

*Executive MBA  
Healthcare Management*

## SYLLABUS – Spring 2021

<b>COURSE NUMBER</b>	EMBA 5361.001
<b>COURSE TITLE</b>	ISSUES IN THE AMERICAN HEALTHCARE SYSTEM
<b>INSTRUCTOR</b>	Paula Anthony, Ph.D.
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<b>PHONE</b>	903.360.7676
<b>OFFICE HOURS</b>	By appointment via Skype or phone call
<b>CLASS MEETINGS</b>	Ref. EMBA Cohort Schedule

### I. COURSE DESCRIPTION

This course is a review of both the historical development of the American healthcare system and contemporary policy issues in healthcare financing and delivery. The impact of these issues on all aspects of the healthcare system (including providers, employers, employees, the uninsured, payers, and federal and state governments) will be covered. This course will also focus on the quality, safety, and strategic considerations that healthcare executives face in this rapidly changing environment.

### II. REQUIRED TEXTS (provided by UT Tyler)

- Feldstein, P. J. (2019). *Health policy issues: An economic perspective* (Seventh ed.). Chicago: Health Administration Press. ISBN: 978-1-64055-010-0
- Vogel, L. H. (2019). *Who knew: Inside the complexity of American healthcare*. New York: Taylor & Francis Group. ISBN: 978-1-138-35302-2
- Additional articles (both required and optional) for each week will be posted on this course's Canvas site.

### III. COURSE LEARNING OBJECTIVES

- Understand the development of healthcare policy
- Review the evolving healthcare payment and care delivery models
- Understand the increasing complexity of medicine and the impacts of regulation and analytics
- Review the strategic considerations facing healthcare executives

### IV. COLLEGE OF BUSINESS AND TECHNOLOGY CORE VALUES

Professional Proficiency	Social Responsibility
Technological Competence	Ethical Courage
Global Awareness	

V. GRADING POLICY

Grade Distribution	
Class Participation/Discussion	20%
Discussion Posts	24%
Group Case Study Presentations	30%
Final Project	26%

Final Grades		
A	=	90% +
B	=	80% - 89%
C	=	70% - 79%
D	=	60% - 69%
E	=	<60%

- Class Participation/Discussion (graded from 1-10, represents 20% of the final grade)
- Discussion Posts (7 total posts; Posts 2-7, each graded from 1-10, collectively represent 25% of the final grade)
  - These are individual assignments. Each week’s discussion board prompt is included in this syllabus and is also posted on Canvas. The deliverable is a few paragraphs posted on Canvas by the Wednesday prior to class day at 11:59 pm CT. The posts will be used as jumping off points for class discussions.
- Group Case Study Presentation (3 presentations, each graded from 1-10, collectively represent 30% of the final grade)
  - Groups (consisting of 3-4 people) will each be assigned a different case at least two weeks before the due dates. The deliverable is a 15-minute PowerPoint presentation due on the specified class day. Include a summary of your case in your presentation and note that detailed financial analyses are not required. Please provide handouts of your slides for each class member and/or post them on Canvas in advance of your presentation. Each group will present its case during class.
- PopSurveys (sorry, no points) will be posted occasionally before and during class times. Responses are anonymous and participation is optional ... but reviewing the summarized responses (particularly those collected real-time during class) will be fun. And, I will certainly take PopSurvey ideas from the class.
- Final Project
  - This is an individual assignment. There are two deliverables:
    1. An 8-ish page, doubled spaced, 12-point font paper on any of the three topics listed below (graded from 1-100, representing 20% of final grade). **APA 6<sup>th</sup>/7<sup>th</sup> formatting and citations are required.** This paper is due at 11:59pm on the Sunday a week after the last class. Please post your paper on Canvas. Note that TurnItIn, an automatic plagiarism checker, is turned on, so please review those results prior to finalizing your submission.
    2. A 10-minute presentation to be given on the final day of class about your topic of choice (graded from 1-10, representing 5% of final grade). This presentation can take any form: a town hall meeting, a debate, a PowerPoint lecture, a video ... feel free to be creative! And, fair warning ... as yet unnamed guests may attend these presentations!
  - Topic Options:
    1. React and offer your opinion to a newspaper or journal article (or to a blog post) related to current or future healthcare policy. Back up your opinion with those of reputable and published authors or organizations and be sure to present the counter-argument(s). If applicable (and you feel comfortable) feel free to opine on your topic’s impact to your organization. OR

2. Considering the current state of the healthcare payment system, present your vision for payment reform in the future. OR
3. Discuss the intersection of healthcare policy and payment (e.g., improving clinical outcomes and value-based purchasing, or expanding access to health services and Medicaid expansion, etc.) – both at present and into the future.

## VI. CONTENT

### Week 1 (Jan 16, 8a-2p)

- Topics: Introduction; Course Overview and Logistics; APA 7<sup>th</sup>; The Affordable Care Act; Defining and Measuring Healthcare Services
- Required Readings (complete prior to class ... week 1 readings will be distributed in advance of class via email):
  - Feldstein, Chapters 1, 38
  - Vogel, Chapter 1
  - Burns, L.R. & Pauly, M.V. (2018). Detecting BS in Healthcare. *Department of Healthcare Management, The Wharton School, University of Pennsylvania*. Retrieved from [https://ldi.upenn.edu/sites/default/files/pdf/LDI%20Detecting%20BS%20in%20Healthcare\\_7.pdf](https://ldi.upenn.edu/sites/default/files/pdf/LDI%20Detecting%20BS%20in%20Healthcare_7.pdf)
  - Couris, M.J. (2020). Vulnerability: The secret to authentic leadership through the pandemic. *Journal of Healthcare Management*. 65(4), 248-251.
- Supplemental Reading:
  - Carreyrue, J. (2018). *Bad blood: Secrets and lies in a Silicon Valley startup*. New York: Knopf.
  - “Estimating the Impact of Repealing the Affordable Care Act on Hospitals.” Dobson, DeVanzo & Associates, Dec. 2016, <http://www.aha.org/content/16/impact-repeal-aca-report.pdf>. [Pages 1-13 are HIGHLY RECOMMENDED].
- PopSurveys 1a (due before class):
  - Please click the Week 1 PopSurvey link in Canvas to complete these surveys.
- Discussion Post 1 (no points for this one; due on Jan 13 by 11:59p):
  - “The course syllabus lists some objectives and content areas we plan to cover, but what are your objectives and/or goals for this course? And, what specific topics are you interested in?”
- Group Case Study 1 Assignments

### Week 2 (Jan 30, 10a-4p)

- Topics: ACHE – Fellow Certification; Medical Expenditures; Access to Medical Services; Healthcare Information and Quality; Physicians and Patients; Medicare; Medicaid
- Required Readings:
  - Feldstein, Chapters 2-4, 8-9
  - Vogel, Chapters 3-4
  - Schreiber, L. (2016). Separating fact from fiction in a price-sensitive market. The Advisory Board.
  - Schreiber, L. (2016). How are your patients looking for price? The Advisory Board.

- Supplemental Readings:
  - Cutler, D. M., Rosen, A. B., & Vijan, S. (2006). The value of medical spending in the United States, 1960–2000. *New England Journal of Medicine*, 355(9), 920-927.
  - Gawande, A. (2009). The cost conundrum: What a Texas town can teach us about health care. *The New Yorker*, 36-55.
  - Meier, B., McGinty, J. C., & Creswell, J. (2013). Hospital billing varies wildly, government data shows. *NY Times*, 5(8), 13.
  - “Health Costs.” Henry J. Kaiser Family Foundation, Nov. 2016, <http://kff.org/health-costs/>.
  - “An Overview of Medicare.” Henry J. Kaiser Family Foundation, Apr. 2016, <http://kff.org/medicare/fact-sheet/medicare-at-a-glance-fact-sheet/>.
  - Blumenthal, D., Davis, K., & Guterman, S. (2015). Medicare at 50—moving forward. *New England Journal of Medicine*, 372(7), 671-677.
  - Sommers, B. D., Baicker, K., & Epstein, A. M. (2012). Mortality and access to care among adults after state Medicaid expansions. *New England Journal of Medicine*, 367(11), 1025-1034.
- PopSurvey 2 (due before class):
  - Please click the Week 2 PopSurvey link in Canvas to complete this anonymous survey.
- Discussion Post 2 (due on Jan 27 by 11:59p):
  - “How would you use information on price sensitivity of medical services for policy purposes (for example, to increase the use of mammograms or prostate screens)?”
- Group Case Study 1 Presentations

### **Week 3 (Feb 12, 5p-9p and Feb 13, 8a-10a)**

- Topics: Healthcare Quality and Safety (guest speaker; Hospital Financial Statements; Health Insurance; Managed Care; Health Business Structures and Strategies; Health Care Markets
- Required Readings (complete prior to class):
  - Feldstein, Chapters 5, 6, 16, 20-22
  - Vogel, Chapter 10
  - Epstein, A. M. (2012). Will pay for performance improve quality of care? The answer is in the details. *New England Journal of Medicine*, 367(19), 1852-1853.
  - Berenson, R. A., & Kaye, D. R. (2013). Grading a physician's value—the misapplication of performance measurement. *New England Journal of Medicine*, 369(22), 2079-2081.
  - Jha, A. K., Joynt, K. E., Orav, E. J., & Epstein, A. M. (2012). The long-term effect of premier pay for performance on patient outcomes. *New England Journal of Medicine*, 366(17), 1606-1615.
- Supplemental Readings:
  - See supplemental readings on Canvas
- PopSurvey 3a (due before class)
  - Please click the Week 3 PopSurvey link in Canvas to complete this anonymous survey.
- Discussion Post 3 (due on Feb 10 by 11:59p):
  - “How will value-based purchasing or pay for performance payment models impact the delivery of healthcare services?”
- Group Case Study 2 Assignments

#### **Week 4 (Feb 27, 10a-4p)**

- Topics: Competition and Comparative Effectiveness; Allocation of Scarce Resources; Changing Reimbursement Methods; Factors Influencing the Cost and Availability of Prescription Drugs in the U.S.
- Required Readings (complete prior to class):
  - Feldstein, Chapters 15, 25-30
  - Sarpatwari A, Choudhry N, Avorn J, Kesselheim A. (2015). Paying physicians to prescribe generic drugs and follow-on biologics in the United States. *PLoS Med.* 12(3):e1001802. doi: 10.1371/journal.pmed.1001802. eCollection 2015.  
<http://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.1001802>
  - Wilensky, G. (2015). A new focus on prescription drug spending. *JAMA* 314(5), 440-441.  
<https://newsatjama.jama.com/2015/07/01/jama-forum-a-new-focus-on-prescription-drug-spending/>
- Supplemental Readings:
  - See supplemental readings on Canvas
- PopSurvey 4a (due before class):
  - Please click the Week 4 PopSurvey link in Canvas to complete this anonymous survey.
- Discussion Post 4 (due on Feb 24 by 11:59p):
  - “Would the poor be disadvantaged to the benefit of the wealthy under a free-market system for selling kidneys? Support your position with specific examples.”
- Group Case Study 2 Presentations

#### **Week 5 (Mar 19, 5p-9p and Mar 20, 8a-10a)**

- Topics: Strategic Planning; Increasing Complexity; Population Health; Long Term Care; The Airplane Game
- Required Readings:
  - Feldstein, Chapters 13, 37
  - Vogel, Chapters 6-7
  - “Medicaid and Long-Term Services and Supports: A Primer.” Henry J. Kaiser Family Foundation. Dec. 2015, <http://kff.org/medicaid/report/medicaid-and-long-term-services-and-supports-a-primer/>
  - Chernof, B. (2013). Creating realistic long-term care solutions as part of the entitlement reform debate. *Health Affairs Blog.* <http://healthaffairs.org/blog/2013/01/23/creating-realistic-long-term-care-solutions-as-part-of-the-entitlement-reform-debate/>
- Required Listening (complete prior to class):
  - Freakonomics Radio. (2016, November 30). Bad medicine, part 1: The story of 98.6 [Audio podcast]. Retrieved from <http://freakonomics.com/podcast/bad-medicine-part-1-story-98-6/>
  - Freakonomics Radio. (2016, December 7). Bad medicine, part 2: (Drug) trials and tribulations [Audio podcast]. Retrieved from <http://freakonomics.com/podcast/bad-medicine-part-2-drug-trials-and-tribulations/>
  - Freakonomics Radio. (2016, December 14). Bad medicine, part 3: Death by diagnosis [Audio podcast]. Retrieved from <http://freakonomics.com/podcast/bad-medicine-part-3-death-diagnosis/>
- PopSurvey 5a (due before class)
  - Please click the Week 5 PopSurvey link in Canvas to complete this anonymous survey.

- Discussion Post 5 (due on Mar 17 by 11:59p):
  - “The Freakonomics podcast on Bad Medicine suggests that there have been several unintended consequences from the government’s policy to measure, publish patient satisfaction scores and, subsequently, impact Medicare provider payments based on those scores. The negative consequences range from over utilization of medical services to over-prescribing of opioids – all in an effort to please patients and improve satisfaction scores. Do you agree with this assessment? Why or why not? Is the measurement of patient satisfaction important, and why? How might this measure be structured in such a way as to avoid potentially negative unintended consequences?”
- Group Case Study 3 Assignments

### **Week 6 (Mar 27, 10a-4p)**

- Topics: Governmental Policies on National Medical Systems; Politics of Healthcare; Public Opinion
- Required Readings (complete prior to class):
  - Feldstein, Chapters 31, 34-36
  - Atun, R. (2015). The National Health Service: value for money, value for many. *Lancet* (London, England), 385(9972), 917.
  - Atun, R., De Andrade, L. O. M., Almeida, G., Cotlear, D., Dmytraczenko, T., Frenz, P., ... & De Paula, J. B. (2015). Health-system reform and universal health coverage in Latin America. *The Lancet*, 385(9974), 1230-1247.
  - Atun, R., Aydın, S., Chakraborty, S., Sümer, S., Aran, M., Gürol, I., ... & Dilmen, U. (2013). Universal health coverage in Turkey: enhancement of equity. *The Lancet*, 382(9886), 65-99.
  - Blumenthal, D., & Hsiao, W. (2015). Lessons from the East—China's rapidly evolving health care system. *New England Journal of Medicine*, 372(14), 1281-1285.
  - Davis, K, et al. (2015). Mirror, mirror on the wall, 2014 update: How the U.S. health care system compares internationally.” *The Commonwealth Fund*. Jun. 2014, [http://www.commonwealthfund.org/~media/files/publications/fund-report/2014/jun/1755\\_davis\\_mirror\\_mirror\\_2014.pdf](http://www.commonwealthfund.org/~media/files/publications/fund-report/2014/jun/1755_davis_mirror_mirror_2014.pdf)
  - Blendon, R. J., Benson, J. M., SteelFisher, G. K., & Connolly, J. M. (2010). Americans’ conflicting views about the public health system, and how to shore up support. *Health Affairs*, 29(11), 2033-2040.
  - Blendon, R. J., & Benson, J. M. (2013). The public and the conflict over future Medicare spending. *New England Journal of Medicine*, 369(11), 1066-1073.
  - SteelFisher, G. K., Blendon, R. J., & Lasala-Blanco, N. (2015). Ebola in the United States—Public Reactions and Implications. *New England Journal of Medicine*, 373(9), 789-791.
- Supplemental Readings:
  - See supplemental readings on Canvas
- PopSurvey 6a (due before class):
  - Please click the Week 6 PopSurvey link in Canvas to complete this anonymous survey.
- Discussion Post 6 (due on Mar 24 by 11:59p):
  - “What are the pros and cons of a single payer system. Is the Canadian system egalitarian and if yes (or no), describe why.”
- Group Case Study 3 Presentations

### **Week 7 (Apr 9, 5p-9p and Apr 10, 8a-10a)**

- Topics: The Future of Healthcare; Final Project Presentations
- Required Readings (complete prior to class):
  - Feldstein, Chapter 17
  - “12 Things CEOs Need to Know in 2017.” The Advisory Board. 2016.
  - Poku. M. & Schulman, K.A. (2016). We interviewed health care leaders about their industry, and they’re worried. Harvard Business Review. Dec. 2015. <https://hbr.org/2016/12/we-interviewed-health-care-leaders-about-their-industry-and-theyre-worried>
  - “The Hospital of the Future.” The Advisory Board. 2016.
  - “The No. 1 Takeaway from the JP Morgan Healthcare Conference: It's the platform, stupid.” Becker’s Hospital Review, 2019.
  - Gottlieb, K. (2013). The Nuka system of care: Improving health through ownership and relationships. International Journal Cirumpolar Health. 72(21118).
- Supplemental Readings:
  - See supplemental readings on Canvas
- PopSurvey 7a (due before class):
  - Please click the Week 7 PopSurvey link in Canvas to complete this anonymous survey.
- Discussion Post 7 (due on Apr 7 by 11:59p):
  - “What is your vision of the most significant future development related to the delivery of healthcare services and why.”
- Final Project (presentation to be given in class on Apr 9-10, and paper due on Apr 18 by 11:59p)

### **VII. CLASS PROTOCOL**

Students are expected to attend all classes. If a class must be missed, all deliverables are still due on their assigned dates. If a student must miss a class during which he/she was scheduled for a presentation, we will work together to find an alternate date for that presentation.

Feel free to use your laptops to take notes during class, but please silence cell phones. To participate in the PopSurveys launched during class, you will need access to either your Canvas account.

The University of Texas at Tyler Student Standards of Academic Conduct will be followed. Please pay attention to the section which defines "plagiarism" as “includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit”. In other words, no cut and paste! And remember, even if you summarize anyone else’s work, it must be cited every time.

### **VIII. CLASS RESOURCES**

- [Canvas](#) is a required tool for this course. All assignments will be posted here, many deliverables are required to be posted here ... and most importantly, all grades will be posted here!
- [Dropbox](#) is a great (and free) collaboration tool for the development of group deliverables. Ditto for [Google Docs](#).
- [Purdue Owl](#) is a great (and free) resource for APA 7<sup>th</sup> formatting guidelines. Of course, the gold standard is the manual:

- [American Psychological Association. \(2009\). Publication Manual of the American Psychological Association 7th Edition. American Psychological Association \(APA\). ISBN: 978-1433832161](#)
- [UT Tyler Online Library](#) is fantastic for access to virtually every academic/business journal. Use your Patriots username and password to access.
- [Google Alerts](#) is another fantastic research tool that will email you every time a new article is published that matches key words you specify.
- [Google Scholar](#) allows for easy query of peer-reviewed academic articles and publications and [Google Scholar Alerts](#) sends you an email every time a new academic publication is released that matches your key words.
- Blogs are some of the industry's most interesting resources. Two of my favorites are: [geekdoctor](#) by John Halamka MD, CIO of Beth Israel Deaconess Medical Center and [hospitalimpact](#) hosted by FierceHealthcare with many contributing C-suite writers.

## IX. UNIVERSITY POLICIES

<http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf>

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free)

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement



Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit

<https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
  - copying from another student's test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;

- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
  - iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
  - iv. All written work that is submitted will be subject to review by Turn-It-In, available on Canvas.

#### **UT Tyler Resources for Students**

- [UT Tyler Writing Center](https://www.uttyler.edu/writingcenter) (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](https://www.uttyler.edu/tutoring) (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](https://www.uttyler.edu/counseling) (903.566.7254)