

PPD 600: MANAGEMENT OF MANAGED CARE ORGANIZATIONS

Spring 2020, Location TBD, 2-units



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The mission of the USC Sol Price School of Public Policy is to improve the quality of life for people and their communities, here and abroad. We achieve this mission through education and research that promote innovative solutions to the most critical issues facing society.

My goal for this class and every class that I teach is to prepare you to get a great job and have a successful career in healthcare. This is not a theoretical class. I work for OptumCare Medical Group, which is a managed care company, and I am responsible for about 20,000 patients and 200 employees. We will discuss the real-life challenges that I face every day in managed care trying to deliver great patient care, while managing costs and keeping my patients out of the hospital.

In Class Dates & Times

Sunday, February 9, 2020 | 9:00 a.m. – 3:00 p.m. | TBD

Sunday, March 29, 2020 | 9:00 a.m. – 3:00 p.m. | TBD

Saturday, April 25, 2019 | 9:00 a.m. – 3:00 p.m. | TBD

COURSE DESCRIPTION

This course presents an overview of major issues related to the management of health insurance and managed care plans. It will include analysis of managed care in the commercial market and in government programs such as Medicaid and Medicare. Key topics include legal and administrative structure(s) of managed care organizations, provider network development and management including provider payment arrangements, population health management, quality and accountability, integrated care, informatics and public policy. This course is relevant for anyone working in healthcare but especially those students interested in management or healthcare policy working with public and private (both for-profit and not-for-profit) health insurance plans and organized delivery systems, such as HMOs and hospital/physician integrated delivery systems. The emphasis is placed on the US system but we will also address aspects of California managed care characteristics.

LEARNING OBJECTIVES

1. Using Bloom's Taxonomy in developing course learning objectives:

Course Learning Objectives	Cognitive / Affective	Level
1. This course will provide students with an overview to assess major issues related to the design, function, management, regulation and evaluation of health insurance programs and managed care organizations. Changes occurring in public policy with the current administration will be integrated into discussions.	Cognitive	Evaluation
2. Access outside speakers in class and through on-line discussions to offer insight into practical issues that senior administrators face in managing in a period of transformative change.	Affective	Valuing

<p>3. Students will be provided opportunities to demonstrate their understanding and functioning as managers dealing with the following health insurance/managed care issues:</p> <ul style="list-style-type: none"> • Health insurance and risk • Administration and governance • Network structure and management • Provider contracting • Medical management • Quality monitoring and improvement • Role of informatics • Population health and its role in the future of managed care • Integrated care strategies • Impact of changes in pharmacy benefit management • Public programs and their impact on the insurance market • Transformational change- how will technology and innovation change your role as administrators and patients' role in the health care system 	Cognitive	Application
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- a. There are three main domains of learning. These domains are **cognitive** (thinking), **affective** (emotion/ feeling), and **psychomotor** (physical/kinesthetic).
 - b. Taxonomies of the Cognitive Domain used in this course are:
 - i. **Evaluation:** The ability to judge, check, and even critique the value of material for a given purpose.
 - ii. **Application:** The ability to use learned material, or to implement material in new and concrete situations.
 - c. The objective of the Affective Domain used in this course is **Valuing**.
 - i. **Valuing** - This refers to the learner's beliefs and attitudes of worth – acceptance, preference, or commitment. An acceptance, preference, or commitment to a value.
2. Graduates of the USC Price MHA program will demonstrate 15 core competencies, organized by 6 domains. The main purpose of this competency-based curriculum is to help faculty and students focus on the key knowledge, skills and abilities that students need to develop overall and within each course while they are enrolled in the MHA program so they can succeed in the workforce once they graduate. The following competency levels indicate what is expected of students to achieve for the competencies this course emphasizes.
- **Beginning (B)** - Recall facts and basic concepts and be able to explain their meaning.
 - **Intermediate (I)** - Integrate ideas and draw connections between them. Use information in new situations.
 - **Advanced (A)** - Justify a decision or position and produce new or original work.

REQUIRED TEXT

Kongstvedt, Peter R. - *Health Insurance and Managed Care: What They Are and How They Work*, Fifth Edition. Jones and Bartlett Learning.

MHA Competency	Level (B/I/A)	Course Objective(s)	Assessment Methods
Domain 1: Knowledge of Health Care Environment			
1.1 Demonstrate knowledge of established and evolving issues in health care, and the ability to apply this knowledge to diverse health organizations.	Intermediate	1-3	Case Study, Group Project
Domain 2: Critical Thinking and Analysis			
2.1 Demonstrate the ability to understand a situation, issue or problem by breaking it into smaller pieces and tracing its implications in a step-by-step manner.	Intermediate	1,3	Case Study, Group Project, Peer Evaluation
Domain 3: Business and Management Knowledge			
3.1 Understand and use the formal and informal decision-making structures in healthcare organizations and the healthcare industry and demonstrate ability to analyze and improve an organization's processes.	Beginning	1-3	Case Study, Group Project, Peer Evaluation
Domain 5: Communication			
5.1 Demonstrate the ability to facilitate a group, and to prepare and present cogent business presentations.	Intermediate	2-3	Case Study, Group Project, Peer Evaluation
Domain 6: Leadership			
6.1 Demonstrates the ability to work as a team member and to support and value diverse opinions and perspectives	Intermediate	2-3	Group Project, Peer Evaluation

INTERNET-BASED LEARNING

In addition to the class meetings, we will have weekly internet-based interaction and assignments that will support the course objectives. Please check the on-line site regularly throughout the course for updates and discussions.

COURSE REQUIREMENTS AND FINAL GRADE DETERMINATION

ASSIGNMENT	DUE DATE	% OF GRADE
Class Preparation and Participation	Weekly	10%
Interactive Discussion Board Chats	Weekly	45%
Group Project	April 6, 2019	25%
Group Individual Oral Project	April 6, 2019	10%
Final Paper	May 3, 2019	10%
TOTAL		100%

CLASS ASSIGNMENT DESCRIPTIONS

Class Preparation and Participation: Class discussions by all students contribute to the overall learning experience. The quality of these discussions is based upon each student's preparation prior to class and active engagement in the exchange of thoughts, concepts and ideas. Each student is expected to have completed all readings and assignments prior to each scheduled class or weekly discussion. Full class attendance is expected since we only meet 3 times. Attendance will count towards participation grades.

Discussion Board and Interactive Chat: Most of the discussion in the Blackboard chat room should occur Monday thru Friday. You will get partial to no credit if you wait until the last minute to chime in. Students are encouraged to post to the discussion board as often as they like. The posts will drive much of our live discussions. Articles that you find will be first come first serve, so check if someone has already posted your article and get them in early.

Internet-Based Learning Assignments: There will be weekly internet-based contact and learning throughout the semester. We will cover a number of topics through the internet-based learning that will not otherwise be covered during the on-site sessions. There will also be the opportunity to ask questions concerning the readings. In addition, there will be assignments as described in the syllabus. Questions and comments on the assignments will be accepted on-line publicly and the expectation is that students will participate in brief weekly on-line discussions.

Introduction Post: As preparation for the February 9th class session, complete a self-introduction post on the Blackboard discussion board before the first class to discuss residency experience, reason for picking MHA program, and future goals for working in healthcare. Also, include your experience with managed care and insurance. Everyone has some experience, whether it's work/school related, or as a patient or family member. Include in post how your prior experience has influenced your perception, opinion, and/or understanding of managed care, and what you are looking for in this course to better prepare you for a future career. Provide an example from your work experience in healthcare or your studies of healthcare in which managed care has had particular relevance. This post will be public.

During the February 9th on-site session, each student will be asked to continue the dialogue about how their experiences with managed care have influenced their perceptions and/or their career – and may influence how they perceive the material presented in this class.

Effectiveness of In-Class Exercises and Participation

The class will be highly participatory and include a combination of lecture, discussion and in-class exercises. At various times, students will be organized into teams to discuss issues more in-depth or to address specific issues relevant to management of managed care. Teams will be asked to present to the larger group or to facilitate discussions with the full class. Additionally, students will be asked to prepare questions and participate in discussions with outside lecturers for on-site or internet-based learning.

Team Project

The purpose of the team project for this course is to examine a topic or issue relevant to management of a department or managed care organization within the framework of concepts that you have learned in this class. The goal of this assignment is to help make this course more relevant to you and possibly to identify a topic you may wish to explore further as part of your final assignment. It is also expected that you will utilize published information to support your thesis and/or solutions.

You should submit an executive report that summarizes your project with your presentations. The report should include research, analysis and conclusions. It should stand on its own, so I can use to grade your projects. In other words, I should be able to read it without your presentation (verbal or written) and understand the entire process. Please print a copy to turn in when you do your presentations. You only need one copy for each group. The executive report doesn't have to be a pages and pages of work but it does need to document your process and conclusions.

Students will be assigned to a team on March 29th and will be given time to brainstorm ideas for the project and organize your teams. Team members will communicate between intensive sessions to address issues, review material and prepare for a final presentation on April 25th.

A successful presentation will:

1. Present a summary of the current situation associated with your topic/issue.
2. Describe one or two challenges associated with your topic.
3. Describe one or two key healthcare players/stakeholders involved in this problem area.
4. Present and evaluate one or two possible responses for possible resolution to the challenge and discuss how your department/organization or outside stakeholders (e.g., clients, members, and providers) might be affected.
5. Draw a conclusion about the problem and its potential resolution and discuss related areas for further study.
6. Develop a solution for your department/organization based on management principles and published research. The team will be expected to present materials to the class as a whole using PowerPoint or other visual approach. A complete bibliography of sources used will be required as an Addendum in your executive summary. Please utilize the web-based discussion question from the text, your own practical experiences within healthcare, or other research literature as you develop the question to be examined and build your solution. We will also have the opportunity to brainstorm possible topics during the on-site classes.

Presentations: Every person in a group should present and have equal air time. This is a skill you will need throughout your career. Mastering effective presentations will differentiate you from your peers. If you use PowerPoint, you must follow these guidelines:

1. PowerPoint slides should have bullets to support your conversation, not paragraphs. Slides are guides for speakers, not reading material for audiences.
2. You should not be reading slides – the bullets should trigger ideas. This means you will have to rehearse and practice out loud. Practicing to yourself is NOT the same.
3. PowerPoint slides should be professional, uniform, grammatically correct and readable.

Final Paper: Your final paper can be on any topic that we have covered in class. It should be no more than three pages and offer a solution to a managed care or insurance problem based on evidence. The purpose of this paper is to show that you have a good grasp on the material covered in this course. You should also choose a topic that is aligned with the kind of job you want after graduating.

PPD 600 COURSE OUTLINE

WEEK	READINGS AND HOMEWORK
Week 1: Jan 13-19	Coverage and Plans The first segment of the course will focus on managed care's administration of and relationship with providers, including hospitals, physicians, networks of providers and other configurations. <ul style="list-style-type: none"> • Kongstvedt, Prologue and Chapter 1 – History of Managed Care • Review from BCBS website: Blue Cross Blue Shield has a great infographics explaining different coverage types: https://www.bcbsm.com/index/health-insurance-101/selecting-right-plan/choosing-health-insurance.html
Week 2: Jan 20-26	<ul style="list-style-type: none"> • Read article from Blackboard: <i>As Commercial Capitation Sinks, Can California's Physician Organizations Stay Afloat? California Health Foundation Issue Brief. November, 2016.</i> • Assignment: <ul style="list-style-type: none"> ○ Post three key learnings from chapter readings and article above. Also, post one comment on another student's post. Include your own ideas and thoughts – why did you pick the learnings?
Week 3: Jan 27-Feb 2	<ul style="list-style-type: none"> • Kongstvedt, Chapter 2 – Health Benefits Coverage and Types of Plans • Assignment: <ul style="list-style-type: none"> ○ Post two key learnings from chapter reading. Also, post one comment on another student's post. Include your own ideas and thoughts – why did you pick the learnings?
Week 4: Feb 3-9	The Student's Aspirations for Course and Career <ul style="list-style-type: none"> • Assignment: <ul style="list-style-type: none"> ○ As preparation for the February 9th in-class session, complete a self-introduction post on the Blackboard discussion board before the first class to discuss residency experience, reason for picking MHA program and future goals for working in healthcare. Also, include your experience with the management of managed care and insurance. Everyone has experience whether as a patient, a family member or work/school related. This post will be public. ○ Also, post on how your prior experience has influenced your perception, opinion and/or understanding of managed care, what you are looking for in this course to better prepare you for a future career. Provide an example from your work experience in healthcare or your studies of healthcare in which managed care has had particular relevance.
In Class Session: Feb 9, 9a-3p Classroom: TBD	First In-Class Sessions will include: <ul style="list-style-type: none"> • Introduction to the course, learning objectives, class culture • Review of research expectations, use of references, writing requirements, discussion board participation, communication with professor and other administrative issues • Student introductions and discussion of your managed care backgrounds and understanding of health care and managed care • Expectations of the class including expectations for the team presentation and executive summary in April • Background and evolving world of managed care • Health benefits coverage and types of plans • Discussion of risk, premium development and their impact of the ACA

	<ul style="list-style-type: none"> • How do the changes to the individual mandate impact managed care administration- or do they? • Impact of culture and personal expectations in how we access health care? How does that impact your ability to manage a managed care organization? Since many of you will work in California, what are the special considerations you might need to address in operating an organization in California?
Week 5: Feb 10-16	Medicare, Medicaid, MACRA and Advanced Alternative Payment Models (APM) <ul style="list-style-type: none"> • Kongstvedt, Chapter 7 – Medicare and Medicaid • Review Medicare and Medicaid sites (medicare.gov and medicaid.gov)
Week 6: Feb 17-23	Medicare Advantage, MACRA and Alternative Payment Models (APM) <ul style="list-style-type: none"> • Review material available through CMS on the Quality Payment Program especially attributes of MIPS and APMs and MACRA rule. • Review Medicare site for description of Medicare Advantage Plans • Assignment: <ul style="list-style-type: none"> ○ Please respond to the question below. The purpose is to assure your understanding of key concepts and also to continue developing your abilities as a manager to strategically assess options and opportunities for your organization (MCO, hospital, provider group, etc.). ○ Question: The response may be in a table or in narrative (no more than 400 words): What are the key differences between a Medicare Advantage Plan and an Alternative Payment Model (APM) and how do these differences impact the MCO, the physician and the Medicare recipient?
Week 7: Feb 24-Mar 1	Integrated Care and the Provider Network <ul style="list-style-type: none"> • Kongstvedt: Chapter 3 – The Provider Network • Find and read one current (2018-2020) research article on ACOs (Accountable Care Organizations) and their significance to integrated care. • Assignment: <ul style="list-style-type: none"> ○ Write one small paragraph (3 or 4 sentences max) summarizing your article
Week 8: Mar 2-8	Patient Satisfaction <ul style="list-style-type: none"> • Find an article discussing the use of patient satisfaction as a tool for delivering great care and quality to patients. • Assignment: <ul style="list-style-type: none"> ○ In a 250 word or less post, form an argument for or against patient satisfaction's effectiveness as a tool based on the evidence in your article. Each article can only be used twice – once for and once against. Post your article first on Blackboard with your argument to make your claim and make sure to check if the article has been used.
Week 9: Mar 9-15	Cost Management <ul style="list-style-type: none"> • Kongstvedt, Kongstvedt, Chapter 4 – Provider Payment • Assignment: <ul style="list-style-type: none"> ○ Post two key learnings from Chapter reading and one comment on another classmate's post. Include your ideas and thoughts – why did you pick the concepts?
Week 10: Mar 16-22	Spring Break
Week 11: Mar 23-29	Nuts and Bolts: Worse Case Scenario Planning <ol style="list-style-type: none"> 1. Submit this to me individually, rather than posting on the discussion board: Please develop several scenarios of "worse cases" of administrative fiascos- aspects of managed care administration that could go wrong. You will be discussing these in class, so please have notes ready. They can be bullets but need to be sufficient that you have material to discuss in class. Scenarios can be from your own experience, articles you have read (for example, do you

	<p>remember enrollment for Obamacare?) or use your imagination- what is the worst thing you think could go wrong for a managed care company administratively? Some clues although you need to be more specific than this: Areas that tend to go wrong include data systems, phone systems, expansions (of all types), big new programs, public relations, etc. You will need to think about:</p> <ol style="list-style-type: none"> What went wrong? How it affects patients? How it affects management? How it affects clients? How it affects providers? How will you/staff/management fix it? How will you know you fixed it? <p>As a class, you are going to have the opportunity to select several of the scenarios to work on in groups – so come prepared with interesting ideas.</p>
<p>In Class Session: Mar 29, 9a-3p Classroom: TBD</p>	<p>The agenda for the 2nd and 3rd in-class sessions will be finalized during the semester.</p> <ul style="list-style-type: none"> Medicare, Medicaid Accountable Care Organizations The California managed care market- characteristics, why it is different, how it effects management Nuts and Bolts- administration Scenario Planning- How to fix our worst-case scenarios. How does it work in real life managed care administration? Team Project- work with your team on final preparation
<p>Week 12: Mar 30-Apr 5</p>	<p>Billing, Coding and Membership</p> <ul style="list-style-type: none"> Kongstvedt, Chapter 5 – Utilization Management, Quality, Accreditation One of my biggest challenges as an operator in managed care is getting paid for the services that we provide, specifically getting providers to bill and code correctly. In addition to chapter readings, find an article discussing billing and coding practices in healthcare. Assignment: <ul style="list-style-type: none"> Post two key learnings and one comment on another student’s post from your chapter readings, include your thoughts – why did you pick these concepts? Write one small paragraph summarizing your article. Include your analysis and feelings about the concepts in the article. Also, post one comment on another student’s article with your feelings about the concepts.
<p>Week 13: Apr 6-12</p>	<p>Technology and Innovation in Management of Managed Care</p> <ul style="list-style-type: none"> Find an article discussing tech companies like, Amazon and Apple, moving into the healthcare space and their prediction to fix the broken healthcare system. Use data and analysis to support or deny their claims. Assignment: <ol style="list-style-type: none"> In a 400 word or less post, form an argument for or against the tech industry solving the problems in healthcare. Be sure to discuss the barriers and challenges facing these progressive companies. As before, each article can only be used twice – once for and once against. Post your article first on Blackboard with your argument to make your claim and make sure to check if the article has been used. Don’t forget to include your analysis and conclusion.
<p>Week 14: Apr 13-19</p>	<p>Sales, Governance, and Administration</p> <ul style="list-style-type: none"> Kongstvedt: Chapter 6 – Sales, Governance, and Administration Assignment: <ul style="list-style-type: none"> Post three key learnings and one comment on another student’s post from the chapter 6 reading, include your thoughts – why did you pick these concepts?

Week 15: Apr 20-26	No Posts this week: Work on Group Projects – ask all questions on discussion board and help each other. Remember to rehearse presentations out loud and follow rules of Power Point. I will be available for questions and concerns.
In Class Session: Apr 25, 9a-3p Classroom: TBD	The agenda for the 3rd in-class session will be finalized during the semester: <ul style="list-style-type: none"> • Group Presentations and Critiques • Teams will present to the class, followed by discussion of these Projects. Groups should bring handouts to distribute to the audience. Groups are also asked to post their presentations on the course Blackboard before class. • There will be time and a process for discussion of the Final Paper – issues that are being identified, clarification of topics, resources, etc. There will be a review of the course and discussion of issues of interest to the class to include during the final weeks. • Bob Badal will spend an hour with us talking about his experience in managed care and answering questions about your career paths in healthcare. Bob is the current Chief Revenue Officer and Co-Founder of Strive Health. He was a long-time Senior Vice-President at DaVita Inc., negotiating billion-dollar payer contracts between DaVita and the Big-5. This will be an excellent opportunity to learn and have your questions answered. Please be prepared with 2-3 of your most critical questions on managed care networks. You will be graded on your preparation for this class and your participation. • Billing and Coding • Technology • Sales and Membership • Conclusion
Week 16: Apr 27-May 3	Accreditation, Governance and Administration <ul style="list-style-type: none"> • Kongstvedt, Chapter 8 – Laws and Regulations in Managed Care • Assignment: <ul style="list-style-type: none"> ○ Discussion board with your classmates on the role of the Board and key committees. This will be an opportunity for critical thinking and analysis and to practice the team skills needed to work in a managed care environment. You will be expected to post at least one comment based on your chapter reading and also make at least two response comments to other classmates. ○ Work on final papers – DUE 5/1
May 1	Final Paper: Your final paper can be on any topic that we have covered in class. It should be no more than three pages and offer a solution to a managed care or insurance problem based on evidence. The purpose of this paper is to show that you have a good grasp on the material covered in this course. You should also choose a topic that is aligned with the kind of job you want after graduating.

USC GRADING POLICY

GRADE	CRITERIA
A	Work of excellent quality
B	Work of good quality
C	Minimum passing for graduate credit
D	Failed in courses for graduate credit
E	Failed

ACADEMIC CONDUCT

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct,

<http://policy.usc.edu/scientific-misconduct/>. USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the University Student Conduct Code (www.usc.edu/scampus), where the recommended sanctions are located in Appendix A. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Information on intellectual property at USC is available at: <http://usc.edu/academe/acsen/issues/ipr/index.html>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity <http://equity.usc.edu/> or to the Department of Public Safety <http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu> describes reporting options and other resources.

STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

EMERGENCY PREPAREDNESS/COURSE CONTINUITY IN A CRISIS

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

ADDITIONAL POLICIES

Incomplete (IN) is assigned when work is not completed because of documented illness or other “emergency” occurring after the twelfth week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks).

Registrar's Note: Recommended definition of emergency: “A situation or event which could not be foreseen and which is beyond the student's control, and which prevents the student from taking the final examination or completing other work due during the final examination period. Also note that as defined above, a student may not request an IN before the end of the twelfth week (or twelfth week equivalent for any course scheduled for less than 15 weeks); the rationale is that the student still has the option to drop the course until the end of the twelfth week (or twelfth week equivalent). The grade of IN exists so there is a remedy for illness or emergency which occurs after the drop deadline.

Marks of IN must be completed within one year from the date of the assignment of the IN. If not completed within the specified time limit, marks of IN automatically become marks of IX (expired incomplete) with the exception of thesis, dissertation, and non-letter-graded courses, and are computed in the GPA as a grade of F (zero grade).

points). A student may petition the Committee on Academic Policies and Procedures (CAPP) for an extension of time to complete an Incomplete. Extensions beyond the specified time limit are rarely approved, particularly if the student has enrolled in subsequent.



**STUDENT JUDICIAL AFFAIRS AND
COMMUNITY STANDARD**

APPENDIX A: ACADEMIC DISHONESTY SANCTION GUIDELINES

Violation	Recommended Sanction for Undergraduates*
Copying answers from other students on any course work. **	F for course.
One person allowing another to cheat from his/her exam or assignment.	F for course.
Possessing or using material exam (crib sheets, notes, books, etc.) which is not expressly permitted by the instructor.	F for course.
Continuing to write after exam has ended.	F for course.
Taking exam from room and later claiming that the instructor lost it.	F for course and recommendation for further disciplinary action (possible suspension).
Changing answers after exam has been returned.	F for course and recommendation for further disciplinary action (possible suspension).
Fraudulent possession of exam prior to administration	F for course and recommendation for suspension.
Obtaining a copy of an exam or answer key prior to administration	Suspension or expulsion from the university; F for course
Having someone else complete course work for oneself.	Suspension or expulsion from the university for both students; F for course.
Plagiarism – Submitting other’s work as one’s own or giving an improper citation.	F for course.
Submission of purchased term papers or papers done by others.	F for the course and recommendation for further disciplinary action (possible suspension).
Submission of the same assignment to more than one instructor, where no previous approval has been given.	F for course.
Unauthorized collaboration on an assignment.	F for the course for both students.
Falsification of information in admission applications (including supporting documentation).	Revocation of university admission without opportunity to reapply.
Documentary falsification (e.g., petitions and supporting materials; medical documentation).	Suspension or expulsion from the university; F for course when related to a specific course
Plagiarism in a graduate thesis or dissertation.	Expulsion from the university when discovered prior to graduation; revocation of degree when discovered subsequent to graduation. ***

- * Assuming first offense
- ** Exam, quiz, tests, assignments or other course work.
- *** Applies to graduate students