library Services’ program, and subprograms, shown on Form PB.1 below. Your initial task is to draft a **description** of the program and subprograms and their respective **goals** (see Figure 17.1, p. 286 for an example).

**Form PB.1 - Program Budget Structure: Information and Library Services**

|  |  |
| --- | --- |
| PROGRAM: DESCRIPTION: | 4.0 Information and Library Services(Enter program description and goal) |
| ADMINISTRATIVE UNIT: | Adams County Library |
| SUBPROGRAM: | 4.1 Resource Availability(Enter subprogram description and goal) |
| SUBPROGRAM: | 4.2 Open Study and Leisure(Enter subprogram description and goal) |
| SUBPROGRAM: | 4.3 General and Reference Inquiry(Enter subprogram description and goal) |
| SUBPROGRAM: | 4.4 Special Programs(Enter subprogram description and goal) |
| SUBPROGRAM: | 4.5 Knowledge Preservation(Enter subprogram description and goal) |

**Step Two**—Use the program budget structure with descriptions and goals you completed in Step One to develop the element and sub-element shown on Form PB.2 below:

**Form PB.2 Information and Library Services Sub-element 4.311**

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PROGRAM 4.0 Information and Library Services

SUBPROGRAM 4.3 General and Reference Inquiry

ELEMENT 4.31 Assistance with Finding General Information

SUBELEMENT 4.311 Consulting Reference Librarian on Research Topic

*Description*: This sub-element is (insert text here)

*Objective*: To (**insert text here**)

*Administrative Unit*: Adams County Library

|  |
| --- |
| Five-Year Plan |
|  | *2010-2011* | *2011-2012* | *2012-2013* | *2013-2014* | *2014-2015* |
| Reference Questions answered |  |  |  |  |  |
| Hours allocated to answering questions |  |  |  |  |  |
| Cost per Question-Hours |  |  |  |  |  |

*Summary Analysis*: (Enter text here; see pages 287-288 and specifically Figure 17.2 for help with Step Two).

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Submit Forms PB.1 and PB.2 as Microsoft Word documents. Label it **'Program Budget**.'

***Course Calendar:***

All assignments are due by the dates listed in this calendar.

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| --- | --- | --- |
| **WEEK** | **Topic/Reading Assignment** | **Due Date** |
| **ONE****Aug 26** | Introduction to the courseCourse organization and pre-test | **Pre-test due Aug 26** |
| **TWO****Sep 2** | **Lecture 1**: Fundamental Principles of Public FinanceMikesell, Chapter 1; Riley, Chapter 1 |  |
| **THREE****Sep 9** | **Lecture 2**: The Logic of the Budget ProcessMikesell, Chapter 2; Riley, Chapters 2 & 9 |  |
| **FOUR****Sep 16** | **Lecture 3**: Federal Budget Structures and InstitutionsMikesell, Chapters 3; Riley, Chapters 2 & 9 |  |
| **FIVE****Sep 23** | **Lecture 4**: State and Local BudgetsMikesell: Chapter 4 |  |
| **SIX****Sep 30** | **Lecture 5**: Budget Methods and PracticesMikesell: Chapter 5 |  |
| **SEVEN****Oct 7** | **Lecture 6**: Criteria for Evaluating Revenue OptionsMikesell: Chapter 8 |  |
| **EIGHT****Oct 14** | Mid-term Exam | **Mid-term Exam due** **Oct 14 by 11:00 PM**  |
| **NINE****Oct 21** | **Lecture 7**: Revenues—Income TaxesMikesell: Chapter 9 |  |
| **TEN****Oct 28** | **Lecture 8**: Revenues—Taxes on Goods and ServicesMikesell: Chapter 10 |  |
| **ELEVEN****Nov 4** | **Lecture 9**: Revenues—Property TaxesMikesell: Chapter 11Riley: Chapter 7**Book Review** | **The Book Review due Nov 4 by 11:00 PM** |
| **TWELVE****Nov 11** | **Lecture 10**: Revenues—User Fees and ChargesMikesell: Chapter 12 |  |
| **THIRTEEN****Nov 18** | **Lecture 11**: Budget Formats and Reform IMikesell: Chapter 6, pp. 240-265Riley: Chapter 1, pp. 2-5 |  |
| **FOURTEEN****Nov 25** | **Lecture 12**: Budget Formats and Reform IIMikesell: Chapter 6, pp. 265-298**Budget Exercise** | **Budget Exercise due Nov 25 by 11:00 PM** |
| **FIFTEEN****Dec 2** | **Program Budget Exercise** | **Program Budget Exercise due Dec 2 by 11:00 PM** |
| **SIXTEEN****Dec 9** | **Final exam** | **Final Exam due Dec 9 by 11:00 PM** |

***Policies and Student Resources:***

**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/aao/fao/>).

**Attendance:** At The University of Texas at Arlington, taking attendance is not required. Rather, 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. As the instructor of this section, I have decided that attendance at class meetings is not required but strongly encouraged.

**Americans with Disabilities Act:** The University of Texas at 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)*. 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 that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. 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) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled in this course 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 as they see fit in their courses, including (but not limited to) 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.

**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 [www.uta.edu/resources](http://www.uta.edu/resources).

**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>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be 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 enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located left as you exit the classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Final Review Week:** 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.