BUA 341: Healthcare Practice Management

Course Credit Hours - 3
Course Format - Online
Course Website (CANVAS URL)

Course Description:

BUA 341 Introduces management competencies and recommended capabilities for individuals in small, medium, and large physician/medical practices and/or service lines. Effective management skills will be included in course content. The following areas will be introduced, explored and developed (1) management, communication, organization, and (2) analytical skills and technical knowledge.   Principles and concepts from current journals and textbooks, online sources and student provided information will serve as resources for operations topics and issues, human resources, governance, risk management, finance, information technology and project management in practice management.

No prerequisites
This syllabus is subject to change by the instructor.

Delivery

This is a fast-paced online course, where real-time synthesis of material is required for the optimal student learning experience. This course is not self-paced. Given the course structure, the optimal learning experience uses full participation in discussions and timely completion of assignments and the written paper. Students should budget their time wisely to ensure they can achieve the deadlines and participate in course discussions. Students will also need to devote time to research for their written paper and selecting an individual to interview to better understand their written paper topic from a insured's perspective.

Instructional Technologies

In this course, students will use the following systems and tools:

- Canvas Learning Management System
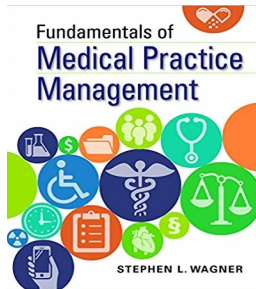- MS Office
- Audio and video capabilities

Course Textbooks and Resources:

Textbooks and Materials

REQUIRED:

"Fundamentals of Medical Practice Management", Stephen L. Wagner, AUPHA, 2019

ISBN: 9781567939309

Supplemental Readings: as provided by the professor

Technology Support Resources:

> Please refer to the Information Technology Support Center website and the IT HelpDesk for Cedar Crest College computer, software, and other technology resources available to students. The IT Support Center resources are available at the following website: https://cedarcrest.teamdynamix.com/TDClient/Home/.
>
> The IT HelpDesk is located at the Bridge of the Student Success Center on the main floor of Cressman Library (610-606-4635 and helpdesk@cedarcrest.edu).

Course Student Learning Outcomes:

Program Outcomes

Healthcare Management may be taken as an elective course or part of the Healthcare Management Certificate.

Course Outcomes:

Course and its assignments is designed to meet the objectives below. Course is intended to guide student to effectively research and prepare a written paper on a current issue in healthcare finance. Course provides the opportunity to participate and respond to others on three current topics in health care delivery and health care systems.

Course Objectives:

Explain the history and current state of the healthcare practice management
Demonstrate an understanding of pertinent management topics and decision making processes in medical practices
Review and understand key benchmarks in productivity, revenue & quality
Be informed on the cultural, political, economic and environmental factors affecting management of physician and medical practices
Explain financial metrics and tools used to analyze and measure financial performance
Explore compensation systems, contracting and RVU as related to practice management
Be knowledgeable about applicable patient care systems and processes in practice settings
Grasp of the vocabulary related to legal and financial and management used in practice management
Articulate points about Information Management, Revenue Cycle and Quality Management

Student Outcomes:

Upon successful completion of this course, the student will have proficiency in the above.

Class Meeting Date	Class Subject or Activity	Tests
Week 1	Chapter 1 - The Origins & History of Medicine & Medical Practice Website Assignment 1 Answer questions on "Your Practice"	
Week 2	Chapter 2 – Practice Models & Legal Organizations Chapter 3 – Information and Technology Management Website Assignment 2	
Week 3	Chapter 4 – Regulatory Issues, Law & Practice Management Current Event Essay #1	Test 1: Chapters 1-4
Week 4	Chapter 5 – Strategic Planning, Project Mgt & Marketing in Practice Management Second Submit on "Your Practice" Website Assignment 3 Chapter 6 – 3rd Party Payers, Revenue Cycle & the Medical Practice	
Week 5	Chapter 7 – Financial Mgt & Managerial Accounting in the Physician Practice Website Assignment 4	
Week 6	Chapter 8 – Human Resource Management Chapter 10 – Quality Management in the Physician Practice Third Submit on "Your Practice" Website Assignment 5 Current Events Essay #2	
Week 7	Chapter 12 – The Future and Medical Practice Innovation	Test 2: Chapters 5-8, 10, 12

Grading and Assessment:

 BUA 341 requires both formative and summative assignments in which students gain knowledge, skills and attitudes by working individually.

Quizzes (20% of grade)

There will be 2 quizzes. Each quiz will focus on the chapters read and assignments that complement these chapters and will test your understanding of the material.

Discussions/assignments/attendance (60% of grade)

Each week you will either have a class discussion or you will have an assignment (or both) in which you will complete on your own.

Written Current Topics (20% of grade)

You will be asked to select a current topic or area to learn about and write a two page paper. This assignment will test your ability to research, synthesize and report a concise and thorough summary of information. This will be graded based upon the Written Paper Rubric

Course Grading Scale:

Grade	Percentage (or Point) Range
A	94% - 100%
A-	90%-93.9%
B+	87%-89.9%
B	84%-86.9%
B-	80%-83.9%
C+	77%-79.9%
C	74%-76.9%
C-	70%-73.9%
D+	67%-69.9%
D	60%-66.9%
F	Below 60

*Undergraduate students are considered to be in Good Academic Standing if they are achieving Satisfactory Academic Progress toward the degree requirements of their program and have a cumulative GPA of 2.00 or higher. Grades of C- or lower will not be accepted as fulfilling a degree requirement but will be calculated in the cumulative GPA. Individual programs may set higher standards. For further information, please refer to the Undergraduate Academic Regulations section of the Undergraduate Catalog.

Late Assignment Policy
If you cannot complete the work by the due date assigned you must notify the professor in advance to make other arrangements. If your is submitted late without any notice given to the professor – the professor reserves the right to give that assignment a grade of zero.

Final Grade Calculation:

Assignment:	Points / Percentage Value:
Quizzes	200 (30%)
Assignments/Problems/Discussions/Attendance	600 (55%)
Written Paper Assignment	200 (15%)
Total	**1000 (100%)**

Rubrics

All assessments have detailed instructions in the Canvas course space and will be scored using the rubrics that follow. You should review all of the instructions in Canvas and the rubrics before submitting each assessment. If you have questions about an assessment or rubric, contact the instructor to schedule a time to speak one-on-one.

Discussion Rubric Discussions are a major component of this course and are meant to be collaborative discussions that occur in a face-to-face course. In order to create a collaborative environment with meaningful results, students must research topic prior to the class and bring an article for discussion with others. Students should include all others in the group in discussion of the topic				
	EXEMPLARY (A)	**GOOD (B)**	**NEEDS IMPROVEMENT (C)**	**UNACCEPTABLE (D-F)**
Discussion	**16 to 20 points** Critically analyzes, synthesizes, and/or evaluates the topic at hand, with explicit references to relevant course content and concepts.	**12 to 15 points** Attempts to analyze, synthesize, and/or evaluate the topic at hand, with some references to relevant course content and concepts.	**8 to 11 points** Demonstrates general comprehension of the topic. Critical thinking is limited and/or connections to course content/concepts are somewhat irrelevant.	**0 to 7 points** Insufficiently addresses one or more parts of the
Responses to Others	**16 to 20 points** Significantly contributes to the discussion with ideas, questions, analysis, critique, or information. Employs a professional and supportive tone.	**12 to 15 points** Contributes to the discussion with ideas, questions, or information. Employs a professional and supportive tone.	**8 to 11 points** Contributions to the discussion are of limited value and/or tone is somewhat inappropriate.	**0 to 7 points** Does not participate in discussion, no article to reference, unprofessional comments, or absent.
Summary of Discussion	**9 to 10 points** Provides summary of key points discussed in a on-line post which covers more than just your own work in researching and discussion of the topic	**7 to 8 points** Provides summary but missing one or more key points or only emphasizes individual thoughts, not thoughts from the group.	**4 to 6 points** Summary is short, does not include key points or only discusses your own views.	**0 to 3 points** No post to summarize discussion completed or late submit.

Written Assignment Rubric

[Assignments require the student to review a topic or website's supplemental information, reading or information and respond to questions on this information or provide a summary of what was learned]

	EXEMPLARY (A)	GOOD (B)	NEEDS IMPROVEMENT (C)	UNACCEPTABLE (D-F)
Content	**26 to 30 points** Demonstrates mastery by appropriately analyzing, synthesizing, and/or evaluating the assigned topic, with explicit references to relevant course content and concepts.	**22 to 26 points** Attempts to analyze, synthesize, and/or evaluate the assigned topic, with adequate references to relevant course content and concepts.	**15 to 21 points** Demonstrates general comprehension of the assigned topic. Critical thinking is limited and/or connections to course content/concepts are somewhat irrelevant.	**0 to 14 points** Insufficiently addresses one or more major components of the assignment and/or demonstrates limited comprehension of the assigned topic.
Format & Organization	**8 to 10 points** Submission is well organized and adheres to all formatting requirements with minimal errors.	**5 to 7 points** Submission is generally organized and attempts to adhere to all formatting requirements with occasional minor errors.	**4 to 5 points** Submission is somewhat disorganized and/or fails to fully address one or more formatting requirements.	**0 to 3 points** Submission is disorganized and/or disregards one or more formatting requirements.
Conventions	**8 to 10 points** Appropriately applies conventions of academic writing style and skillfully communicates meaning to readers with clarity, fluency, and minimal errors.	**5 to 7 points** Generally applies the conventions of academic writing style with occasional minor errors.	**4 to 5 points** Generally applies the conventions of academic writing style with one or two significant or repeated errors.	**0 to 3 points** Fails to apply conventions of academic writing style and/or uses language that impedes the reader's overall comprehension.

*Assignments worth 60 points will be adjusted to 40/10/10 in the above rubric

Written Paper Rubric

This assignment requires research of the topic, synthesis and evaluation of the information learned and delivery of this information in APA format using the five requested areas of concentration in a written paper.
Each area requested MUST be covered in the Written Paper

	EXEMPLARY (A)	GOOD (B)	NEEDS IMPROVEMENT (C)	UNACCEPTABLE (D-F)
Content	**90 to 100 points** Demonstrates mastery by appropriately analyzing, synthesizing, and/or evaluating the assigned topics (5) and, with explicit references to relevant course content and concepts.	**70 to 89 points** Attempts to analyze, synthesize, and/or evaluate the assigned topic, with adequate references to relevant course content and concepts.	**30 to 69 points** Demonstrates general comprehension of the assigned topic. Critical thinking is limited and/or connections to course content/concepts are somewhat irrelevant.	**0 to 29 points** Insufficiently addresses one or more major components of the assignment and/or demonstrates limited comprehension of the assigned topic.
Delivery	**15 to 20 points** Delivery is polished and confident. Presentation is compelling and appropriate for a professional audience.	**11 to 14 points** Delivery is generally polished, but may have minor issues with tone, posture, gestures, eye contact, or vocal expression. Presentation is interesting and appropriate for a professional audience.	**5 to 10 points** Delivery is lacking in one or two areas (tone, posture, gestures, eye contact, or vocal expression) or presentation is somewhat inappropriate for the intended audience.	**0 to 5 points** Delivery has significant problems with tone, posture, gestures, eye contact, or vocal expression and/or presentation is inappropriate for the intended audience.
Effectiveness	**15 to 20 points** Central message is clear, compelling, precisely communicated, and well supported by relevant evidence, examples, visual aids, and supplemental materials, as appropriate.	**11 to 14 points** Central message is clearly and effectively communicated using relevant supporting evidence, examples, visual aids, and supplemental materials, as appropriate.	**5 to 10 points** Central message is generally conveyed but may be somewhat inconsistent or lack sufficient supporting evidence, examples, visuals, or supplemental materials.	**0 to 5 points** Central message is unclear, unsupported, irrelevant, or absent.
Conventions	**7 to 10 points** Appropriately applies conventions of academic communication, including proper citations and acknowledgment as needed. Script and any supporting materials are properly formatted and free of errors in grammar, spelling, and usage.	**4 to 6 points** Generally applies the conventions of academic communication with occasional minor errors in citation, formatting, or grammar/spelling/usage.	**2 to 3 points** Generally applies the conventions of academic communication with one or two significant or repeated errors in citation, formatting, or grammar/spelling/usage.	**0 to 1 points** Fails to apply conventions of academic communication and/or includes errors that impede comprehension.

Guidelines & Expectations

Delivery

This is a fast-paced online course, where real-time group synthesis of material is required for the optimal student learning experience. This course is not self-paced. Given the course structure, the optimal learning experience depends on full participation as discussions are taking place online. Students should budget their time wisely to ensure that they can participate fully in class meetings and activities. Failure to participate in real time throughout the semester will significantly impact students' grades, their ability to pass the course, and their overall understanding of the course material.

Instructional Technologies

In this course, students will use the following systems and tools:

- Canvas Learning Management System: Participants will use their Canvas credentials to log in at https://cedarcrest.instructure.com/login/ldap

- Hardware
  - Any computer that is capable of running a modern Operating System (OS). For example: Windows 7, Mac OS/X, Linux
  - More memory (RAM) will allow for more applications, such as your online course and Microsoft Word, to be open and will speed up your computer in general.
  - A High Speed/Broadband internet connection.
  - You may also wish to purchase a microphone, either standalone or with a set of headphones.

- Web Browser Requirements: While the following web browsers are supported and tested, this course is optimized for use in Chrome.

  - With PCs running Windows OS:
    - Chrome. Download the latest version of Chrome here: http://www.google.com/chrome
    - Safari. Download the latest version of Safari here: http://www.apple.com/safari/download
    - Firefox 4.0 and above. Download the latest version of Firefox here: http://www.mozilla.com/en-US/firefox/all/
    - Internet Explorer version 9.0 and above. Download the latest version of Internet Explorer for Windows here: http://www.microsoft.com/windows/internet-explorer/worldwide-sites.aspx

  - With Macs running OS X:
    - Chrome. Download the latest version of Chrome here: http://www.google.com/chrome
    - Safari. Download the latest version of Safari here: http://www.apple.com/safari/download
    - Firefox 4.0 and above. Download the latest version of Firefox here: https://www.mozilla.org/en-US/firefox/all/

- Cookies Must Be Enabled on Your Browser: A cookie is a small file that is placed on your computer by the server. Cookies are a very common Internet technology used by many websites, such as Amazon or eBay. Your browser has a setting that allows you to control whether you allow cookies or not.
- GoToMeeting web conferencing tool
- MS Office
- Google Hangout

Netiquette (Online Etiquette)

Standards of etiquette must be upheld when posting in discussion areas and when turning in work for this course. Refrain from using slang, derogatory language, all caps, or any potentially offensive forms of expression. When you approach your instructor or other students with questions or comments, you should always maintain a professional tone.

Social Media Guidelines

- Please realize that while some students and instructors use social media in class and their lives, not all do. Be respectful of this when requesting to connect with or when contacting instructors, students, or staff members through social media.

- Before initiating any contact on social media platforms, be sure to consider that a student, instructor, and/or staff member may have work/personal life boundaries, and they may not consider social media relationships to be appropriate. Just ask them. (The reverse applies to anyone who may reach out to you.)

- When posting content on social media keep in mind that anyone (including fellow students, professors, and prospective employers) can see these materials now and after you graduate. Even the best privacy settings do not prevent someone from taking a screen shot of something you post.

Learner Participation Expectations

Students are expected to:
- Be professional in all dealings associated with this class.
- Treat students, instructors, and any guest speakers with respect.
- Fully participate in all required discussions, read all required readings, and review all course media.
- Complete all course activities and assignments.
- Submit all written assignments electronically in the course space, unless otherwise indicated by the instructor.
- Submit all assignments on or before the assigned due date. Any assignments not submitted by the deadline will be considered late.
- Provide documentation to the Department Chair (Slcolbry@cedarcrest.edu) if you are unable to participate in class for medical reasons. The Department Chair will notify the instructor.

Online Discussion Guidelines

Online discussions are a major component of this course and are meant to take the place of the collaborative discussions that occur in a face-to-face course. In order to create a collaborative environment with meaningful results, students must respond to each discussion topic and engage with other students in the class. All posts must be written in a professional and respectful manner and adhere to proper netiquette.

- Be articulate.
- Address your peers personally to give the impression that you are really "speaking" to them and to help all participants follow the threads more easily.
- Use hyperlinks in your messages to help support your arguments or bring attention to different ways of thinking. A word of caution: Don't depend on online resources to prove your point; use

them as supporting information only. You should always actively contribute your original ideas to the discussion, drawing from your own knowledge base and experiences.

- Be aware of your tone. When communicating online, the professor and your classmates cannot see your facial expressions or hear your tone of voice.
- Your posts should consist of full sentences. Do not use instant-messaging shorthand that may not be understood by all participants.
- Only use caps for emphasis; otherwise, it may appear that you are yelling.
- Be aware of your spelling, punctuation, and grammar. Follow the standards of academic writing.
- If you disagree with a post, critique the idea, not the person. Be constructive and offer alternatives.

Attendance & COVID-19

Any student experiencing symptoms of COVID-19, with a suspected or positive diagnosis of COVID-19, or with known exposure to COVID-19 is not permitted to attend class in person. Students who are absent for such reasons may choose to participate as their health permits in synchronous online class meetings. Class absences due to COVID-19 symptoms, diagnosis, or exposure will be not be penalized. Students should contact their instructor if they have questions regarding how to access required academic material (such as lectures) and complete assignments during such absences.

Absence notifications from the Dean of Students are not required for these absences. Students should refer to the Communicable Disease Policy for guidance regarding when they may return to class after a COVID-19-related absence.

Tutoring and Academic Support Resources:

The Student Success Center, located on the main floor of Cressman Library, offers writing and tutoring resources to all Cedar Crest students with the goals of assisting students in achieving academic success and becoming effective, independent learners. Smarthinking, on-line tutoring service, is also available to all Cedar Crest students. For information about all available tutoring services and scheduling information, please refer to both the Professional Tutoring and Peer Tutoring and Support Resources pages on MyCedarCrest, located under the "Academic Services" page in the "Current Students" Section. The Student Success Center may also be contacted at 610-606-4628 or advising@cedarcrest.edu.

Cedar Crest College Honor Philosophy:

The Cedar Crest College Honor Philosophy states that students shall uphold community standards for academic and social behavior to preserve a learning environment dedicated to personal and academic excellence. It is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

Cedar Crest College Diversity Statement:

Founded under the mission to expand women's access to higher-education, Cedar Crest College values difference in a diverse, inclusive, and equitable learning environment. The College is committed to educational excellence, leadership, and civic engagement in a pluralistic society. We thus embrace an inclusive community that brings together students, faculty, and staff of different racial and multi-racial, ethnic and multi-ethnic, gender and sexually diverse, religious and nonreligious, economic, and national identities and ages. Our educational mission includes students who have been historically underrepresented in higher education, such as students of color, first-generation college students, international students, students of varying ability or disability, and other identities.

Classroom Protocol:

Cedar Crest College maintains a classroom and learning environment dedicated to scholarly, artistic, and professional inquiry. The College's community of learning is founded upon the intellectual freedom of students and faculty in pursuit of knowledge and understanding. Such an environment depends upon the insights of the liberal-arts disciplines, as well as a respect for the global diversity of viewpoints and cultural backgrounds.

The college expects students to conduct themselves in a manner that best realizes their own and other students' education, as consistent with the Cedar Crest College Honor Code. Appropriate classroom behavior includes, but is not limited to, the expectations for students: to attend and be prepared for all classes, to arrive and leave on time, to treat the faculty members and other students with respect, to refrain from any activities within the classroom that do not directly pertain to the business of the class, to use language that is respectful and non-abusive, and to otherwise refrain from any behavior that disrupts or jeopardizes the learning environment as determined by the instructor and departmental guidelines, as appropriate to the educational goals of the learning environment.

Academic Integrity:

Academic integrity and ethical behavior provide the foundations of the Cedar Crest scholarly community and the basis for our learning environment. Cedar Crest College expects students to set a high standard for themselves to be personally and intellectually honest and to ensure that other students do the same. This standard applies to all academic work (oral, written or visual) completed as part of a Cedar Crest education.

Cedar Crest College reserves the right to define, in its sole discretion, what constitutes academic misconduct. Examples of academic misconduct include, but are not limited to, cheating, plagiarism, collusion, falsification, sabotage, and impersonation. This list is not exhaustive, and other acts in violation of the Cedar Crest Honor Code or academic standards of integrity may be deemed academic misconduct by an instructor or by the college.

Students who violate these standards are subject to sanctions imposed by the course instructor, department chair, the Provost's office, or the Board of Trustees.

When an instructor determines that a student has engaged in academic misconduct, the instructor is obligated to report the incident to the Provost's office. Reports are recorded in the Provost's office, which will notify the student of their receipt and the College's policies regarding academic misconduct. For more information, please refer to the Student Handbook, Section IV: Community Standards for Academic Conduct.

VeriCite Citation Verification/Plagiarism Detection:

Cedar Crest College uses a citation verification service (VeriCite, www.vericite.com) to help teach proper citation techniques and to ensure the integrity of written academic work. By enrolling in this course, students agree to the submission of their written assignments to such a citation verification service, the use of which is subject to the Terms of Use posted on the provider's website. Written work submitted to a citation verification service will become part of its database for the purposes of future citation verification.

Class Cancellation Policy:

For notification of the College closing, for inclement weather or other emergencies, refer to Cedar Crest's e2Campus system, the Inclement Weather Hotline at 610-606-4629, or the College's MyCedarCrest website for notification.

Resources for Students with Disabilities:

Cedar Crest College is committed to ensuring students with disabilities are welcomed as a part of our diverse community and that they have equal access to participate in all programs and services offered by the College, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. If you have a disability and require accommodations to access any portion of the design, instruction, or experiences that comprise this course or any other campus activity, please contact Disability Resources (610-606-4628; advising@cedarcrest.edu; Student Success Center in Cressman Library) to set up an appointment to discuss your need for accommodations. Please note that accommodations are not retroactive and may require advance notice to implement. Please refer to the Disability Resources page on MyCedarCrest, located under the "Academic Services" page in the "Current Students" Section.

Accommodations will not be provided unless the instructor receives an official Cedar Crest College Accommodations Letter. If you are already receiving accommodations, please remember to have a confidential conversation (in person, phone call, email, or online conferencing) with your instructor to discuss the approved accommodations you intend to use for this course and how they may be implemented.

Recording:

Classes may be recorded by instructors in both in-person and online formats. Students will be notified in advance if classes are being recorded. These recordings may be made available through the course website in Canvas (the College's Learning Management System). These recordings are used for educational purposes only and may not be shared with anyone else or posted anywhere online (outside of the Canvas course site). The dissemination of class recordings other than in Canvas is only permitted with the speaker's (including any identifiable student on the recording) explicit written permission.

Student recordings of class must have prior instructor approval and are prohibited except for the purposes of an individual student making the recording to achieve course learning outcomes (e.g., a student studying lecture material to prepare for an exam). Other students must be notified in advance if classes are being recorded; therefore, students should receive permission from an instructor to record class and the instructor will provide notice to other students that the course is being recorded. Such student recordings may not be disseminated or shared without explicit instructor approval in addition to the explicit written permission of any speaker (including any identifiable student on the recording). Students with approved accommodations may also be permitted to record lectures in this course in order to be provided meaningful access to the lecture material and to the educational experience and such requests are handled in accordance with the College's policies and procedures.

Note: Recordings may be prohibited, at the instructor's sole discretion, during portions of lectures or discussions that may involve personal, self-disclosure by other students. Instructors may also prohibit recordings to ensure the academic integrity of assignments (e.g., during reviews of exam answers). Please see your instructor if you have any questions or concerns about this policy.

Incomplete Policy

At the discretion of the faculty member and before the end of the semester, the grade of I (Incomplete) may be given to a student who, because of extenuating circumstances, is unable to complete the course during the semester. The grade of Incomplete may be given only if the student is receiving a passing grade for the coursework completed. Students on academic probation may not receive an Incomplete. The instructor must provide in writing to the student the conditions, which are described below, for satisfying the Incomplete and must enter those same conditions when posting the grades for the course. The student is responsible for verifying that the conditions were entered correctly.

Conditions for satisfying the Incomplete must include what work needs to be completed, by when the work must be completed, and what the course grade will be if the student fails to complete that work. At the latest, any outstanding coursework must be completed before the end of the following semester, absent an agreement to the contrary. Instructors will submit the grade of I and the aforementioned conditions to the Office of the Registrar when submitting all other final grades for the course. If the student does not meet the conditions, the Office of the University Registrar will assign the default grade automatically. Incomplete courses may not be retroactively dropped. An Incomplete may not stand as a permanent grade and must be resolved before a degree can be awarded.

For more information on Cedar Crest Regulations and Policies, see the [Undergraduate Catalog](#)

Religious Observances

Students will be provided the opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors before the end of the second week of classes. Please send this notification through email to the professor.

Sharing of Course Content

Students are not permitted to make visual or audio recordings, including live streaming, of classroom lectures or any class-related content, using any type of recording devices (e.g., smart phone, computer, digital recorder, etc.) unless prior permission from the instructor is obtained, and there are no objections from any of the students in the class. If permission is granted, personal use and sharing of recordings and any electronic copies of course materials (e.g., PowerPoints, formulas, lecture notes, and any classroom discussions—online or otherwise) is limited to the personal use of students registered in the course and for educational purposes only, even after the end of the course.

To supplement the classroom experience, lectures may be audio or video recorded by faculty and made available to students registered for this class. Faculty may record classroom lectures or discussions for pedagogical use, future student reference, or to meet the accommodation needs of students with a documented disability. These recordings are limited to personal use and may not be distributed (file share), sold, or posted on social media outlets without the written permission of faculty.

Unauthorized downloading, file sharing, distribution of any part of a recorded lecture or course materials, or using information for purposes other than the student's own learning may be deemed a violation and subject to disciplinary action.

Temporary Leave of Absence

Students requiring a temporary leave of absence for medical or mental health reasons must provide documentation to the Department Chair and Registrar's Office.

Attendance

Students are required to have regular weekly activity. Student participation/attendance is an important part of a learner centered course and student activity builds course community. Everyone can succeed when everyone is fully involved. Please reference "Learner Participation Expectations" above for a more detailed explanation of attendance/participation.

Use of Student Work

> The professor will use academic work that you complete for educational purposes in this course during this semester. Your registration and continued enrollment constitute your consent.