



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

**Semester/Year:** Spring 2018

**Course Title:** Social Work and Managed Care

**Course Prefix/Number/Section:** SOCW 5344 (formerly SOCW 6385)-002

**Instructor Name:** Tracy Orwig, MSSW, LCSW, CCTSW

**Faculty Position:** Assistant Professor in Practice

**Faculty Profile:** N/A

**Office Number:** 101A

**Phone Number:** 817-272-3181

**Email Address:** tracy.orwig@uta.edu

**Office Hours:** By Appointment

**Day and Time of Class (if applicable):** Online

**Location:** Online

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.  
Blackboard: <https://elearn.uta.edu>

### A. Description of Course Content

This course explores the history of managed care in health and social services, as well as current topics and practical applications. It covers the underlying philosophy, current trends, and practice issues in fields including health care, aging, behavioral and mental health, and child welfare. The course involves students in assessing the potential for conflict between social work values, ethics, and managed care systems. The course builds skills for administrative roles in managed care settings.

**Prerequisite:** SOCW 6371 or concurrent enrollment

### B. Student Learning Outcomes

Advanced Practice Behaviors—Direct Practice with Health Specialty:

#### 1 Educational Policy 2.1.2 - Apply social work ethical principles to guide professional practice

1. Advanced social workers in health implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs in health care interventions and settings.

#### 2 Educational Policy 2.1.5- Advance human rights and social and economic justice

1. Advanced social workers in health can identify ways in which power, privilege, gender, race, ethnicity, social class, age, and other forms of social stratification and disenfranchisement influence the evaluation process.

#### 3 Educational Policy 2.1.8—Engage in policy practice to advance social and

## **economic well-being and to deliver effective social work services**

1. Advance social workers in health communicate to stakeholders the implication of policies and policy change related to health and health care systems.
2. Advanced social workers in health advocate for policies that advance the social and economic well-being of those with health concerns and illness.

### **At the conclusion of the course students will be able to:**

1. Compare the evolution and role of managed care with other models of service delivery, including their relationship with client empowerment
2. Apply knowledge of managed care services to issues of social justice and human diversity, including equitable access to services by race, ethnicity, age, gender, challenges, and others
3. Critique administrative practice with respect to ethical and legal obligations in managed care
4. Analyze managed care in diverse practice settings, including health care, aging, behavioral and mental health, and child welfare
5. Cite and apply empirical studies of effectiveness in managed care service delivery

### **C. Required Textbooks and Other Course Materials**

Kongstvedt, P. R. (2016). *Health insurance and managed care: What they are and how they work* (4<sup>th</sup> ed.). Burlington, MA: Jones & Bartlett Learning.

Barr, D. A. (2016). *Introduction to U.S. health policy: The organization, financing, and delivery of health care in America* (4<sup>th</sup> ed.). Baltimore, MD: The Johns Hopkins Universities Press.

### **D. Additional Recommended Textbooks and Other Course Materials**

Additional readings will be provided in Blackboard.

### **E. Descriptions of Major Assignments and Examinations**

#### **1) Discussion Boards-15 points total (3 at 5 points each)**

Active participation in Discussion Boards (DB) is vital to the learning process and critical for maximizing your learning experience in this online course. Part of the assessment criteria for the course includes evaluation of not only the quantity of your participation in the discussion forums, but also of the quality. All students are expected to complete assigned readings prior to posting in the weekly discussion forums. Additionally, please note that if there is a discussion question that requires you to do something, such as watch a video or listen to a podcast, this must be completed before Sunday so that you can complete and submit your post on time. Please pay attention to grammar and sentence structure. These do not need to be in perfect APA format, but they should show evidence of graduate level writing skills. Your grade will depend on your discussion, thoughtfulness of the response and peer interaction. You will need to respond to the prompt and respond to at least one other student's post to receive full points. See *Discussion Board Rubric in the Blackboard for additional information on grading criteria.*

Although you will be able to view the question earlier, the actual discussion board will open on Monday at 12:00am. Initial posts are due by Sunday at 11:59pm and peer responses will be due on Tuesday at 11:59pm.

Due to the interactive nature of this course and this assignment, it is impossible to grant extensions for weekly discussion postings. *Discussion Boards will not be accepted late and cannot be made up.*

Each discussion board is worth 5 points.

**DUE DATE(s): Initial posts are due Sunday at 11:59pm (3/25; 4/22; 4/29.); peer responses are due**

**on Tuesday at 11:59pm**

**2) Quizzes over weekly readings- 25 points.** 5 Quizzes @ 5 pts. each

Direct practice behaviors: 1A, 2A, 3A, & 3B. Learning outcomes 1, 2, 3, & 4.

Multiple choice short quizzes covering content from the chapters and articles assigned for the week and previous weeks. These will tell me if everyone understands the materials each week, so I can address any knowledge gaps. Quizzes will be completed in Blackboard.

**DUE DATE(s): 4/1; 4/15; 4/22; 4/29; 5/4 at 11:59pm**

**3) Paper Proposal- 15 points.** 2 pages (500-800 words) + title page & references

Direct practice behaviors 2A, 3A, & 3B. Learning outcomes 2, 3, & 5.

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

Proposals give an overview of the topic of the final paper, including specific policy to be analyzed. Select a policy for analysis that has specific implications or roots in managed health care. The policy must have a federal, state, or judicial basis. Example policies include: The New Deal; The Affordable Care Act; The Mental Health Parity and Addiction Equity Act; Hawaii Prepaid Health Care Act; Massachusetts Health Care Reform Law; etc. See the rubric for the final paper to get an idea of what to include in the overview.

Proposals should be between 500 and 800 words. You must also include a preliminary list of at least 5 references (no Wikipedia or Merriam-Webster for this... limit to empirical references).

*See Paper Proposal Rubric in Blackboard for additional information on grading criteria.*

**DUE DATE: 4/8/18 via Blackboard**

***\*\*Paper Proposal and Final Paper may be completed individually or in dyads (groups of two). If you choose to complete your Paper Proposal and Final Paper in a dyad, you must submit the assignment with both names on each of the assignments, and you will each receive the same grade. You will need to notify the instructor during Week Two that you have chosen to complete the Paper Proposal and Final Paper in a dyad. There is a Discussion Board set up to communicate with your peers if you are interested in working in dyads.***

**4) Final Paper (12-15 pages)- 45 points.**

Advance practice behaviors 1A, 2A, 3A & 3B. Student learning outcomes 2, 3, 4 & 5.

B

Advance practice behaviors 1A, 2A, 3A & 3B. Student learning outcomes 2, 3, 4 & 5.

This paper will synthesize all the learning outcomes and advanced practice behaviors specified for the course. Building on your paper proposal, analyze a policy for that has specific implications for managed health care. The **12-15 page policy** analysis paper (**not including title page or references**) should be in 12 point, double-spaced font, in precise APA style.

**A minimum 10 sources are required**, in addition to the required readings and textbook references, which you may use. Acceptable sources include social work or related fields' journals, scholarly periodicals, statutes, legislative histories and committee hearings/reports. Citations and reference list must be in APA format, and reference list is not included in the page limit.

Select a policy for analysis that has specific implications or roots in managed health care. The policy must have a federal, state, or judicial basis. Example policies include: The New Deal; The Affordable Care Act; The Mental Health Parity and Addiction Equity Act; Hawaii Prepaid Health Care Act; Massachusetts Health Care Reform Law; etc.

In the introduction to your paper introduce the policy and reference its original source. Your policy analysis must include the following elements (potentially as subheadings):

- Background of the policy and problem the policy tries/tried to address;
- How the policy implemented, altered, or affected managed care and the way services are provided;
- How the policy affected *more than one* (if applicable) vulnerable populations in different ways, including people with mental illness, older adults, and people with different abilities;
- How does this policy promote (or not promote) equitable access to services by race, ethnicity, age, gender, or disability;
- What are some of the ethical and legal implications of the policy;
- What are your recommendations for policy improvement (you can make recommendations based on other policies from different states or countries that are proven effective)
- Consider the ways your policy could positively or negatively impact a given person on a specific managed care plan in some exact scenario(s).
- Give evidence of at least one ethical or legal dilemma that could occur, and how it could be resolved with examples of positive and negative
- Finally, provide a vignette or case example of how this policy affects a specific individual who is ill, seeking (or not) health care from a provider, on a managed care. Be specific.

*See the rubric posted in Blackboard for more information about this assignment.*

**DUE DATE: Wednesday, 5/2/18**

<b>Rubric for Policy Analysis Paper</b>	
<b>Section for Analysis</b>	<b>Points Possible</b>
Introduction	<b>4</b>
Background	<b>4</b>
Effect(s) on managed care	<b>4</b>
Effect(s) on multiple vulnerable populations	<b>4</b>
Effect(s) on equitable access to services	<b>4</b>
Ethical and legal implications	<b>4</b>
Recommendations	<b>4</b>
Vignette/Case Example	<b>8</b>

Paper is between 12-15 pages	2
Paper is well-written and grammatically appropriate	3
Paper follows APA guidelines	2
At least 10 empirical references are listed	2
<b>Total</b>	<b>45</b>

## PAPERS - GENERAL INFORMATION AND EXPECTATIONS

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

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

Written work must be clear, concise, and grammatically correct. Deficiencies in areas such as spelling, punctuation, sentence structure, and incoherent organization will result in lower grades. As stated, plagiarism (using someone else's words, thoughts, or ideas and claiming them as your own - i.e., using direct sentences written by others) will result in a failing grade for the course. Please use formal and professional language when completing papers and assignments for this course. This includes refraining from the use of contractions (e.g., can't, don't, won't, etc.).

**\*\*Unless otherwise indicated by the instructor, all designated assignments must be submitted through Blackboard and will be checked using Safe Assign anti-plagiarism software. Hard Copies are not to be turned in unless specified otherwise.**

### F. Attendance

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

The online setting provides students with the flexibility for completing the assignments. There are specific due dates for each assignment posted in the schedule on the syllabus. Students are expected to complete each assignment by the assigned due date.

### G. Grading

Assignment	Points Possible	Due Date
Discussion Boards (3 @ 5 points each)	15	3/25; 4/22; 4/29
Quizzes (5 @ 5 points each)	25	4/1; 4/15; 4/22; 4/29; Friday 5/4

Paper Proposal	15	4/8
Final Paper	45	Wednesday, 5/2
<b>Total Points</b>	<b>100</b>	
<b>Extra Credit</b>	<b>Points</b>	<b>Due</b>
Introduction Discussion Board	1	3/25
Work with Dr. Kilgore on paper proposal	1	4/8
Resource Discussion Board	1	4/15
Work with Dr. Kilgore on final paper	1	Wednesday 5/2
Wrap up Discussion Board	1	Friday 5/4
<b>Final Points</b>	<b>Final Letter Grade</b>	
100-90	A	
89.9-80	B	
79.9-70	C	
69.9-60	D	
59.9 or lower	F	

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

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

Suggestions for earning a good grade:

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

First, read and view the assignments. Second, ask your question regarding the course materials through an e-mail to the professor or the "Ask the Instructor" Discussion Board.

Please keep in mind that asking a question regarding the course materials before you turn in your assignments is much better than asking your question about your grade.

Other ways to earn a good grade:

- 1) Do the weekly readings
- 2) Turn in all assignments on time
- 3) Talk to the professor about any issues you are facing
- 4) Ask questions about assignments prior to the assignments due dates

5) Follow the syllabus and rubric guidelines for assignments.

**Late Assignments:** Examinations and assignments are not accepted past due date unless arrangements are made with the instructor PRIOR to the due date. Late assignments may be accepted under extreme circumstances and at the discretion of the instructor and will be docked 10% of the grade for each day it is turned in late. Discussion Boards will not be accepted late and cannot be made up. Quizzes cannot be made up after the due date, unless arrangements have been made with the instructor PRIOR to the due date.

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

## H. Make-Up Exams

**Late Assignments:** Examinations and assignments are not accepted past due date unless arrangements are made with the instructor PRIOR to the due date. Late assignments may be accepted under extreme circumstances and at the discretion of the instructor and will be docked 10% of the grade for each day it is turned in late. Discussion Boards will not be accepted late and cannot be made up. Quizzes cannot be made up after the due date, unless arrangements have been made with the instructor PRIOR to the due date.

An incomplete "I" grade may be assigned only in relation to (1) and emergency and/or hardship situation, and (2) when the completed portion of the student's work in the course is passing quality. A request for an "I" must be discussed with the instructor prior to the final week of classes. If approve, a specific date for completion of the work will be determined by the instructor. The completion date will be dependent upon the individual situation and may be less than the maximum permitted by University rules regarding incomplete grades.

The instructor reserves the right to give a grade of "F" for the course as a whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct.

Note: The following websites not only define plagiarism, but provide examples of different types of plagiarism:

Tutorial on Plagiarism (UT Arlington) <http://library.uta.edu/plagiarism/index.php>  
 Plagiarism Examples (Rob Toreki, University of Kentucky Department of Chemistry) <http://www.chem.uky.edu/courses/common/plagiarism.html#Examples>  
 Avoiding Plagiarism (UC Davis) <http://sja.ucdavis.edu/files/plagiarism.pdf>  
 Unacceptable Paraphrases (Indiana University Writing Tutorial Services) <http://www.indiana.edu/~wts/pamphlets.shtml>

## I. Course Schedule

<b>Session Week</b>	<b>Course Topics</b>	<b>Due This Week All assignments due Sunday night at 11:59pm unless otherwise specified</b>	<b>Readings</b>
<b>Session 1</b> Week of 3/19-3/25	<b>Introductory Concepts in Managed Care</b> NASW standards for health social workers History of managed care and insurance in the US Health care and the market economy Health insurance, HMOs and managed care revolution Patient Advocate Foundation: Understanding Managed Care	<b>Discussion Board #1-Initial post-Sunday at 11:59pm</b> <b>Optional: Extra Credit Discussion Board</b>	1) Kongstvedt, Ch. 1 2) Barr, Preface 3) Barr, Ch. 2 4) Barr, Ch. 5 5) Blackboard articles

<p><b>Session 2</b> Week of 3/26-4/1</p>	<p><b>Historical Perspective: Managed Care and Medicare</b> Medicare: Universal health insurance for elderly people Medicare and managed care from social work perspective <b>Historical Perspective: Managed Care and Medicaid; State Children’s Health Insurance Program (S-CHIP)</b> Medicaid managed care from the social work perspective Difference between Medicare and Medicaid</p>	<p><b>Quiz #1</b></p>	<p>1) Barr, Ch. 6 2) Kongstvedt, Ch. 7 3) Barr, Ch. 7 4) Blackboard articles</p>
<p><b>Session 3</b> Week of 4/2-4/8</p>	<p><b>Current Perspective: Managed Care Issues in the Patient Protection and Affordable Care Act (ACA or Obamacare)</b> The ACA and the politics of health care reform and market Cost control under the ACA <b>Current Perspective: Ethics and Cultural Values in Health Care Policy and Managed Care</b> Institutions that drive health care US health care &amp; costs compared to Canada</p>	<p><b>Paper Proposal Due 4/8</b> <b>Optional: Extra Credit work with Dr. Kilgore</b></p>	<p>1) Barr, Ch. 1 2) Barr, Ch. 3 3) Blackboard articles</p>
<p><b>Session 4</b> Week of 4/9-4/15</p>	<p><b>Current Perspective: For-Profit Care; Pharmaceuticals &amp; Managed Care</b> The movement toward for-profit models of managed care Conflicts of interest in pharmaceutical sales Managed care efforts to control expenditures <b>Current Perspective: Managed Care Issues for Long-Term Care, Elderly Adults, and Individuals with Disabilities</b> Managed care in nursing homes, hospice, and home health care Medicaid managed care initiatives and payments</p>	<p><b>Quiz #2</b></p>	<p>1) Barr, Ch. 9 2) Barr, Ch. 10 3) Bar Ch. 11 4) Blackboard articles</p>
<p><b>Session 5</b> Week of 4/16-4/22</p>	<p><b>Current Perspective: The Uninsured, Barriers to Health Care, &amp; Future Directions of Managed Care Reform</b> Who are the uninsured State vignettes on reducing the percent of uninsured Racial bias in access to care Rationing: is it inevitable? <b>Current Perspective: Managed Care Issues in Mental Health and Substance Abuse</b> The mental health parity and addiction equity act How social workers cope with managed care in MH Critique of managed care mental health treatment model</p>	<p><b>Discussion Board #2</b> <b>Quiz #3</b></p>	<p>1) Barr, Ch. 8 2) Barr, Ch. 12 3) Barr, Ch. 13 4) Blackboard articles</p>

<b>Session 6</b> Week of 4/23-4/29	<b>Application: Coverage and Types of Health Care Plans</b> Benefits, cost sharing, and bearing risk Types of payer organizations The continuum of managed care <b>Application: Providers and Organization of Managed Care</b> The managed care provider network The health professions and organization of health care Network adequacy standards	<b>Discussion Board #3</b> <b>Quiz #4</b>	1) Kongstvedt, Ch. 2 2) Kongstvedt, Ch. 3 3) Barr, Ch. 4 4) Blackboard articles
<b>Session 7</b> Week of 4/30-5/6	<b>Application: Payment and Reimbursement in Managed Care</b> Arguments for and against capitation Risk vs. non-risk payment Charge master/charge description master <b>Application: Accreditation, Quality Management, and Laws and Regulations Related to Managed Care</b> Prevention and medical necessity Utilization and appeals Federal oversight of managed care organizations	<b>Final Paper Due Wednesday 5/2</b> <b>Optional: Extra Credit work with Dr. Kilgore (5/2)</b> <b>Quiz #5-Friday 5/4</b> <b>Optional: Extra Credit Wrap Up Discussion Board</b>	1) Kongstvedt, Ch.4 2) Kongstvedt, Ch.5 3) Kongstvedt, Ch.8 4) Blackboard articles

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

### J. Expectations for Out-of-Class Study

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

### K. Grade Grievances

See BSW Program Manual at: [https://www.uta.edu/ssw/\\_documents/bsw/bsw-program-manual.pdf](https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf)  
Or MSW Program Manual at: [http://www.uta.edu/ssw/\\_documents/msw/msw-program-manual.pdf](http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf)

### L. Student Support Services

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

The IDEAS Center (2<sup>nd</sup> Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an

appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

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

### M. Librarian to Contact

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

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

- Library Home Page..... <http://www.uta.edu/library>
- Subject Guides..... <http://libguides.uta.edu>
- Subject Librarians..... <http://www.uta.edu/library/help/subject-librarians.php>
- Course Reserves..... <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
- Library Tutorials ..... <http://www.uta.edu/library/help/tutorials.php>
- Connecting from Off- Campus..... <http://libguides.uta.edu/offcampus>
- Ask a Librarian..... <http://ask.uta.edu>

### N. Drop Policy

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

### O. Disability Accommodations

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

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

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

#### **P. Non-Discrimination Policy**

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

#### **Q. Title IX Policy**

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).*

#### **R. Academic Integrity**

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

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

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

#### **S. Electronic Communication**

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

#### **T. Campus Carry**

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

## **U. Student Feedback Survey**

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

## **V. Final Review Week**

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