



HCM 3100 Healthcare Administration (3 credit hours)

(Preliminary)

Paul R. Carter College of Business Administration

MISSION STATEMENT

University Mission Statement: *"Harding's mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals."*

College Mission Statement: *"To prepare Christian business professionals for lives of service."*

COURSE INFORMATION

Prerequisites / Co-requisites: No prerequisites

Catalog Description:

This course provides an in-depth investigation of health care organizations by focusing on current methods of organizing, designing, financing, and delivering high-quality, cost-effective health care services. It offers tools to help leaders, and provides a road map for understanding and managing change.

Part of Term/Semester, Year, Location: Fall 2021 Online

INSTRUCTOR INFORMATION

Nick McClary, DPT, MBA

Adjunct Instructor

Paul R. Carter College of Business Administration

INSTRUCTOR CONTACT INFORMATION

Email: nmcclary@harding.edu

Phone: 843-359-1679 (available 5-8 p.m. CST)

Office Location: Virtual – online office hours may be arranged upon request

COURSE COMMUNICATION

During this course, interactions between students and/or faculty should take place in Canvas, Harding's learning management system (frequently called an LMS). Each week, the class will receive a message from me recapping major lessons learned from the prior week or previewing things to focus on for the week ahead. I will also actively engage with the class as a whole through our online course discussions by replying to your posts. Sometimes, I may pose a further question for your reaction or otherwise seek to facilitate a productive dialogue. Please actively engage in these discussions as you would in a classroom setting rather than simply trying to satisfy your minimum posting requirements.

When grading assignments, I may often provide written comments to individual students summarizing strengths of that submission or areas for the student to study further. Please pay careful attention to this feedback, and do not hesitate to reach out to discuss further to ensure your learning.

If you need to email me about the course, please use Canvas' email as the preferred method of communication. My goal is to reply to your communication within one (1) business day. If it is a holiday or a weekend, please keep in mind that a business day may mean more than one (1) day. If you need to reach me sooner, I would recommend a phone call.

During this course, online office hours can also be arranged at your request. We can schedule a call or we can use technology like Google Hangout or Zoom. These tools are especially helpful when it comes to discussing class concepts and theories, as we can share screens, use white boards to draw equations, etc.

If you need to contact me about another issue (e.g., sickness, an unforeseen hospitalization, a situation beyond your control, prayers, etc.) you may contact me outside of Canvas via my email, nmcclary@harding.edu, or cell text 843-359-1679. If the matter is urgent (e.g., a missed assignment, unable to meet an assignment deadline), a phone call would be best. If you send me an email, please include HCM 310, in the subject line of your email message.

Bottom line, I am here for you. Please reach out to me if I can be of assistance or service to you.

NETIQUETTE

“For we all stumble in many ways. And if anyone does not stumble in what he says, he is a perfect man, able also to bridle his whole body.” (James 3:2 ESV)

“As each has received a gift, use it to serve one another, as good stewards of God’s varied grace: whoever speaks, as one who speaks oracles of God....” (I Peter 4:10-11 ESV)

“Netiquette” refers to appropriate decorum for communicating in an online course and other electronic settings. The ability to effectively communicate in a clear, concise, and professional manner via electronic means is a critical skill for all leaders, especially in health care. In addition to the course content you will learn, refining your communication skills will be another benefit of completing this course. For this course, please observe the following guidelines:

- Discussion posts should be developed in such a way to clearly articulate your answer to the question posed and to support your conclusion. One or two sentence responses will not have adequate detail, while three or four paragraph responses will likely not be read in their entirety by those with whom you are communicating. Work to balance clearly expressing yourself with brevity.
- Replies to posts by the instructor or other students need to add value to the discussion by providing a reason for your position, such as a connection you made with the reading or something from your personal experience that reinforces the point. Simply saying “I agree” does not add value to the course discussion.
- Avoid abbreviations unless they have previously been defined earlier in the comment.
- Be cautious about using all caps, exclamation points, and humor in your discussion without the ability to hear your tone of voice, these can easily be misinterpreted.
- Harding University is a Christian University and expectations are that the relationship and communication style between one another should reflect Harding's Christian mission.

ADDITIONAL COMMENTS FOR THIS COURSE

Since this course is being offered in an online format, all course assignments, exams, etc., will be conducted within Canvas. You will not be required to travel to campus in order to give a presentation or to take exams in the testing center.

This class utilizes an asynchronous format. This means that you are not required to be online at the same time that your fellow students or I are online. Please consult the assignments area of Canvas for asynchronous information.

To be most successful in this course, there are a few key points to remember when submitting assignments. Since the majority of this course is made up of writing assignments, the only way

to determine the reading and understanding of course material is through clear writing and answering of all questions in full. The reflective and application writing assignments include bullet points to help you focus your writing on the topics that are required to be answered of you. **It is highly recommended you use these bullet points to format your paper headings and sub-headings.** Within each heading/sub-heading, it is expected that with most papers submitted in this class, that you included sources for the points you are making. The textbook serves as a great source for this course as do the additional supplemental reading materials. Other credible sources are welcome in this course. **As you progress through this course, ensure you are not using your own unsourced opinion to answer the questions asked of you within the writing assignments but are citing credible sources to develop your arguments.**

INTEGRATION OF FAITH AND LEARNING

The four gospels in the New Testament offer multiple examples of Jesus healing the entire man of physical, mental, and spiritual infirmities. Jesus selected his disciples from all walk of life to form a team and inspired them to go into the world teaching and healing. His examples and parables provided them with visuals of loving kindness and understanding of physical pain. His disciples were from diverse backgrounds and one, Luke, was a physician.

Their inspired written word enables us to obtain knowledge necessary to distinguish pathways which follow a Christian way of life. Jesus was a righteous problem solver, thinker and communicator. Matthew 25:14, known as the Parable of the Talents, compels all followers to utilize their talents or they could be given to another. Matthew 25:31-46, a parable of the sheep and the goats, specifically addresses the needs of the disadvantaged, or as our textbook states, the disparities in health status.

REQUIRED MATERIALS

Delivering Health Care in America: A Systems Approach (7th Edition)

Leiyu Shi and Douglas A Singh

Jones & Bartlett Learning

ISBN: 978-1-284-12449-1

You may purchase the textbook from [Harding University Bookstore](#), [Amazon](#), etc.

The course text was selected because it “is the most current and comprehensive overview of the basic structures and operations of the U.S. health systems—from its historical origins and resources, to its individual services, cost, and quality.” (Shi & Singh, 2019) This text should be

very readable for those without an extensive background in healthcare administration while providing extensive, in-depth information. By using the most recent edition (7th), contemporary data points and policy issues, especially the legacy of the Affordable Care Act in the United States and progress toward the *Healthy People 2020* goals, are addressed.

SUPPLEMENTAL MATERIALS

There may be supplemental materials (e.g., journals, articles) that serve to provide additional coverage of lecture topics. Any such required supplemental materials will be provided in Canvas (or linked) and will be clearly noted in the appropriate Module.

REQUIRED TECHNOLOGY

Harding University students enrolled in online classes must have access to an appropriate digital device and a reliable Internet connection. A laptop or desktop is still the recommended device for online learning; the Canvas interface was optimized for desktop displays. Broadband connectivity is required, as many classes incorporate rich media content.

Hardware/Operating Systems

- A personal computer running Microsoft Windows 8 / 10 /or Apple Macintosh running OS X
- Camera/microphone/headphones (sometimes called peripherals)

Some Mac users may experience technical issues with certain publisher related course software. For this reason, a PC is recommended.

To see which browsers are supported by Canvas, how to update your browser, and additional required components (e.g., Flash and Java) please visit [Canvas](#).

For mobile users, there is a Canvas app available from the Google Play Store or the Apple iTunes store.

Because technology changes rapidly, the information contained within this requirement may change, and without advance notice.

ZOOM

Zoom is a tool that provides video conferencing and distance communication capabilities which we may use in this class.

[Zoom's Accessibility Policy](#)

MINIMUM TECHNICAL SKILLS

During this course, it is expected that students will possess the following set of minimum skills:

- An ability to use a computer
- Competence with Canvas (Harding's LMS)
- Competence with email and file attachments
- Competence with software (e.g., Microsoft)
- Installing software
- Competence with search engines (e.g., Google)

CANVAS

Canvas is the learning management system (LMS) used by Harding's online courses. For additional information relating to Canvas, including tutorials, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#).

CANVAS, INTERNET or TECHNOLOGY OUTAGE

As an online learner, you must be able to manage technical difficulties, as power outages, connection problems and other technical issues are always a possibility. Technology will sometimes fail; for this reason, it is advisable to complete your assigned work prior to the due date.

Instructor - If your instructor experiences a power outage, an Internet service outage, an LMS (Canvas) or other technical issue that significantly affects online assignments, the ability to grade assignments, or the instructor/student communication channel is significantly disrupted, adjustments to due dates will be made, as appropriate.

Student - If you experience a power outage, Internet service outage, LMS (Canvas) or other technical issue, you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. An Internet outage or computer issue is not an excuse for late work. A backup plan for reliable Internet service and a working computer is prudent. Should you experience any such issues, communicate with your instructor in a timely manner.

TECHNICAL SUPPORT

The first point of contact for questions and concerns relating to your online course is your instructor, who will provide you instructions on how to proceed. For technical assistance or to report a problem, Harding's e-Learning Help Desk is available Monday - Friday between 8:00 a.m. – 5:00 p.m. CST.

Phone: 501-279-5201

Email: elearning@harding.edu Website: [elearning Website](#)

Again, please remember that your instructor should be your first point of contact.

ASSESSMENT

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching---learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.

In addition to the university compliance with Higher Learning Commission, the College of Business Administration adheres to the standards of assessment set forth by the Association of Collegiate Business Schools and Programs (ACBSP), a business departmental accreditation agency. ACBSP focuses on teaching excellence in the classroom and high academic standards throughout the business programs. As such, the College of Business is dedicated to compilation and analysis of assessment data for the purpose of maximizing student learning in all of the business programs.

Assessment is becoming more important in all aspects of the operation of Harding University. The university provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership. There is a good probability that what you learn in this course will be assessed in broader measures of student achievement such as standardized exams and/or licensing exams. The ultimate goal of assessment is that Harding University will become a stronger institution of higher learning. As a part of the assessment process, the following learning outcomes are present.

COURSE LEARNING OUTCOMES (CLO)

Students will:

1. demonstrate the ability to analyze ethical and competitive decisions and identify potential consequences
2. analyze information and present written or verbal responses in clear terms, concisely organized
3. reflect on course material and demonstrate the ability to deliberately and systematically analyze appropriate path of action
4. clearly define problems based on relevant facts; develop and evaluate strategies; implement decisive solutions
5. identify non-financial & financial resources critical to stewardship of scarce resources essential to health care
6. examine the overwhelming challenges facing the nation to deliver health care services and explain barriers of access, cost, and quality

MODULE LEARNING OUTCOMES (MLO) and their relationships to CLO's

Module 1: (Chapter 1: An Overview of U.S Health Care Delivery and Chapter 2: Beliefs, Values and Health)

Students will:

- 1-1. examine the major characteristics of the United States health care system (CLO 2), (CLO 3)
- 1-2. formulate potential benefits and hazards of care being provided in a free market relative to alternative approaches (CLO 1), (CLO 2), (CLO 6)
- 1-3. recognize the determinants affecting the health of individuals and populations and demonstrate their impact (CLO 1), (CLO 2), (CLO 3), (CLO 6)
- 1-4. evaluate the role of beliefs and values in the delivery of health care (CLO 1), (CLO 2), (CLO 3), (CLO 4), (CLO 6)

Module 2 (Chapter 3: The Evolution of Health Services in the United States and Chapter 4: Health Service Professionals)

Students will:

- 2-1. identify major historical developments that have shaped the current U. S. health care delivery system (CLO 3), (CLO 6)

2-2. explain the policy goals of the Affordable Care Act (ACA), assess its performance since passage, and discuss future fronts for health care reform in the United States (CLO 1), (CLO 2), (CLO 6)

2-3. classify the various Health Care Professions and their designated role within the health care system (CLO 2), (CLO 5)

2-4. demonstrate the impact of provider workforce issues on the health care delivery system (CLO 1), (CLO 2), (CLO 5)

Module 3 (Chapter 5: Medical Technology and Chapter 6: Health Services Financing Services)

Students will:

3-1. describe common uses of technology in health care delivery as well as their benefits and drawbacks (CLO 2), (CLO 6)

3-2. examine and evaluate the ethical issues associated with medical technology proliferation and patient demand (CLO 1), (CLO 2), (CLO 5)

3-3. define common terms and concepts in the financing of health care delivery in the United States (CLO 3), (CLO 5)

3-4. critique a contemporary innovation in health services financing for its impact on outcomes and stakeholders (CLO 1), (CLO 5), (CLO 6)

Module 4 (Chapter 7: Outpatient and Primary Care Services and Chapter 8: Inpatient Facilities and Services)

Students will:

4-1. identify types of outpatient care settings, methods of delivery, and factors driving growth in outpatient services (CLO 2), (CLO 3)

4-2. debate the feasibility of shifting a service from a more expensive inpatient to a lower cost outpatient setting based on its impact to various stakeholders (CLO 1), (CLO 3), (CLO 4), (CLO 5), (CLO 6)

4-3. calculate key utilization measures and evaluate hospital performance (CLO2), (CLO 3),

4-4. justify appropriate responses to common legal and ethical issues in patient care (CLO 1), (CLO 2), (CLO 3), (CLO 4)

Module 5 (Chapter 9: Managed Care and Integrated Organizations and Chapter 10: Long Term Care)

Students will:

5-1. describe basic concepts of managed care and how they are addressed through different models (CLO 1), (CLO 3)

5-2. evaluate different types of managed care organizations based on the outcomes achieved and the backlash encountered (CLO 1), (CLO 2), (CLO 3), (CLO 6)

5-3. describe the nature, services, and users of long term care (CLO 2), (CLO 3), (CLO 5)

5-4. discuss the multi-faceted concept of "quality of life" and its implications for patient, family, and provider decision-making (CLO 1), (CLO 2), (CLO 3), (CLO 5)

Module 6 (Chapter 11: Health Services for Special Populations and Chapter 12: Cost, Access and Quality)

Students will

6-1. demonstrate knowledge of the vulnerability of special populations based on the convergence of predisposing, enabling, and need characteristics (CLO 2), (CLO 3)

6-2. propose a response for health care administrators to address a disparity encountered by a special population (CLO 1), (CLO 4), (CLO 5), (CLO 6)

6-3. define cost, access, and quality in the delivery of health care services (CLO 2), (CLO 3), (CLO 6)

6-4. describe the major factors contributing to the current state of cost, access, and quality of health services in the United States and their interrelationship with one another and other societal goals (CLO 1), (CLO 2), (CLO 5), (CLO 6)

6-5. assess the cost, access, and quality of care for a specific health care service locally (CLO 1), (CLO 2), (CLO 5), (CLO 6)

Module 7 (Chapter 13: Health Policy, and Chapter 14: The Future of Health Services Delivery)

Students will:

7-1. identify the principle features of health policy in the United States (CLO 2), (CLO 3)

7-2. assess a health policy proposal of an interest group and its impact on overall health services cost, access, and quality (CLO 1), (CLO 4), (CLO 5), (CLO 6)

7-3. explain the eight forces of future change in health services delivery (CLO 2), (CLO 3), (CLO 6)

Module 8 (Final Reflective Writing Assignment)

Students will:

8-1. compose a major paper that integrates learnings from across the course to identify health delivery system resources, processes, and outcomes in real-life situations or scenarios (CLO1), (CLO2), (CLO5), (CLO6)

COURSE SCHEDULE

There are a number of places in Canvas to locate the course schedule, which contains all of the assignments and other activities for the course: the Course Summary, the Canvas Calendar, and the Weekly Task Lists. You can view the details of each assignment/activity by selecting them individually.

<i>Week</i>	<i>Reading</i>	<i>Assignments Submitted</i>
Module 0:	Syllabus, Course Welcome, Overview, Materials, and Policies	DQ1: Introduction
Module 1:	DHCA Chapters 1 & 2	DQ2 & DQ3 Reflective Assignment Application Assignment
Module 2:	DHCA Chapters 3 & 4	DQ4 & DQ5 Reading Quiz Reflective Assignment Application Assignment
Module 3:	DHCA Chapters 5 & 6	DQ6 & DQ7 Reading Quiz Reflective Assignment Application Assignment
Module 4:	DHCA Chapters 7 & 8	DQ8 & DQ9 Application Assignment Mid-Term Exam due by 11:59 p.m. CST on 10/23/2020

Module 5:	DHCA Chapters 9 & 10	DQ10 & DQ11 Reading Quiz Reflective Assignment
Module 6:	DHCA Chapters 11 & 12	DQ12 & DQ13 Reading Quiz Reflective Assignment Application Assignment
Module 7:	DHCA Chapters 13 & 14	DQ14 & DQ15 Reading Quiz Reflective Assignment Application Assignment
Module 8:		Final Reflective Writing Assignment due by 11:59 p.m. CST on 12/17/2021

COURSE REQUIREMENTS

Components	Points	Percentages
Course Discussions (10 pts x 15)	150 pts	12%
Reading Quizzes (10 pts x 5)	50 pts	4%
Reflective Assignment (40 pts x 6)	240 pts	18%
Application Assignment (40 pts x 6)	240 pts	18%
Mid-Term Exam (220 pts x 1)	220 pts	17%
Final Reflective Writing Assignment (400 pts x 1)	400 pts	31%

Totals 1300 pts 100%

Requirements and how you will be assessed can be found in Canvas. Please review the individual modules area for details relating to each course assessment.

Due to the nature of online learning, students are expected to replace classroom time with reading, writing, projects, and frequent class participation online. Please look at each requirement below carefully: no credit will be given for assignments turned in late.

Course Discussions (12%) (CLOs 1, 2, 3)

The discussions are designed to facilitate learning through personal reflections and group discussions. To earn full credit on the discussions, you must complete the following:

- Respond to **each** discussion question posted for that week's module **by Thursday of the first week at 11:59 p.m. CST.**

- While there is not a formal word count requirement for your original discussion posts, write in a way to balance clearly expressing yourself (a 3 or 4 sentence response almost certainly will not have sufficient detail to address the material) with brevity (a 4 or 5 paragraph response will likely not be read in its entirety by your classmates). Write your submissions professionally and thoughtfully. Posts that are filled with grammatical errors or do not incorporate the course material will not receive credit.
- Reply to a post by a classmate **in each discussion by Friday of the first week at 11:59 p.m. CST**. Replies should address and add to the content your classmate originally posted. Do not just state, “I agree” or “great post”. Be sure to give a reason based on your understanding of the course material and your personal experience for your reply.

Quizzes (4%) (CLO 3)

Quizzes will be given that test the students' understanding of the Delivering Healthcare in America reading assignments. The purpose of the quizzes is to help you process and learn what you are reading.

You are to take the quizzes online. Quizzes are open book, but they must be completed in one hour. Only one attempt is permitted, and each student must take the quiz individually: no sharing of answers is permitted. Quizzes are due **by Friday of the first week at 11:59 p.m. CST**.

Reflective Assignments (18%) (CLOs 1, 2, 5, 6)

Students will prepare essays of at least two pages, double-spaced, 12 point Times New Roman font, responding to a question posed by that module's course material. Full credit will be given for responses that integrate course material with personal experience and values while written professionally and with a style appropriate for the collegiate level without grammatical errors. Reflective assignments are due **by Friday of the second week at 11:59 CST**. Files should be submitted as PDFs and use a naming convention of “STUDENT LAST NAME – Reflective Assignment Module #”.

Application Assignments (18%) (CLOs 1, 2, 4, 5, 6)

Students will prepare essays of at least two pages, double-spaced, 12 point Times New Roman font, responding to a question posed by that module's course material. Full credit will be given for responses that integrate course material with additional data points from peer-reviewed journals, reputable health industry journals (e.g. *Health Affairs*), health statistics from governmental sources or reputable foundations (e.g. Kaiser Family Foundation), or information personally gathered from interactions with local health systems. Like other assignments, these must be written professionally and with a style appropriate for the collegiate level without grammatical errors for full credit. Application assignments are due **by Friday of the second week at 11:59 CST**. Files should be submitted as PDFs and use a naming convention of “STUDENT LAST NAME – Application Assignment Module #”.

Mid-Term Exam (17%) (CLOs 2, 3, 4, 5, 6)

This exam will test your understanding of all course content during the first 4 modules. It will consist of a mix of multiple-choice and short answer essay questions. You will have 120 minutes to complete the exam, and it is due **by Friday October 15th at 11:59 p.m. CST**. This exam is open book; however, you only have one attempt and may not work together as a group to complete it. You may study together, but you may not take the test together. No late exams will be given. Do not miss the exam due dates.

Final Reflective Writing Assignment (31%) (CLOs 1, 2, 5, 6)

For the final reflective writing assignment, students will first identify the system foundations, system resources, system processes, system outcomes, and system outlook in two actual personal experiences with the health care system. For example, how did you observe the concepts from this course when obtaining your influenza vaccination, enrolling in health insurance, or visiting a grandparent in the hospital or skilled nursing facility? (Highly detailed and realistic authentic fiction scenarios may be used instead if the student does not have or does not wish to share actual experiences.)

Second, the student will reflect on how their understanding of the delivery of health care in America have changed since beginning the course and how it will affect them going forward. The reflection may address areas of new knowledge or changed opinions. It should conclude by indicating how that knowledge will be used: for example, is the student considering a career in health care? Will the student use new knowledge to advocate for specific public policies, make informed decisions when enrolling for health insurance, or to assist family members obtaining health services?

This paper will serve as your final exam for the course. It is due by **Friday December 17th at 11:59 p.m. CST**. It should be at least five typed pages, double-spaced, and Times New Roman 12pt font. The written reports should be submitted as PDFs and use a naming convention of "STUDENT NAME – Final Reflective Writing Assignment". Grades for the assignment will be given based 70% on evidence of integration of cumulative course materials and 30% on evidence of college level reporting (writing, research, critical thinking). A detailed rubric describing how to satisfy requirements for maximum points on each of these components is provided in Canvas.

GRADING POLICY

The student will be provided weekly feedback during the duration of the course. This may be in the form of narrative information and/or component grades and will be provided in Canvas' Gradebook. It is possible that supplemental feedback may also be provided in Canvas' email.

However, the intent of this feedback is to inform the student of how well expectations for these components have been met.

Component details may include, but are not limited to, the following: participation in discussions, quizzes, exams, reflective writing assignments, application writing assignments, and the final reflective writing assignment.

The final grade will be computed as a weighted average of Total Points Earned/Total Points Possible and reflected as a letter grade.

Letter Grade Guideline

Letter Grade Average Threshold Points

A (Excellent)	90%	1170 – 1300
B (Good)	80%	1040 – 1169
C (Average)	70%	910 – 1039
F (Failure)	<70%	<910

From time to time, an individual may inquire about extra credit and other ways to pull their grade up. There will not be a formal extra credit project, assignment, etc. Once the final grade has been calculated, the course is over, and no further work will be accepted for grading. Therefore, any requests to complete special assignments or projects in an effort to change one's posted grade cannot be honored. If at the end of the class after all assignments have been graded you have accumulated a fraction of a point (e.g., 1169.5 points), your total number of points will be rounded to the nearest whole point using the standard rounding rules. For example, 1169.5 points will be rounded to 1170 points and reported as an "A," but 1169.4 points will be rounded to 1169 points and reported as a "B." Additionally, a curve will not be applied to individual assignments (i.e., 10 points will not be added to everyone's score if the high score is 90 points earned out of 100 points possible).

Attendance/Participation

The very nature and depth of college studies mandate students participate in all course activities. Each student's participation is essential for the success of the entire class and the student. True exchange of collegiate-level academic ideas and thoughts can only be achieved with everyone actively participating. The value received from this course will be commensurate with the effort and thought you put into it.

Attendance and participation are not the same thing. A student will be automatically withdrawn and will not be eligible to earn a grade if they miss a single week of attendance. For

attendance purposes, a student must log into the course and demonstrate their presence by creating a documentable entry (e.g., a reply to a student, submitting an assignment). Meeting the attendance requirement does not ensure a good participation grade.

As an online student, participation is required and is an essential part of this course. Participation means that you are not only logging into the course, but are actively engaged, too. For this course, participation will take on many forms, including discussion posts, quizzes, exams, and writing assignments.

As the student, you are expected to be prepared for class (e.g., read material, analyzed spreadsheets) and to be an active contributor in the learning process.

Rubrics

There are grading rubrics associated with your assessment in this course. It is good practice to review rubrics before you submit your assignments. It will help you formulate your responses and earn full points. Rubrics are located in two places: 1) discussions – when you go to the discussion forum you will see the gear wheel at the top right of the discussion page. Click on it, a drop down appears and one of the options in that menu is “Show Rubric.” 2) assignments (non-discussions) – the rubric is displayed at the bottom of the assignment description.

Deadlines/Late Policy

Students are encouraged to work ahead of deadlines. The deadline for any given assignment represents the date from which points will be taken off for being late. It is important that the posted deadlines for a given assignment are met. This represents the self-paced nature of online learning. Assignments turned in after the deadline will be charged a 25% per day late penalty. Therefore, no assignment may be turned in after four days have passed from the original deadline. As business students, you are held to a high standard. While this policy may seem harsh, what would happen if you missed a deadline at work (yet alone by four days)? No assignment will be accepted after the ending date of the class has passed.

There are exceptions to the rule above. If there is a problem and you are unable to meet a deadline, the onus is on you, the student, to communicate with the instructor in a timely fashion. If you are ill and cannot meet a deadline, you are responsible for contacting the professor before the deadline, not after it passes. After all, if you were too ill to go to work, you wouldn't call-in the day after you failed to show up to work. If you will be traveling for work, have an illness, family problems, a vacation scheduled, etc., please contact your instructor in advance. If an exception is granted, there must be an agreement between the instructor and the student on a mutually agreeable due date for the missed assignment(s).

Writing Style/Referencing

As the accepted writing style of business, psychology, education, and social science programs across the globe (American Psychological Association, 2014), the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for all business students.

Learning to conduct scholarly research is a natural part of academic work and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course. If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work. So, make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be cited. The following two websites may be of value to you.

[APA Resources](#)

[Purdue Online Writing Lab](#)

Turnitin

During this course, the originality of various assignments submitted by students will be checked via [Turnitin](#), an organization leading the way in both plagiarism detection and student learning. Turnitin provides institutions, faculty, and students with a variety of academic tools, including originality checks, online grading capabilities, and even peer reviewed feedback. Turnitin is integrated with the assignments settings used by the instructor when preparing assignments in Canvas.

Student Declaration

Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
- I affirm that this assignment has not previously been submitted in any form.
- When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer statements.
- I affirm to uphold Harding University's [Code of Academic Integrity](#).

RESERVATION STATEMENT

The instructor reserves the right to modify and update any part of the syllabus where necessary. It is your responsibility to stay up to date with any changes communicated by the professor.

INSTITUTIONAL POLICIES

Code of Academic Conduct

Students of Harding University are expected to be honorable and to observe standards of [academic conduct](#) appropriate to a community of Christian scholars. Harding expects from its students a higher standard of conduct than the minimum required to avoid discipline. All acts of dishonesty in any academic work constitute academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in the general Harding University catalog as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect*: Students are expected to respect other classmate's opinions and ideas at all times. Since students cannot see body language and other non-verbal cues, it is essential that comments be worded carefully and refrain from such things as sarcasm, which can be taken negatively in the on-line world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:
 - Stereotypes of any nature, whether it be profession or class of people
 - Politics
7. *Lurking*: Lurking is when a student signs on and reads the messages and does not post to the classroom. There are many reasons why a student may do this. Some students may feel

uncomfortable sharing views in an open forum, may be unsure of the materials being covered, and/or may not want to say the same or similar things that other students have already posted. Discuss these issues with your instructor. Posting 4 out of 7 days is essential to learning and to passing an on-line class. Lurking is not counted as participation and will only lower your grade. Your instructor may be able to assist you in overcoming or resolving any issue that may drive lurking behavior.

8. *Drifting*: Drifting occurs when the discussion goes in another direction than expected. Drifting is normal and encouraged in the on-line environment. However, the drifting must be related to academics and the materials discussed in the classroom. The instructor will encourage positive drifting but will discourage inappropriate drifting and may ask students to take it to the CHAT room or to discuss it through personal email. Inappropriate drift will not be counted toward the participation grade.

Accommodations/Students with Disabilities

It is the policy for Harding University to accommodate [students with disabilities](#), pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must **self-identify** with the Disabilities Office *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 219 in the Student Center at the Searcy Campus.

For courses taught online where students will not have direct access to the Disability Services located on the Harding University Searcy Campus, the student must self-identify to the instructor of the course and submit documentation by fax or mail to Disability Services on Harding's main campus. The necessary forms are available online at [Disability Services](#). Upon receiving the appropriate documentation approved by ADA Guidelines, academic accommodations may be set up by the instructor via a teleconference with the Disabilities Director. If you have questions, please contact Bridget Smith, Director of Disabilities Services and Educational Access, at 501-279-4019 or disabilityservices@harding.edu.

Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the unreasonable denial of academic progression, a procedure has been established to resolve the grievance. The student must register his or her complaint in writing to the faculty member within seven business days following the alleged incident, except that if the grievance involves a final grade, it must be filed within ten business days after final grades are posted by the Registrar. Within the written complaint, the student must set forth reasons and grounds for the grievance. The policy set

forth in the academic catalog titled [Academic Grievance Procedure](#) establishes the procedures for such grievance resolution. All students should be familiar with this policy.

Time Management Expectations/Credit Hour Calculator Statement

All courses at Harding meet federal and HLC regulations and meet or exceed university requirements regarding credit hours.

For every course credit hour, the typical student should expect to spend at least forty-five clock hours of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least one hundred thirty-five hours dedicated to the course.

Additional Academic Policies

For additional academic policies like course load, changes in registration, incomplete, withdrawal, types of course offerings, please see the following [Academic Information](#).

The last day to drop a class during the regular semester is Wednesday of the 14th week. Students may add a class no later than Friday of week one of the class.

INSTITUTIONAL ACADEMIC SUPPORT SERVICES

Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students:

[Library Resources](#)

[Testing](#)

[Tutoring](#)

[Writing Lab](#)

INSTITUTIONAL STUDENT SUPPORT SERVICES

Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students:

[Advising](#)

[Registration \(Drop/Add a class\)](#)

[Financial Aid](#)

[Student Life](#)

[Counseling](#)

[Career Services](#)

References

American Psychological Association. (2014). Retrieved from <https://www.apa.org/about/apa/archives/apa-history.aspx>

Quality Matters (QM) Higher Education Rubrics. (2014). (5th Ed). Quality Matters.

MarylandOnline, Inc (this document is only available to subscribers of Quality Matters)

Shi, L. and Singh, D.A. (2019). *Delivering Health Care in America: A Systems Approach*. (7th Ed). Burlington, MA: Jones & Bartlett Learning.

