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**HI 5314 Technology Assessment in Healthcare**

**Syllabus**

**Fall 2015  
3 Semester credit hours**

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# Course Description

This course explores technology assessment as tools of various methods and processes used to evaluate both positive and negative impacts of techniques, technologies, devices and interventions used in healthcare. An overview of the history and development of health technology assessment (HTA) is considered, as are the standard approaches for measuring outcomes, and the development of technology assessment models. A national and international focus is taken of HTA for regulation, policy and decision making with the examination of documents from multidisciplinary contributors, addressing HTA during its development and the identification of current challenges.

# Learning Objectives

Upon successfully completing this course, the student will be able to:

* Describe the development of technology assessment in healthcare.
* Understand the core competencies needed in the HTA discipline
* Understand the various approaches for measuring the impact of techniques, technologies, devices, and interventions used in healthcare.
* Possess a basic vocabulary of HTA terms and definitions.
* Develop a beginning level of competency in the HTA literature.
* Understand the theoretical foundation of economic evaluation in healthcare
* Identify critical assessment of economic evaluation
* Understand the use of cost-effectiveness analysis
* Differentiate between differing types of cost analysis
* Describe framing and design of a cost-effectiveness analysis
* Discuss estimating selected health care costs
* Understand extracting data and discussing uncertainty
* Describe reporting and presenting cost-effectiveness results

# Learner Competencies

Competencies consistent with successful completion of this graduate level course:

* Critical Reading, discussion, writing and analysis of health technology assessment issues demonstrated by the following artifacts: quiz results, written assignments such as a focused review of the literature, a reflection paper, and discussion postings.
* Ability to work with others and get others to work with you. Demonstrated by the following artifacts: written assignments, discussion postings, and the course group poster project.

# Prerequisite/Co-requisite

Admission to the SBMI program of studies

Successful completion of HI 5300 Introduction to Health Informatics

Knowledge of basic statistics

Although a basic understanding of the U.S. healthcare system and healthcare delivery may be helpful, it is not required

# Textbooks

## Required Textbook

**HTA 101: Introduction to Health Technology Assessment**

Available on line at:

<http://www.nlm.nih.gov/nichsr/hta101/ta10103.html>

Also:

**del Llano-Senaris, J.E., (Editor) & Campillo-Artero, C. C.** **(Editor).** (2015*) Health Technology Assessment and Health Policy Today: A Multifaceted View of their Unstable Crossroads*. New York, NY: Springer. ISBN 978-3-319-15003-1 ISBN 978-3-319-15004-8 (eBook) DOI 10.1007/978-3-319-15004-8

## Optional Textbooks (Not required)

**Hopkins, R.B. & Goeree, R.** (2015) *Health Technology Assessment: Using Biostatistics to Break the Barriers of Adopting New Medicines.* Boca Raton, FL: CRC Press. ISBN-13: 978-1482244526 ISBN-10: 1482244527. This recent text addresses the regulation and reimbursement processes that apply to drug and device development as well as the multidisciplinary HTA process that is involved.

## Required Readings and Other Materials

Course materials are provided in weekly modules in Canvas and links are provided to other materials. In addition you are encouraged to share resources with your classmates that you discover and find helpful.

# Faculty Information

Faculty members for this course are generally available by telephone during normal business hours (8-5, M-F).

Because this is a distance education course, standard office hours are not held; you are encouraged to set up an appointment to meet with faculty via telephone, Skype, or Avaya Live.

After hours, please send email to the listed email address. We will reply within 24 hours.

Faculty will not reply to text messages.

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Teaching assistant: to be determined

# Course Content

Also refer to the weekly course schedule posted in Canvas.

* Introduction and Overview of HTA
* Fundamental Concepts, Models and Systems Thinking
* Data and Integrative Methods
* Economic Analysis Methods
* Topic Determination
* Evidence Retrieval
* Dissemination of Finding and Recommendations
* Monitoring Impact of HTA
* Selected Issues in HTA
* The Wisdom of HTA
* HTA: Improving and Integrating Regulation of Drugs, Medical Devices, Diagnostic Tests and Surgical Interventions
* HTA: Incentives to Innovation in the Life Cycle of a Health Technology
* Four Issues in Cost-Effectiveness Analysis and Health Technology
* Measuring QALYs for HTA and Health Policy Decision Making
* A Critical Review of HTA Currently in Five European Countries
* HTA: Shared Decision Making and Meeting Patient Preference

# Method of Instruction

This course is web-based, taught at a distance, and requires that you use a computer to access the course materials in Canvas, a course management system. Course materials are available at <http://canvas.sbmi.uth.tmc.edu/>. The course follows a weekly format. Every week a new instructional module is opened on Tuesday and the previous module is closed on Monday. Each module contains a combination of the following elements:

* Module overview and objectives
* Content presentation(s), reading assignments, and other resources
* Discussions postings
* Assignments
* Weekly quizzes

Assignments and quizzes are due by Monday of each week before 11:59 pm.

If this is your first online course taken at a distance be sure and take the Online Learning Self-assessment Questionnaire provided in Module 1. To be successful: start working on or allocating time throughout the week to study, complete the week’s material(s), post to discussions and finish the quiz ahead of 11:59 p.m. The most frequent problem that students have with distance education is waiting to begin working on the module and completing the activities and/or delay starting the quiz until the last minute. In a traditional classroom setting, the class discussion is over when the class ends and the tests are picked up when the time runs out. In distance education you have more flexibility to start and complete course activities when they fit into your schedule, instead of attending a scheduled class each week. So, plan ahead, by fitting this online course into your life. Establish a routine, check the course frequently, and plan to submit your materials within the allocated times. A metaphor for the course is that your life is like a glass jar full of stones that represent your current responsibilities and commitments – this course needs to be chunked down into grains of sand that pour between the stones and fit into the spaces between you current life commitments and responsibilities. So break the reading and assignments into small enough chunks that fit with your current life style. For example you can download or print readings to carry around with you to read at coffee breaks or during lunch. If you are having trouble let us know, we are open to dealing with emergencies and unexpected challenges but only if we are aware as early as possible in order to consider contingency plans. If you need clarification or have questions – do not hesitate to ask.

Instructions and rubrics or checklists (expectations) are provided for assignments and grading throughout the course as links. A rubric or checklist is an explicit set of criteria used for assessing a particular type of work or performance and usually includes levels of potential achievement for each criterion. A rubric is used to indicate what should be included on an assignment and the elements that will be graded. It is critical for your success in this course to align your efforts with the criteria in the rubrics when working on and reviewing the assignments before submission. You are asked to self-evaluate your assignment submission using the Checklist and attach a copy with your assignment. So check each element on the list before turning it in.

# Course Communications

Students are asked to establish communication with the faculty and the teaching assistant during the course. Faculty will respond to student emails, monitor student progress, and answer questions posted on the discussion postings, and send out weekly announcements or emails using your official UT email.

When contacting faculty, please list the course, module/week and assignment or issue you are discussing since we may be teaching in more than one course.

Generally, all course issues, questions and problems should be dealt with online using messaging email provided in Canvas’s “Participants” section. However, for individual situations specific to a single student feel free to contact the faculty regarding an issue at any time using the contact information provided in the syllabus by email, phone, using Skype or meeting in one of the two virtual worlds (Second Life or Avaya Live).

Federal law (FERPA) requires that the university maintain the confidentiality of your information. Therefore, we will only communicate with you using the official UTH email account that has been provided to you. It is your responsibility to check your UTH email account regularly (at least twice weekly) to make sure you receive announcements and information sent out by the School, the faculty, and/or teaching assistants in a timely manner.

# Course Requirements

## Time Commitment and Required Coursework

The activities for each week should take you about 9 to 12 hours depending on your present study skills and previous experience with graduate education, technology, on-line learning and Canvas.  Dedicate at least 5 hours each week on the current assignment and 4 to 7 hours of work outside of the course each week.

It is expected that you will need to access the course frequently in the beginning and then at least twice each week thereafter. As the course progresses you will be able to determine how frequently you need to access the course site to complete and submit the assignments and meet the course objectives.  Canvas monitors your access and activities in the course and the course faculty may contact you if you do not access the course regularly and make reasonable progress in the course over a period of time.

Successful course completion requireshaving access to the required textbook, current course resources and materials,reading the course materials, actively participating in discussions, group participation and required class activities as well as completing the weekly assignments. Completing all the assignments is required in order to receive a course grade.

In the online learning realm, trying to do things last minute is a sure way to fail and miss deadlines. So be sure and allocate enough time to complete online course activities in a timely manner.

## Required Computer Skills

This course is Web based, taught at a distance and requires that you use a computer to access the course materials in Canvas, the course learning management system. Computer requirements are listed on the SBMI website. You will be required to upload and download files, chat, and post comments to forums in Canvas. In addition, you will be expected to perform such tasks as: text processing, use spreadsheets, database and presentation software, access Web connections using a browser, and have an ability to navigate websites. You may also be asked to meet with faculty and other students electronically throughout the semester using such electronic means as Email, Skype, or a virtual environment such as Second Life (www.secondlife.com) or Avaya Live (https://alive.shis.uth.tmc.edu). In order to use these virtual environments, if asked, you would need to send an email to [de@uth.tmc.edu](mailto:de@uth.tmc.edu) to request access.

# Guidelines for Online Participation

Posting to the course site, such as the discussion, is expected for introducing yourself to your class mates, as required usually once or twice weekly, and as requested throughout the course. Posting requires a substantive contribution to the discussion at that time. Simply saying “hello” or “I agree” is not considered a substantive contribution. Students must support their position, begin a new topic or add somehow to the discussion when posting. A discussion/forum response rubric is available in the resources provided in the Module 1 of the course. Check it out.

Active participation in the class and completion of the online activities is required. So establishing a presence electronically much like you would do in a traditional classroom is important for recognizing and knowing each other. A photo including a headshot is required for your course profile. If you have not done so, update your profile by clicking on your name at the top of the Canvas page and update your information as well as add a photo. Your photo is shown each time you post or email in the course. If you have problems posting your photo let us know so we can help.

## Sections in Canvas

* In each module you will find links to sites, articles, or files that will provide helpful information for completing assignments.
* You will also use links to post to discussions, submit written assignments and take quizzes.

## Online Etiquette

Use good “netiquette” such as:

* Check the discussion frequently and respond appropriately and on subject.
* Focus on one subject per message and use pertinent subject titles.
* Capitalize words only to highlight a point or for titles – otherwise, capitalizing is generally viewed as SHOUTING at others electronically so please be courteous, professional and careful with your online interaction.
* Cite all quotes, references and sources.
* When posting a long message or post, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post. Long posts usually more than a page in length can be attached to the post in a file.
* It is considered rude to forward someone else’s messages without their permission or knowledge.
* It is fine to use humor, but use it carefully; the absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as ☺ or :) to let others know that you’re being humorous.
* Multiple exclamation points should not be used and the use of *ect.* usually adds little to a discussion.

(These Netiquette guidelines have been loosely adopted and modified over the years from several sources including Rinaldi, A.H. The Net User Guidelines and Netiquette, Florida Atlantic University, 1994.)

# Getting Help and Access to Additional Resources

Do not hesitate to contact the faculty or TA for help by email or by phone. If we are not available leave your contact information. If leaving numbers please repeat them. We will get back to you as soon as possible but at the latest within 24 hours. If you do not hear from us please try again. Technology does not always operate perfectly and we appreciate the thought and will do the same for you.

If you have problems or concerns about the course please let us know so they can be addressed in a timely and constructive manner. We are open to your constructive feedback and responsive to adjusting the instruction if needed. So keep us advised if problems occur.

## Turnitin Plagiarism Software

Turnitin is online software used to scan documents for the prevention of plagiarism and is available to both students and faculty. Some of your assignments in Canvas may be submitted to Turnitin for review. If you would like to have your written documents reviewed you can use the Turnitin Practice Assignment located in the first module of the course, Module 1.

## APA Formatting

For help with APA style formatting, which is required in this course, you can use OWL, the Online Writing Lab provided by Purdue University. It also provides information on academic writing and gives examples that can be helpful with course writing assignments. Check it out at: <http://owl.english.purdue.edu/>

Also this YouTube video showing APA formatting may be helpful. The only criticism is that the Reference list should be double spaced rather than the single spaced one demonstrated.

<https://www.youtube.com/watch?v=nzOoUF5H6uA>

## The Texas Medical Center Library

The Houston Academy of Medicine TMC (HAM-TMC) Library located in the medical center is a great resource and is your access to the literature from databases of current peer reviewed journals and periodicals. You may use their online resources including electronic journals and research databases by registering at: <http://library.tmc.edu/resources/resource-access-registration/> and then selecting from the Institution drop box: University of Texas Health Science Center at Houston-Student.

# Technical Requirements and Support

This course requires the use of proctored quizzes in addition to the use of the online resources provided in Canvas, our learning management system. Guidelines for students are provided in the course home module in Canvas. A practice / demo quiz is available for you to practice and test your equipment. We strongly advise that you take the practice/ demo quiz well in advance of a real quiz, so that you can get any computer issues resolved during normal business hours. If you have problems with the proctored quiz, refer to the troubleshooting procedure in the student guidelines posted in Canvas.

Please make sure that your computer meets the minimum hardware and software requirements provided at this link: <https://sbmi.uth.edu/current-students/student-handbook/computer-requirements.htm>

Additional instructions may be provided in the course for accessing other technologies as needed.

Students must have the latest version of their operating system installed including latest security updates and service packs. SBMI recommends installing and using anti spyware, malware and virus control software, but does not recommend or endorse any particular product. Some examples include the following:

For real time protection:

* Microsoft Security Essentials: <http://www.microsoft.com/security/pc-security/microsoft-security-essentials.aspx>
* Bit Defender Antivirus Free Edition: <http://www.bitdefender.com/solutions/free.html>
* AVG: <http://free.avg.com/>

Other malware removal tools:

* Malwarebytes Anti-Malware: <https://www.malwarebytes.org/free/>
* Panda Cloud Cleaner: <http://pandacloudcleaner.pandasecurity.com/>

Students are required to have access to the following for accessing course materials and to complete course activities:

* Stable high-speed internet
* Personal computer
* And meet the requirements list posted at <https://sbmi.uth.edu/current-students/student-handbook/computer-requirements.htm>

This course also requires:

* A webcam for proctoring of online quizzes and exams
* The use of the Chrome browser for proctoring of online quizzes and exams in conjunction with Proctorio
* Headsets with microphones for voice chatting

In case of technical difficulties, inform the faculty and the teaching assistant. You can also direct any technology related questions to the Distance Education Team ([de@uth.tmc.edu](mailto:de@uth.tmc.edu)).

Currently, the Distance Education Team is able to provide technical support only during business hours US Central Standard Time. Requests submitted after 5pm CST may take until the next business day to resolve. Please plan accordingly for time critical activities such as quizzes, exams, and submission dates for assignments and test your computer ahead of the required assignment time.

Since IT support is limited and is not available 24/7, make sure you have tested your computer setup far enough in advance to be able to resolve problems during business hours. Also check your UTH email account regularly for updates and problems, and report any problems you have to the Distance Education Team ([de@uth.tmc.edu](mailto:de@uth.tmc.edu)).

# Grading

Grades given are A, B, C, F, or I. Grades of D are not given. Incompletes are given only when situations outside of the student’s control occur and the student notifies the faculty in a timely manner. School policy mandates that if an Incomplete grade is given, it must must be completed by the end of the following semester. An Incomplete that is not completed and removed by the end of the next semester will automatically turn into an F grade. Refer to the section on [Academic Standards, Policies, and Procedures / Grading system](https://m.uth.edu/sbmi/academics/forms/SBMI2012-2014Catalog_Draft7-FINAL.pdf) in the 2014-2016 catalog for more information.

## Student Performance Evaluation

Assignments 25%

Quizzes 20%

Discussion / posting 15%

Course project/poster 20%

Reflection paper 20%

Total 100%

Due to the online nature of this course, final class grade will largely be based on the results of all the assignments and activities (e.g., required course participation, online discussion posting, quiz results, written assignments, course projects and completion of group activities such as interaction and self-reports) that are designed to reflect your understanding of the course content. Finishing all the assigned readings, assignments, and activities on time will enable you to achieve the objectives for this course. You must complete all the required course activities in order to receive a final course grade.

## Grading Scale

A 90 - 100

B 80 – 89

C 70 – 79 \* See note

F < 69

*Note: a grade of C in graduate courses is considered unsatisfactory. Refer to* [*https://sbmi.uth.edu/current-students/student-handbook/academic-procedures.htm#probation*](https://sbmi.uth.edu/current-students/student-handbook/academic-procedures.htm#probation).

## Quiz Deadlines

Each quiz has a deadline (usually 11:55 pm on Monday evenings). Once that deadline is reached, the quiz is closed. Quizzes that have not been attempted will receive a grade of 0 (zero).

## Assignment Deadlines

There will be no cutoff deadline for assignments. There will be a 2% reduction in grade for each day after the due date for assignments.

"Days" are calendar days, not 24-hour cycles. For example, if an assignment was due at 11pm on the 23rd, and was submitted 3 hours late at 2:00am on the 24th, that will be considered 1 day late. If the assignment was submitted at 2:00am on the 25th, it would be considered 2 days late.

***Example 1****:*

1. Assignment was submitted 9 days after the due date. 9 x 2% = 18%
2. The assignment will be graded as usual, and 18% will be deducted from that grade
3. The maximum grade that could be earned in this example would be 82% if the quality of the submission warranted a grade of 100%.

***Example 2:***

1. Assignment was submitted 15 days after the due date. 15 x 2% = 30%
2. Assignment will be graded as usual, and 30% will be deducted from that grade
3. The maximum grade that could be earned in this example would be 70%.

Poster day (symposium) will be held on Monday of the last week of the course.

## Unsatisfactory assignment submissions

Submitted assignments that do not meet the minimum standards or requirements of the assignment or evaluation checklist/rubric will be returned for rework, and one letter grade will be deducted from the earned grade.

# Proctoring

All quizzes in HI5300 are “closed-book"; that is, no resources other than your own brain are allowed during quizzes. You are not allowed to use books, notes, the internet, or other people – only your own knowledge.

Proctoring is the process of supervising students in an exam. HI5314 utilizes Proctorio technology (involving the use webcams, microphones, and intelligent software) to monitor and assess student behavior during an exam. Webcams and microphones are turned on and the quality of these recordings is assessed at the beginning and throughout the session, and a report is generated.

If there is manipulation of the camera or microphone in any way, the software will flag it as tampering, requiring the instructors to manually review the recording. The software also tracks eye movement and flags recordings as suspicious if the student looks away from the screen. All noises in the location – including talking – are recorded. Wearing sunglasses also confuses the program and are usually not needed indoors, so sunglasses should not be worn.

Any student who is not able to be compliant with these guidelines and the use of the proctoring software needs to refer to the academic honesty statement in the syllabus and places themselves at risk for further sanctions as per the syllabus.

# Adding and Dropping Courses

Check the Academic Calendar for Fall Semester 2015 for scheduled dates to add or drop courses, as well as, dates to drop to receive a WP grade. See<https://sbmi.uth.edu/current-students/calendar.htm>**.**

# Student Feedback / Evaluation of Instruction

During the last two weeks of this course, you will be asked to finish an online “Course and Faculty Evaluation” survey.

*Faculty do not receive the aggregated results until all grading is done and course grades are submitted.*

*Faculty do not have access to the identity of the survey participants when they view the results since the results are aggregated into a summary.*

Please take time to finish the evaluation survey since it is helpful to evaluate the instruction and provide for revisions of future course offerings.

Your feedback is encouraged at any time during the course and constructive feedback is always welcomed.

# Policies

Consult the student handbook at <https://sbmi.uth.edu/current-students/student-handbook/> for policies not discussed here.

# Excused Absence on Holy Days

Students who wish to observe a religious holy day that conflicts with classes, examinations or completion of assignments, must inform the faculty of each class to be missed and/or of the planned absence(s) not later than the fifteenth day of the semester. The notification must be in writing and may either be delivered by the student personally to each instructor, with receipt of the notification acknowledged and dated by each instructor, or mailed by certified mail, return receipt requested, to each instructor. The full policy can be found at:  
<http://www.uth.edu/hoop/policy.htm?id=1448072>

# Academic Honesty

Academic honesty is the cornerstone of the academic integrity of a university. It is the foundation upon which students build personal integrity and establishes a standard of academic behavior. Because honesty and integrity are such important factors, failure to perform within the bounds of these ethical standards is sufficient grounds to receive a grade of "F" in this course and be recommended for suspension from SBMI.

The following are examples of academic dishonesty:

* Cheating
* Plagiarism
* Unauthorized collaboration
* Collusion
* Falsifying academic records
* Misrepresenting facts (e.g. providing false information to postpone an exam, obtain an extended deadline for an assignment, or even gain an unearned financial benefit)
* Any other acts or attempted acts that violate the basic standard of academic integrity (e.g. multiple submissions – submitting essentially the same written assignment for two courses without authorization to do so.)

You should submit only your own work unless group work is indicated in the assignment. To demonstrate academic honesty, you must always indicate the use of works other than your own. Plagiarism is prohibited. Remember that most instances of plagiarism can be avoided by simply citing the source for the material that is used and thus indicating that it is not your original material. Plagiarism may include:

* Words or ideas taken from someone else without acknowledgment
* Giving incorrect information about the source
* Changing the sequence or structure but using ideas without citation
* Not including material in quotes if directly taken from someone else’s material and/or copying amounts of other’s material and using it in violation of fair use copyright laws

With the advent of the Web and access to materials, the need to guard against using other’s material without acknowledgment is especially important. So, when in doubt, cite. Prevention is the best deterrent and thus avoids the academic consequences that may follow.

Per the [Exam and Written Paper Monitoring Policy](https://sbmi.uth.edu/current-students/student-handbook/exam-proctoring.htm), your submitted work may be subject to evaluation from [Turnitin](http://turnitin.com) for plagiarism and some courses may require the use of [Proctorio](https://proctorio.com), an online proctoring software that will monitor and record you when you take online quizzes and exams.

Refer to the [Student Conduct and Discipline](http://www.uthouston.edu/sbmi/current-students/student-handbook/student-conduct-and-discipline.htm) section in Student handbook concerning at plagiarism at <http://www.uthouston.edu/sbmi/current-students/student-handbook/unacceptable-conduct.htm>. More information regarding plagiarism and unacceptable conduct may be found at: [HOOP Student Conduct and Discipline](http://www.uthouston.edu/hoop/policy.htm?id=1448220) and <http://www.uthouston.edu/hoop/186-appendix-a.htm>. If you have questions or need additional information please let your instructor(s) know.

# Plagiarism Training

As part of your orientation you should have completed training on how to avoid plagiarism. If not refer to this website for information. [**https://uth.instructure.com/enroll/Y9LGK9**](https://uth.instructure.com/enroll/Y9LGK9)

# Copyright Policy

Information on copyright policy issues may be found at: [HOOP Classroom and Research use of Copyrighted Material](http://www.uthouston.edu/hoop/policy.htm?id=1447942).

# Intellectual Property

Information on intellectual property issues may be found at: [HOOP Intellectual Property](http://www.uthouston.edu/hoop/policy.htm?id=1701961).

# Course Accommodation

Course accommodations are made in response to individual requests for accommodation. If you need accommodation please let your instructor(s) know. Information on disability issues may be found at: [HOOP Disability Accommodation](http://www.uth.edu/hoop/policy.htm?id=1447954).

Contact Dr. Susan Fenton, Associate Dean for Academic Affairs, by phone at (713) 500-3931 or by email at [Susan.H.Fenton@uth.tmc.edu](mailto:Susan.H.Fenton@uth.tmc.edu)

For additional information, contact Renee Williams, Equal Opportunity Admin at (713) 500-3416 , or by email at [Renee.Williams@uth.tmc.edu](mailto:Renee.Williams@uth.tmc.edu)

Save a copy of this syllabus for your additional review throughout the course. If you have questions please contact the appropriate resource provided in the document or the instructor.