



Spalding University Course Syllabus

**MSBC-663-BC3Z
(29743)**

Communicatng Essntl Financ Info

Instructor: Dr. I. A. Van Deventer, CPA **Credits:** 3.0

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Course Description:

This course is designed to expose students to the important role of financial information in organizations. Students will study and analyze the primary financial statements and reports from their industry in a decision-making context.

TEXTS

The required text is provided in Canvas. No additional text is required for this course. Please see Canvas for the assigned reading each week.

Van Deventer, I. A., CPA, PhD (2017). Accounting Fundamentals. Published by Tophat.com. ISBN: 978-1-77330-718-3 Additional class handouts may be distributed at the discretion of the Instructor.

COURSE OBJECTIVES

At the conclusion of the course students will be able to discuss, orally and in writing, the following:

1. Explain fundamental accounting concepts, the elements of financial statements, and basic accounting vocabulary. Professional competencies from the AICPA Code of Professional Conduct: Due Care (competence)
2. Explain and use the accounting equation in basic financial analysis and explain how the equation is related to the financial statements. Professional competencies from the AICPA Code of Professional Conduct: Public Interest and Due Care
3. Prepare basic entries for business transactions and present the data in an accurate and meaningful manner.
Professional competencies from the AICPA Code of Professional Conduct: Public Interest, Integrity, and Due Care
4. Prepare basic financial statements and explain the articulation between the basic statements. Professional competencies from the AICPA Code of Professional Conduct: Public Interest, Integrity, and Due Care
5. Prepare and interpret basic financial data. Professional competencies from the AICPA Code of Professional Conduct: Public Interest, Integrity, and Due Care
6. Explain the issues of ethics in financial accounting reporting. Professional competencies from the AICPA Code of Professional Conduct: Public Interest and Integrity

UNIVERSITY POLICIES - Competencies

In keeping with the mission of Spalding University, the Master of Science in Business Communication (MSBC) prepares today's professionals to meet organizational needs by integrating advanced business and

communication competencies in a rigorous and relevant curriculum that emphasizes critical thought and ethical reasoning.

MSBC is an interdisciplinary master's program is designed to promote the communication competencies needed in the business arena. Students with interests in management, healthcare, advertising, public relations, sales, accounting, and human resources are among those who should benefit from completion of this degree program.

The current University Catalog delineates pertinent academic policies, including academic and professional integrity. Each student is responsible for compliance with these policies, as well as the regulations, requirements, and information contained the relevant School of Business handbooks. Undergraduate and Graduate Academic Policies may be found in the University Catalog at <https://www.spalding.edu/catalog> (<https://www.spalding.edu/catalog>).

Technology

Moodle:

The primary mechanism for communication in this course, other than class meetings, is Moodle, learning management system. You have access to courses within Moodle once you're registered in a course.

It is imperative that you familiarize themselves with Moodle. All Moodle correspondence sent by your instructor will be routed to your Spalding email. Moodle is used for the following course resources:

- Syllabus and Clinical Handbooks
- Announcements and email communication
- Module calendars
- Copies of unit power points and handouts
- Readings
- Assignment submissions
- Communication of assessments and grading

Internet Browsers:

Moodle supports only the latest two versions of each internet browser release. We highly recommend updating to the newest version of whatever browser you are using as well as the most up-to-date Flash plug-in. As of March 2014, our LMS supports the following desktop browsers and Flash versions:

- Internet Explorer 10 or higher
- Chrome 32 and 33
- Safari 6 and 7
- Firefox 26 and 27-Mozilla Firefox is the recommended browser for Moodle use. Ensure that pop-ups, JavaScript, and cookies are enabled in your browser settings. Moodle FAQs are located at: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8042> (<http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8042>) for additional help.
- Flash 10, 11, and 12 (if you want to use the audio/video recording or viewing feature or upload files)

Note: We have found that the security settings within Internet Explorer cause excessive warnings and block some content within Moodle. The majority of our end-user issues are resolved by using Firefox or Chrome.

Technical Support

A link to the Spalding University Support Center can be located on the portal under Help Desk-Students. The site contains links for submitting a help desk ticket, frequently asked questions, and a live chat with a service representative. Customer Care Technicians are also available for technical support 24/7 by calling 1.866.604.5605.

Before you begin an online program at Spalding University, you will want to be sure you have all the technical resources you need. Review these general technical requirements listed to be sure:

- Regular access to a reliable computer (operating system: Windows 7, 8 or 8.1; or Apple OS X)
- High speed Internet access
- Access to the Spalding Portal
- Cookies must be enabled
- Allow pop-up windows
- MS Office 2010 (or higher)
- Antivirus software program
- CD-ROM drive (required for some courses)
- Audio (headphones or speakers)
- Access to specialty software (as listed in course description or syllabus)

These are the minimum requirements, be sure to check with your instructor concerning additional requirements.

Microsoft Office

Spalding University offers all students access to Office 365 which includes 25GB of storage in OneDrive and access to the Office Web Apps. Office 365 is accessible through the email link on the Portal (<http://my.spalding.edu>) (<http://my.spalding.edu%29/>). You can purchase the full PC based version of office at www.spalding.edu/software (<http://www.spalding.edu/software>) and it is available on all PCs on campus.

Computer Access:

Computer labs are available in the Library and the Kosair Charities College of Health and Natural Sciences. See the

Spalding University Library site at <http://library.spalding.edu/home> (<http://library.spalding.edu/home>) for hours and location.

Class participation is extremely important. Adult students bring to this course varied backgrounds in business settings. Class participation is necessary to share these background experiences.

ATTENDANCE

A student registered for an online class must log-in to an online class by 6:00 p.m. on Wednesday of the first week of class to be counted as present for the first class. A student may drop a class until 11:59 p.m. on Friday of the first week of the session. Online classes require the submission of weekly assignments. Any student who has missed (as defined by Spalding University's online standards) the equivalent of 25 percent of an online class should withdraw from the class or receive the grade of *F* for the class. A student may not withdraw from an online class after 11:59 p.m. on the 4th Friday of the session. A student who withdraws from an online class will be responsible for the tuition accrued for the chronological time that has elapsed in the class, not for the amount of work that student has completed.

Student Responsibilities

Prior to enrolling in classes, students in all University programs should anticipate the number of class meeting absences that may result from family obligations, work-related responsibilities, and such other University-sponsored activities as Debate Team and athletic events. Once a class has begun, a student who anticipates that he or she will not meet the attendance requirements to earn a passing grade should withdraw from the class. According to University policy, a student must follow official procedures for withdrawing from a class in order to receive a tuition refund. Any student who stops attending a class without having officially withdrawn from that class will receive the grade of *F* and must assume any remaining financial obligations for the class. Please see the Withdrawal Policy for additional information.

Please see the Undergraduate Attendance Policy in the Spalding University Catalog for further details.

OUTLINE OF ASSIGNMENTS

Week One Objectives: By the end of this module, students will be able to define accounting terms and explain accounting concepts related to basic business transactions and events. Students will also be able

to evaluate business transactions, construct an accounting worksheet, and articulate basic accounting information (Course Objectives 1, 2, 3, and 6).

Writing Assignment (2)	60 points
Excel Assignment	40 points
Quiz	20 points

Week Two Objectives: By the end of this module, students will be able to define accounting terms and explain accounting concepts related to the income statement. Students will also be able to construct the income statement, interpret financial information, and communicate with external users of financial information (Course Objectives 1, 2, 4, 5, 6).

Writing Assignment (1)	60 points
Excel Assignment	40 points
Quiz	20 points

Week Three Objectives: By the end of this module, students will be able to evaluate equity transactions, define terms accounting terms, and explain accounting concepts related to the statement of equity. Students will also be able to construct the statement of equity, interpret financial information, and communicate with external users of financial information (Course Objectives 1, 2, 3, 4, 5, 6).

Writing Assignment (1)	60 points
Excel Assignment	40 points
Quiz	20 points

Week Four Objectives: By the end of this module, students will be able to define accounting terms and explain accounting concepts related to the balance sheet. Students will also be able to construct the balance sheet, interpret financial information, and communicate with external users of financial information (1, 2, 4, 5, 6).

Writing Assignment (1)	60 points
Excel Assignment	40 points
Quiz	20 points

Week Five Objectives: Be the end of this module, students will be able to define accounting terms and explain accounting concepts related to the statement of cash flows. Students will also be able to prepare the statement of cash flows, interpret financial information, and communicate with external users of financial information (Course Objectives 1, 2, 4, 5, 6).

Writing Assignment (1)	60 points
Excel Assignment	40 points
Quiz	20 points

Week Six Objectives: By the end of this module, students will be able to assemble a comprehensive financial report, interpret financial information, and communicate with a wide range of external users of financial information (Course Objectives 4, 5, and 6).

Powerpoint Project (1)	<u>100</u> points
Total Points	700 points

Course Grades

Weekly Excel Assignments (5 * 40 pts)	200 points	A = 92% - 100%
Week One Writing Assignment (1 * 25 pts)	20 points	B = 82% - 91%
Week One Writing Assignment (1 * 40 pts)	40 points	C = 72% - 81%
Weekly Written Assignments (4 * 60 pts)	240 points	D = 62% - 71%
Week Six Writing Assignment	100 pints	F = Below 62%
Weekly Quizzes (5 at 20)	<u>100</u> points	

Please note that the course ends on Friday of week six. No submissions will be accepted after midnight EST on Friday of week six. Please plan accordingly.

I begin grading assignments on Monday afternoon (after due date) and try to have all submissions graded by Wednesday afternoon, which is a 1-3 day turnaround from the due date, depending on events on campus. Feedback can be found on the returned assignments in the original submission area. Feedback cannot be found in the gradebook.

This syllabus may be revised at the discretion of the instructor or as necessary to meet the needs of the class.

ACADEMIC POLICIES

The current University catalog and relevant College/School handbooks, delineates pertinent academic policies, including academic and professional integrity. The catalog is available on-line at www.spalding.edu (<http://www.spalding.edu/>). Each student is responsible for compliance with these policies.

ACADEMIC INTEGRITY

"Academic dishonesty" includes academic lying, stealing, or cheating for the purpose of affecting one's grade, course credit, or status, including but not limited to the following:

- Submitting another person's work as one's own and misrepresenting assigned work as the product of one's sole independent effort;
- Fabricating work and/or resources as authentic material;
- Submitting work for more than one course without the prior approval from each faculty member involved;
- Plagiarizing (i.e., using verbal, written, or visual representations of ideas, works, phrases, paragraphs, or entire documents by others as though the work were one's own); NOTE: This includes presentation handouts, PowerPoint presentations, etc.
- Conducting research that does not comply with the established university policies (see the Policy on the Use of Human and Animal Subjects);
- Fabricating or falsifying data;
- Assisting student(s) in engaging in academic dishonesty, this includes sharing your work with other students;
- Using any unauthorized assistance in completing quizzes, tests, or examinations, or specific course assignments/projects;
- Acquiring, without permission, any academic evaluative or testing materials;
- Influencing or attempting to influence through the use of bribery, threats, or any other means of coercion, any Spalding University official, faculty member, graduate student, or employees responsible for processing grades, evaluating students, or maintaining records;
- Unethical activities related specifically to professional standards and practices (i.e., expectations regarding internships, externships, etc.).

These violations are governed by individual school or program policies and guidelines and the Policy on Professional Integrity https://www.spalding.edu/catalog/catalog.asp?cat_id01=4301 (https://www.spalding.edu/catalog/catalog.asp?cat_id01=4301) for graduate students and students in professional education programs.

Procedures for instances of possible breach of academic integrity https://www.spalding.edu/catalog/catalog.asp?cat_id01=3087
(https://www.spalding.edu/catalog/catalog.asp?cat_id01=3087) Student Appeal Procedures
https://www.spalding.edu/catalog/catalog.asp?cat_id01=4297
(https://www.spalding.edu/catalog/catalog.asp?cat_id01=4297)

ACCESSIBILITY Accessibility

In keeping with Spalding's Mission Statement our community of faculty, staff and students is diverse. This brings a richness to our campus and, more importantly, to our classrooms. Spalding University recognizes and respects individual differences in our educators and our learners. Any student who requires academic assistance for documented learning or health issues should contact the Director of Accessibility Services. Registering with the Office of Accessibility Services, by the student, in a timely manner is critical. Accommodations are not retroactive.

accessibility@spalding.edu

Accessibility in Our Learning Environment

Your academic progress in this class is important. If you are aware of a life circumstance that may affect your academic performance please let me know as soon as possible. If, during the course, you encounter any obstacle please discuss this with me immediately. Once these challenges are identified, we can work together to develop strategies to overcome them.

This class seeks inclusion for all participants. Individuals with documented academic differences of any kind (including learning differences, ADHD, depression, health conditions), who require instructional, curricular, or test accommodations are responsible for making such needs known to the instructor as early as possible. First, you must be registered with the Office of Accessibility Services. The director will request documentation confirming your need for academic accommodation and a completed application for Accessibility Services. Contact information for the Director of Accessibility Services is provided in this syllabus under the "Accessibility Services Statement." **Safe Learning Environment:**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a 'mandatory reporter' under Title IX. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, as a mandated reporter under Title IX I am required to share information regarding sexual assault, harassment, misconduct, relational violence, stalking or related crimes/policy violations with the Dean of Students/Title IX Coordinator. He will contact you to let you know about your rights and to inform you of accommodations and support services available, as well as options for holding accountable the person who harmed you.

Should you prefer to keep your experience confidential, students also have the right to speak to someone confidentially by contacting the Counseling and Psychological Services Center, a confidential resource, for advocacy and other support related to rape or power-based personal violence at scc@spalding.edu.

SUCCESS IN AN ONLINE CLASS

Taking an online course is different from taking a face-to-face course. You must be self-motivated. Successfully completing an online class takes more self discipline and time management than in an in-class environment. You will not have the structure of meeting in class for 4 hours each week, but you will have more flexibility to complete a course and your degree at Spalding.

What should I expect as a student in a Spalding University School of Business online course?

School of Business Learning Outcomes

- Online classes are designed to provide the same learning outcomes as our in-class courses
- We expect our online courses to be taught by engaged instructors teaching engaged

students Time Expectations

- The time you should expect to spend with both instructional activity and homework is:
 - 8 hours of instructional activity. Remember, 4 hours of this time would traditionally be your in-class time - 10-12 hours of homework
- This time is, on average, per week for six weeks

Assignment Due Dates

- Due dates will vary from class to class

- The variation can depend on the discipline or the best method for achieving student learning outcomes · It is important to make note of all due dates prior to the start of class ·

Some instructors may:

- Use all end of week due dates
- Use staggered due dates throughout the week

What should you expect from the instructor?

- Engagement in the learning process
- Well-constructed and thought out responses
- Communication within 24 hours of asking a question

Please Remember:

Instructors will not be available on a 24/7 basis!

(they do need to sleep and many have full-time jobs just like you!)

Here are some general tips for being successful in an online course:

- Be prepared. Become familiar with your syllabus, all expectations, and how to navigate the course before the class begins.
- Be present. Sign on your course at least once a day, stay on task and don't fall behind.
- Communicate. Send email to your professor and seek help.

If you have technical difficulties, call the Spalding University 24/7 help desk by calling 1-866-604-5605

PROFESSIONALISM

The transition from student to professional requires preparation. The School of Business at Spalding is dedicated to providing a liberal arts based business and accounting curriculum with a focus on professionalism in the workplace. In order to determine if you are achieving a level of professionalism while at Spalding, professional expectations have been developed by the faculty in the School. The professionalism expectations can be found at the end of this syllabus. In summary, we expect the following from students in the School of Business:

Responsibility:

You will be on time, prepared, attentive, and professional in your scholastic endeavors. You will take responsibility for your actions and make every effort to learn as much as possible from the educational opportunities presented to you.

Respect:

You will meet your commitments to others and treat everyone with respect and civility. You will respect our learning environment and help preserve its physical condition.

Integrity:

You will be a reliable and honest contributor to individual and group assignments. You will not seek or help others gain unfair advantage in completing academic requirements. You understand that there are severe consequences for academic dishonesty.

These guidelines will help in preparing you to transition from a business/accounting student to a business/accounting professional.

Specific grade expectations related to the professionalism expectations can be found in the grading criteria section of this syllabus.

NETIQUETTE

Being a member of an on-line class requires extra attention from each of us to ensure we build a community of learners. The reason our extra attention is needed is that on-line environments can feel anonymous,

disconnected, and void of relationships, although they are not. Therefore, we must actively build a community by doing the following:

- Think before you write. Every word you write on-line is delivered without facial expression, tone or context. It is easy to misunderstand words when they are not face-to-face, so scour your message for clarity and simplicity.
- Think again before you hit “enter”, “send” or “submit”. Once words are “out there”, you cannot get them back.
- Use the fact that this course is on-line to your benefit. In a real-time classroom, you have only seconds to prepare a response to a question or comment. In this class, you have time to craft a thoughtful response.
- Sarcasm doesn't work well on-line, or, for that matter, in person. Most of what passes as humor under the guise of sarcasm is just plain mean.
- You are not posting discussion questions for me (the professor). You are posting them for your classmates, although I will weigh in sometimes as I read the comments.
- When you are responding to another student's comments, be sure to include some thread of what s/he said in your response, so others can easily follow the conversation.
- Praise a classmate for a well-thought-out idea, but not if such praise is empty and hollow.
- Restating what another classmate said without adding any ideas of your own does not forward the discussion. Likewise, don't respond with a comment like “I agree with Tiffany” without saying what you believe and why you believe it.
- When classmates express views that are shallow, not supported by research, or different than your own, be especially careful in your response. Challenge others, but do so in ways that question their logic or position, not who they are as a person.
- Use proper English, punctuation, and grammar in all on-line correspondence. Doing so helps create a formal space where we can be professional in our task of learning.
- The world is a beautifully diverse place, composed of people of a variety of ethnic backgrounds, ages, genders, SES statuses, sexual orientations, skin colors, religious preferences, and abilities/disabilities. All people are welcome in this class. Disrespect for others will not be tolerated.

MODES OF INSTRUCTION

The goals and objectives stated above will be achieved through a number of pedagogies including, but not limited to:

- Textbook and article reading
- Online activities and exercises
- Use of audio-visual materials
- Interviews with leaders
- Online discussion via Moodle
- Case study analysis

WRITING RUBRIC

	Content: Focus on Reader	Content: Writing Strategy	Content: Logic & Organization	Language: Wording	Language: Clarity & Conciseness	Language: Grammar & Punctuation	Appearance Format
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Professional	Thoroughly provides for, and is highly responsive to, anticipated needs of the audience. Text demonstrates careful thought, intelligence.	Optimal use of accepted professional writing strategy.	Organization makes message both highly compelling and clear.	Word choice demonstrates deep understanding of the writing situation.	Complex ideas are immediately clear. Demonstrates a pleasing sophistication that gives confidence in the writer's abilities.	No grammar or punctuation errors. Sentence style enhances meaning.	Appearance enhances message clarity and appeal. Information is easily accessible by skimming.
High Competence	Provides for most anticipated reader needs.	Highly effective use of accepted professional writing strategy.	Organization enhances understanding and effectively highlights the most important points.	Word choice enhances understanding and builds common ground with the reader.	Complex ideas are understood, usually after the first reading.	Few but not distracting grammar or punctuation errors.	Appearance is appealing and information is accessible.
Adequate Competence	Provides for basic reader needs.	Adequate use of accepted professional writing strategy.	Organization is present and text makes basic sense.	Word choice is adequate for audience and situation.	Syntax is understandable; basic message comes through. Acceptable economy of words.	Several significant grammar or punctuation errors that would distract, or change meaning.	Follows accepted standards for the reader and situation. Document is neat.
Not Adequate Competence	Little provision for reader needs.	Poor application of accepted professional writing strategy, or strategy is incomplete.	Organization lacks clarity and could cause confusion.	Word choice is sometimes inappropriate for the audience and situation.	Lapses in clarity that obstruct understanding of the basic message. Some words are misplaced, unnecessary, or incorrect.	Several significant grammar or punctuation errors that distract from message and confuse meaning.	Does not follow all standards for the reader and situation. Information is difficult to access.
Unprofessional	Indifferent to reader needs.	Accepted professional writing strategy is not used.	Ideas and support are arranged poorly. Meaning is lost and may lead to reader frustration.	Word choice is not appropriate to the audience or situation.	Numerous errors and poor writing choices give little confidence in the writer's abilities.	Numerous grammar or punctuation errors that obscure meaning (5 or more).	Ignores standards for the reader and situation. Document is sloppy.

Formatting

APA style is required in this course. The instructor believes that the quality of writing exhibited by the student must be on a graduate level. The *APA Publication Manual* is required and must be followed, with specific emphasis on cover page, in-text citations, and references; up to 10 points will be deducted for papers that do not follow APA. All writings will be evaluated based upon:

- Ideas

- Organization and coherence
- Support
- Style
- Mechanics and grammar (APA)

PRESENTATION RUBRIC

	Highly Professional	Professional	Somewhat Professional	Unprofessional
<i>Content</i>	Provides an accurate and complete explanation of key concepts and theories.	For most part, explanations of concepts and theories are accurate and complete.	Explanations of concepts and/or theories are inaccurate or incomplete.	No reference is made to literature or theory.
<i>Organization</i>	Extremely well organized. Introduces purpose of presentation clearly and presents all information in logical, interesting sequence which audience can follow.	Generally well organized. Introduces purpose of presentation clearly and most information presented in logical sequence; A few minor points may be confusing.	Somewhat organized. Introduces the purpose of the presentation but student jumps around topics. Several points are confusing.	Poor or no organization. Does not clearly introduce purpose of presentation and presentation is disjointed; no logical order.
<i>Use of Support Materials</i>	Materials reinforce presentation and maximize audience understanding. Font large enough to be seen by all in the class.	Materials relate and aid presentation, but not as well connected to presentation. Font size is appropriate for reading.	Materials sometimes support presentation; visual aids were not clear. Font is too small to be easily seen.	Materials are poorly prepared and detract from presentation. Font is too small to be easily seen.
<i>Use of Language</i>	Poised, clear; proper volume; steady rate; enthusiastic; confident; comfortable.	Clear articulation but not as polished; slightly uncomfortable.	Seems uncomfortable.	Obviously anxious and cannot be heard or monotone with little or no expression.
<i>Grammar</i>	No misspellings or grammatical errors.	One minor grammatical error.	Two misspellings and/or grammatical errors	Three or more spelling errors and/or grammatical errors.

Eye Contact	Maintains eye contact; seldom returning to notes; like a planned conversation.	Student maintains eye contact most of the time but returns to notes some.	Some eye contact and at least half the time reads from notes.	Student reads all or most of notes with no eye contact.
Personal Appearance	Completely appropriate for the occasion and the audience.	For the most part, appropriate for the occasion and the audience.	Somewhat inappropriate for the occasion and audience.	Inappropriate for the occasion and audience.
Audience Interaction, Questions and Answers.	Actively encourages audience interaction; held attention throughout. Responds confidently, precisely and appropriately to all questions.	Encourages audience interaction; held attention most of the time; responds accurately and appropriately.	Reluctantly interacts with audience and lost the audience; Demonstrates some knowledge of rudimentary questions.	Avoids or discourages active audience participation; Demonstrates incomplete knowledge of topic in responses to questions.

FORUM PARTICIPATION SCHEDULE

FORUM PARTICIPATION RUBRIC

As the instructor, I will facilitate student discussions but I will not address every single post. In most cases, I might share a related idea, intervene when the discussion goes off-track, or tie student comments together to help deepen student learning. Consequently, I will not directly answer questions in the discussion area unless they are addressed to me. I will check the discussions daily during the week, and occasionally on the weekends.

Some characteristics I consider to be part of excellent discussion contributions are outlined below. I will consider these characteristics when assessing the quality and level of student participation.

- Submit initial post(s) early in the week, and subsequent responses to the posts of other learners at timely intervals throughout the duration of the week. The goal is to have a dynamic discussion around the topic that lasts throughout the entire week.
- Posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good idea" will be considered inadequate. Support statements with examples, experiences, or references. Be brief — keep each post and response to one or two short paragraphs. Keep in mind that fellow learners will be reading and responding to you, too. Posts should be within a range of 75-150 words. If a post does not meet the minimum word count of 75, I will not count it toward your grade.
- Make certain that all posts and responses address the question, problem, or situation as presented for discussion.
- This does not mean you should not extend the topic, but do not stray from the topic.

Discussions occur when there is dialogue; therefore, you need to build upon the posts and responses of other learners to create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.

- When relevant, add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate).
- Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

Discussion Participation Rubric

Criteria	Exceeds Expectation	Acceptable	Needs Improvement
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Quantity and Timeliness	Submits one initial response early in the week, and two or more thoughtful peer responses early in the week, and more than two peer responses closer to the end of the week.	Submits at least one initial response early in the week, and at least two peer responses closer to the end of the week.	Does not submit at least one initial response early in the week and/or does not submit at least two peer responses closer to the end of the week.
Spelling and mechanics	Submits posts that contain grammatically correct sentences without any spelling errors.	Submits posts that have one or more grammatically incorrect sentences and two spelling errors.	Does not submit posts that are in complete sentences. Or two or more of the complete sentences are grammatically incorrect and have greater than 2 spelling error.
Demonstrates knowledge and understanding of content and applicability to professional practice	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice, and include other resources that extend the learning of the community.	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice.	Post(s) and responses show little evidence of knowledge and understanding of course content and applicability to professional practice.
Generates learning within the community	Posts elicit responses and reflections from other learners and responses build views upon and integrate multiple from other learners to take the discussion deeper.	Posts attempt to elicit responses and reflections from other learners and responses build upon the ideas of other learners to take the discussion deeper.	Posts do not attempt to elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper.
Total Possible Points:			

Attendance & Financial Aid Implications:

The general areas of financial assistance at Spalding University are non-repayable awards (scholarships and grants), repayable aid (loans), and work opportunities. All university aid is open to any student regardless of race, religion, color, age, gender, sexual orientation, national origin, or disability. Aid is available to students who are accepted to the University and meet the particular award's eligibility requirements,

Assistance that is funded in whole or in part by the federal government is administered according to federal guidelines covering the particular programs. Such programs are open to students who carry **at least six credit hours per term as an undergraduate or FLEX student, or five credit hours per term as a graduate student**, and who are American citizens or eligible non-citizens with a social security number. One exception is the Federal Pell Grant program, which is available to eligible students carrying fewer than six credit hours per term.

Classes in which a student does not participate in academic activity will not be counted towards the credit hours for financial aid eligibility. If financial aid has paid on a class before it is determined that academic activity has not occurred than the aid will be adjusted accordingly.

Academic activity for Title IV purposes includes but is not limited to:

- Physically attending a class where there is an opportunity for direct interaction between the instructor
- and students; Submitting an academic assignment;
- Taking an exam, an interactive tutorial, or computer-assisted instruction;
-

Attending a study group assigned by the school;

- Participating in an online discussion about academic matters; and
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

What is not considered academic activity includes and is not limited to:

- Living in on campus housing
- Participating in the school's meal plan
- Participating in a student-organized study group
- Logging into an online class without active participation
- Participating in academic counseling or advising
- Purchasing a book or supplies for a class.

Assistance that is funded in whole or in part by state governments is administered according to the guidelines enacted by the respective states.

A student seeking financial aid through Spalding University must not be in default on a student loan from Spalding or any other previously attended institution of higher education and must not owe a refund on a government-sponsored grant or loan..

For information on specific awards and eligibility requirements, please see the Financial Aid section of the University's website and/or contact the appropriate financial aid counselor. <http://spalding.edu/financial-aid/> (<http://spalding.edu/financial-aid/>)