

**Murphy Deming College of Health Sciences
Mary Baldwin University
HCA Program**

**HCA 315 – Introduction to Healthcare Information Management
Spring 2021
Course Start and End Dates: January 11, 2021– April 19, 2021**

**Credit Hours: 3
Course Format: Online**

**Course Instructor –
Email –
Office Hours -**

Course Description: The purpose of this course is to offer a broad view of health information management, including: government standards, revenue management and compliance, informatics and analytics of data usage, and data management/strategies.

Course Prerequisites: None

Course Objectives: At the completion of this course the student will be able to:

- Describe government standards for the storage and management of health information.
- Explain strategies for effective healthcare revenue management and regulatory compliance.
- Practice informatics and analytics of healthcare data to improve quality of care.
- Identify laws and regulations and how they help safeguard protected health information.
- Determine and evaluate policies and procedures necessary to protect health information from fraudulent use.

Course Textbooks and Other Learning Resources:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Davis, N., LaCour, M. (2017). *Foundations of Health Information Management*. (4th ed.), St. Louis, MO: Elsevier. ISBN: 978-0-323-37811-6

Murphy Deming College of Health Sciences Policies:

Americans with Disabilities Act:

Students with Disabilities – Academic Resource Center, Accessibility Services Program
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require Mary Baldwin University/Murphy Deming College of Health Sciences to provide academic adjustments or accommodations for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Dr. Jenny Joczik, Director, Academic Resource Center / Accessibility Services Program Coordinator. All information is confidential. Please visit the office's website at <https://go.marybaldwin.edu/learning-skills/swd/> or contact Dr. Joczik at vjoczik@marybaldwin.edu. Additional information about accessibility services can be found in the student handbook.

Academic Integrity Policy and Professional Behavior Expectations:

The students, faculty, and administration of the Murphy Deming College of Health Sciences join together in support of the Honor Code for the purposes of a) providing an atmosphere of mutual trust, concern, and respect; b) fostering honorable and ethical behavior; and c) cultivating lifelong professional conduct. To promote these purposes matter regarding misconduct shall fall under the jurisdiction of the Honor Code, while other aspects of a student's graduate education will be covered by the guidelines stated in the Student Handbook.

Students are expected to adhere to the ethical and professional standards associated with their programs and academic courses. Unethical or unprofessional behavior will be treated in the same manner as academic dishonesty.

Please see the complete Social Media Policy in the Student Handbook.

For additional information related to Academic Integrity and/or Professional Behavior expectations please see the Student Handbook.

Communication Between the Program and Students:

E-mail- All official student communication from the Vice President, School and Program Directors, Course Instructor, faculty, and staff will be sent to the student's MBU e-mail address ONLY. The program will not send e-mail to personal accounts other than MBU. Students are required to check their MBU email accounts often, even while on vacation or away from campus.

Attendance Policy:

Attendance in the online course is required and defined as active participation in the course. Online courses will, at a minimum, have weekly assignments to record student participation, which can be documented by any or all of the following methods:

- Completion of tests
- Submission/completion of assignments

- Participation in Discussion Forums
- Communication with the instructor

Students who do not log on to the course within the drop/add period will be dropped from the course. (Drop/add and withdrawal dates are listed in the published semester schedule and University Academic Catalog). Students who fail to maintain active participation in an online course as defined in the course syllabus will be processed in accordance with the University's current attendance policy, which may include any of the following actions:

- Meeting with the course instructor or the Program Director
- Meeting with the faculty advisor
- Referral to the faculty committee to determine an appropriate course of action which may include any of the following:
 - Warning letter to be placed in the student's temporary file
 - Letter of reprimand to become part of the permanent record with the Registrar
 - Dismissal from the Program

Mandatory Follow Up With Instructor:

Students scoring a grade of "C" or below on the first scheduled examination/test/assignment in a course will be required to meet with the course instructor to discuss test/assignment performance. Students are expected to have reviewed the examination/test/assignment and be prepared to talk with the course instructor about strategies for improvement.

Course Policies:

Schedule Management:

Students are expected to keep track of the course schedule and assignments, as well as any changes that are announced. If conflicts arise please notify the instructor immediately.

Communication of Problems:

Students having difficulty with grasping course content, assignments, or time management should talk to the instructor for assistance as early as possible.

Recorded Lectures:

Duplication or redistribution of recorded materials by students is prohibited. Students may not copy or redistribute lecture capture materials. Unauthorized duplication or dissemination of lecture capture materials may violate federal or state law and University policy. Violation of University policy may result in disciplinary action.

Course Content Outline: Course Schedule

All assignments due by 11:59 p.m. Eastern Standard Time (EST)

Module Title/Topics and Readings	Start Date	End Date	Learning Activities and Due Dates
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<p>Module Week 1</p>	<p>Introduction to Health Information Systems</p> <p>Readings/Resources: Davis, N., LaCour, M. (2017). <i>Foundations of Health Information Management</i>. (4th ed.): Chapter 1</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Online Resource:</p> <p>Rutherford R. Five Trends in Healthcare that Will Change the Way Managers Manage. <i>The Journal Of Medical Practice Management: MPM</i>. 2017;32(4):239-242. https://proxy.marybaldwin.edu:2583/login.aspx?direct=true&db=mdc&AN=29969541&site=ehost-live. Accessed November 12, 2019.</p> </div> <p>Online Resources: Please refer to the Course Modules section in Blackboard for any required additional readings as they may frequently change.</p>			<p>Discussion Board Forum 1</p> <p>Government plays a role in the health care industry through regulation. State a way government plays a regulatory role. Using the role you've chosen, explain why you believe the government needs to increase or decrease its oversight.</p> <p>Discussion start: Discussion end:</p> <p>Initial response: Peer responses</p> <p>Optional Synchronous Session: Date/time TBD</p> <p>Assignment: Learning Activity 1: Answer the questions for "An Ethical Dilemma" on page 34 of your textbook. Assignment should be at least 2-pages.</p>
<p>Module Week 2</p>	<p>Health Care Data Collection</p> <p>Readings/Resources: Davis, N., LaCour, M. (2017). <i>Foundations of Health Information Management</i>. (4th ed.): Chapter 2</p> <p>Online Resources: Please refer to the Course Modules section in Blackboard for any required additional readings as they may frequently change.</p>			<p>Discussion Board Forum 2</p> <p>Discuss 2 data components of a health care record. How can the collection of the components you've chosen be used to treat the patient? In general, why is the <i>format</i> of data components important for the efficacy of patient treatment?</p> <p>Discussion start: Discussion end:</p>

	<p>Online Resource:</p> <p>Kamal, A. H., Currow, D. C., Ritchie, C., Bull, J., Wheeler, J. L., & Abernethy, A. P. (2011). The value of data collection within a palliative care program. <i>Current Oncology Reports</i>, 13(4), 308–315. https://proxy.marybaldwin.edu:2238/10.1007/s11912-011-0178-8</p>			<p>Initial response: Peer responses:</p> <p>Optional Synchronous Session: Date/time TBD</p> <p>Assignment: Learning Activity 2: Answer the questions for “Creating a Data Dictionary” on page 72 of your textbook. Assignment should be at least 2-pages.</p>
<p>Module</p> <p>Week</p> <p>3</p>	<p>Electronic Health Records</p> <p>Readings/Resources: Davis, N., LaCour, M. (2017). <i>Foundations of Health Information Management</i>. (4th ed.): Chapter 3</p> <p>Online Resources: Please refer to the Course Modules section in Blackboard for any required additional readings as they may frequently change.</p>			<p>Discussion Board Forum 3</p> <p>Discuss at least 2 limitations of a paper health record and how the electronic health record (EHR) overcomes these limitations. How do you believe the EHR can be further improved?</p> <p>Discussion start: Discussion end:</p> <p>Initial response: Peer responses:</p> <p>Optional Synchronous Session: Date/time TBD</p> <p>Assignment: Learning Activity 3: Create an electronic presentation using PowerPoint or another presentation software after reading “Current EHR Activities” on page 98 of your textbook. The presentation should be at least 6 slides (not</p>

	<p>Online Resource:</p> <p>(Pages 1163 through 1336)</p> <p>Bucki, Lisa A., et al. <i>Office 2013 Bible : The Comprehensive Tutorial Resource</i>, John Wiley & Sons, Incorporated, 2013. ProQuest Ebook Central, https://proxy.marybaldwin.edu:2306/lib/marybaldwin-ebooks/detail.action?docID=1215816.</p> <p>Additional lecture topics:</p> <ol style="list-style-type: none"> 1. Define a database management system and its related objects (table, form, query, report). 2. Create a database table. 3. Discuss database table field formats. 			<p>including opening and closing slides).</p> <p>IN PREPARATION FOR THE FINAL EXAM: As this is the first week covering database concepts, throughout this course, students will have the opportunity to create a working electronic health record (EHR) using Microsoft Access (or another database management software). The final exam will require students to align health information management concepts in a practical way by writing a paper about these concepts applied to the database they created.</p> <p>Database Project Assignment 1: Create a Microsoft Access database with an electronic health record table that includes appropriate electronic health record fields.</p>
<p>Module Week 4</p>	<p>Content of the Electronic Health Record</p> <p>Readings/Resources: Davis, N., LaCour, M. (2017). <i>Foundations of Health Information Management</i>. (4th ed.): Chapter 4</p> <p>Online Resources: Please refer to the Course Modules section in Blackboard for</p>			<p>Discussion Board Forum 4</p> <p>Describe at least 2 ways acute care records must be compliant with organizational policies. For each way chosen, explain how non-compliance can affect the flow of patient data.</p>

	<p>any required additional readings as they may frequently change.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Online Resource:</p> <p>Andrews, R. M., & Schulman, K. A. (2015). Enhancing the Value of Statewide Hospital Discharge Data: Improving Clinical Content and Race-Ethnicity Data. <i>Health Services Research, 50</i>, 1265–1272. https://proxy.marybaldwin.edu:2238/10.1111/1475-6773.12342</p> </div>			<p>Discussion start: Discussion end:</p> <p>Initial response: Peer responses:</p> <p>Optional Synchronous Session: Date/time TBD</p> <p>Assignment: Learning Activity 4: Answer the questions for “Does Computerization Reduce the Use of Paper?” on page 124 of your textbook. Assignment should be at least 2-pages.</p>
<p>Module Week 5</p>	<p>Processing Health Information</p> <p>Readings/Resources: Davis, N., LaCour, M. (2017). <i>Foundations of Health Information Management</i>. (4th ed.): Chapter 5</p> <p>Online Resources: Please refer to the Course Modules section in Blackboard for any required additional readings as they may frequently change.</p> <p>Additional Lecture Topics:</p> <ol style="list-style-type: none"> 1. Describe the advantages of using a database form. 2. Create a database form. 			<p>Discussion Board Forum 5</p> <p>Health care record data must be qualitative to provide efficient patient care. Discuss at least 2 ways health care personnel can ensure the quality/integrity of electronic health records.</p> <p>Discussion start: Discussion end:</p> <p>Initial response: Peer responses:</p> <p>Optional Synchronous Session: Date/time TBD</p> <p>Assignment: Learning Activity 5: Answer the questions for “Merging Expectations” on page 156 of your textbook. Assignment</p>

	<p>Online Resource:</p> <p>The anatomy of big data computing</p> <p>https://proxy.marybaldwin.edu:2238/10.1002/spe.2374</p>		<p>should be at least 2-pages.</p> <p>Database Project Assignment 2:</p> <ol style="list-style-type: none"> 1. Add at least 4 fictitious records to your Access database electronic health record table. 2. Create a form based on the table. 3. Add at least 2 more records to your table using the form as the interface for adding these records.
<p>Module</p> <p>Week</p> <p>6</p>	<p>Health Care Code Sets</p> <p>Readings/Resources:</p> <p>Davis, N., LaCour, M. (2017). <i>Foundations of Health Information Management</i>. (4th ed.): Chapter 6</p> <p>Online Resources: Please refer to the Course Modules section in Blackboard for any required additional readings as they may frequently change.</p>		<p>Discussion Board Forum 6</p> <p>Review the American Health Information Management Association (AHIMA) standards of ethical coding in Chapter 6 of the assigned textbook. Using strategies learned from Chapters 1-6 of the textbook, discuss how 2 of these AHIMA standards can be upheld.</p> <p>Discussion start:</p> <p>Discussion end:</p> <p>Initial response:</p> <p>Peer responses:</p> <p>Optional Synchronous Session: Date/time TBD</p> <p>Assignment:</p> <p>Learning Activity 6: Answer the questions for “Standards of Ethical Coding” on page 188 of your textbook.</p>

	<p>Online Resource:</p> <p>Health care professionals’ knowledge and awareness of the ICD-10 coding system for assigning the cause of perinatal deaths in Jordanian hospitals</p> <p>https://www.dovepress.com/health-care-professionals-knowledge-and-awareness-of-the-icd-10-coding-peer-reviewed-fulltext-article-JMDH</p>			<p>Assignment should be at least 2-pages.</p>
<p>Module</p> <p>Week</p> <p>7</p>	<p>Health Care Reimbursement</p> <p>Readings/Resources:</p> <p>Davis, N., LaCour, M. (2017). <i>Foundations of Health Information Management</i>. (4th ed.): Chapter 7</p> <p>Online Resources: Please refer to the Course Modules section in Blackboard for any required additional readings as they may frequently change.</p> <p>Online Resource:</p> <p>Chung, C. Y., Alson, M. D., Duszak, R., Jr, & Degnan, A. J. (2018). From imaging to reimbursement: what the pediatric radiologist needs to know about health care payers, documentation, coding and billing. <i>Pediatric Radiology</i>, 48(7), 904–914.</p> <p>https://proxy.marybaldwin.edu:2238/10.1007/s00247-018-4104-1</p>			<p>Discussion Board Forum 7</p> <p>An internal audit at XYZ Hospital found several errors in inpatient coding by its coding staff. List and describe at least 2 inpatient coding errors that staff can make and how these errors can negatively affect the finances of XYZ hospital.</p> <p>Discussion start:</p> <p>Discussion end:</p> <p>Initial response:</p> <p>Peer responses:</p> <p>Optional Synchronous Session: Date/time TBD</p> <p>Assignment:</p> <p>Learning Activity 7: Answer the questions for “Timely Billing and Quality Coding” on page 240 of your textbook.</p>

	<p>Additional Lecture Topics:</p> <ol style="list-style-type: none"> 1. Discuss ways to standardize data input to limit input errors. 2. Create an input mask and a default value in a table. 		<p>Assignment should be at least 2-pages.</p> <p>MIDTERM EXAM: Choose one major topic from <u>each</u> of any 3 of the Online Resource readings from Weeks 1-6 that you found interesting or helped you learn something new about healthcare information systems. Expand on each major topic (there should be a total of 3 major topics) by sharing what you've learned and how it can improve your professional work. Write at least a 3-page paper (not including title and references page) utilizing the APA citation method that includes the concepts explained above. Note: Midterm Exam is subject to change based on discretion of instructor.</p> <p>Database Project Assignment 3:</p> <ol style="list-style-type: none"> 1. Modify the database table to create an input mask, a default value, and any other way you can limit data input errors.
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Module Week 8	<p>Health Information Management Issues in Other Health Care Settings</p> <p>Readings/Resources: Davis, N., LaCour, M. (2017). <i>Foundations of Health Information Management</i>. (4th ed.): Chapter 8</p> <p>Online Resources: Please refer to the Course Modules section in Blackboard for any required additional readings as they may frequently change.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Online Resource:</p> <p>Research Priorities for Data Collection and Management Within Global Acute and Emergency Care Systems</p> <p>https://proxy.marybaldwin.edu:2920/doi/full/10.1111/acem.12261?sid=worldcat.org</p> </div>			<p>Discussion Board Forum 8</p> <p>The data collected at acute care facilities differ from those collected at non-acute care facilities. Compare and contrast at least 3 differences and why you believe these differences exist.</p> <p>Discussion start: Discussion end:</p> <p>Initial response: Peer responses:</p> <p>Optional Synchronous Session: Date/time TBD</p> <p>Assignment: Learning Activity 8: Answer the questions for “New Challenges” on page 227 of your textbook. Assignment should be at least 2-pages.</p>
Module Week 9	<p>Health Care Data Management</p> <p>Readings/Resources: Davis, N., LaCour, M. (2017). <i>Foundations of Health Information Management</i>. (4th ed.): Chapter 9</p>			<p>Discussion Board Forum 10</p> <p>There are several ways health care practitioners and information technology personnel help safeguard health information data. List and describe at least 3 ways data are protected. In your opinion, what data protection method is the most secure, and why?</p> <p>Discussion start: Discussion end:</p>

	<p>Online Resource:</p> <p>Hunter, P. (2016). The big health data sale: As the trade of personal health and medical data expands, it becomes necessary to improve legal frameworks for protecting patient anonymity, handling consent and ensuring the quality of data. <i>EMBO Reports</i>, 17(8), 1103–1105. https://proxy.marybaldwin.edu:2238/10.15252/embr.201642917</p> <p>Online Resources: Please refer to the Course Modules section in Blackboard for any required additional readings as they may frequently change.</p> <p>Additional Lecture Topics:</p> <ol style="list-style-type: none"> 1. Discuss ways to safeguard database objects. 2. Create a database switchboard to help safeguard records. 3. Modify database startup options. 			<p>Initial response: Peer responses:</p> <p>Optional Synchronous Session: Date/time TBD</p> <p>Assignment: Learning Activity 9: Answer the questions for “File System Conversion” on page 317 of your textbook. Assignment should be at least 2-pages.</p> <p>Database Project Assignment 4:</p> <ol style="list-style-type: none"> 1. Create a database switchboard to access the form in add mode. 2. Modify database startup options to open created form when database icon is clicked.
<p>Module Week 10</p>	<p>Health Care Data Statistics</p> <p>Readings/Resources: Davis, N., LaCour, M. (2017). <i>Foundations of Health Information Management</i>. (4th ed.): Chapter 10</p> <p>Online Resources: Please refer to the Course Modules section in Blackboard for any required additional readings as they may frequently change.</p>			<p>Discussion Board Forum 11</p> <p>Both qualitative and quantitative health care data are important for health care organizations and their analysis of these types of data. Provide an example of qualitative and quantitative health care data and how each can be meaningfully analyzed to improve patient care.</p> <p>Discussion start: Discussion end:</p>

	<p>Online Resource:</p> <p>Leveraging Diverse Data Sources to Identify and Describe U.S. Health Care Delivery Systems</p> <p>http://proxy.marybaldwin.edu:2060/login.aspx?direct=true&db=a9h&bquery=(TI+leveraging+diverse+data+sources+to+identify+and+describe+u.s.+health+care+delivery+systems)+AND+(SO+%26quot%3beGEMS+(Generating+Evidence+%26amp%3b+Methods+to+Improve+Patient+Outcomes)%26quot%3b)&type=1&searchMode=Standard&site=ehost-live</p> <p>Additional Lecture Topics:</p> <ol style="list-style-type: none"> 1. Discuss database queries. 2. Create a meaningful database select query using “and” & “or” criteria. 			<p>Initial response: Peer responses:</p> <p>Optional Synchronous Session: Date/time TBD</p> <p>Assignment: Learning Activity 10: Answer the questions for “Making Data Informative” on page 370 of your textbook. Assignment should be at least 2-pages.</p> <p>Database Project Assignment 5:</p> <ol style="list-style-type: none"> 1. Create a meaningful select query using “and” & “or” criteria. 2. Add the query as a menu option to the switchboard.
<p>Module Week 11</p>	<p>Health Care Quality and Performance Improvement</p> <p>Readings/Resources: Davis, N., LaCour, M. (2017). <i>Foundations of Health Information Management</i>. (4th ed.): Chapter 11</p> <p>Online Resources: Please refer to the Course Modules section in Blackboard for any required additional readings as they may frequently change.</p>			<p>Discussion Board Forum 12</p> <p>Choose a philosophy of either Deming, Juran, Crosby or Donabedian (quality management pioneers) that you can relate to. Describe a health care scenario that can put the philosophy you’ve chosen to action.</p> <p>Discussion start: Discussion end:</p> <p>Initial response: Peer responses:</p>

	<p>Online Resource:</p> <p>Connected health care: the future of health care and the role of the pharmacist.</p> <p>http://proxy.marybaldwin.edu:2060/login.aspx?direct=true&db=cmh&AN=70117579&site=chc-live</p> <p>Additional Lecture Topics:</p> <ol style="list-style-type: none"> 1. Discuss database reports. 2. Create a meaningful database report with a grouping level and sort. 			<p>Optional Synchronous Session: Date/time TBD</p> <p>Assignment: Learning Activity 11: Answer the questions for “Record Review” on page 409 of your textbook. Assignment should be at least 2-pages.</p> <p>Database Project Assignment 6:</p> <ol style="list-style-type: none"> 1. Create a meaningful database report with a grouping level and sort. 2. Add the report option to the switchboard.
<p>Module Week 12</p>	<p>Health Care Confidentiality and Compliance</p> <p>Readings/Resources: Davis, N., LaCour, M. (2017). <i>Foundations of Health Information Management</i>. (4th ed.): Chapter 12</p> <p>Online Resources: Please refer to the Course Modules section in Blackboard for any required additional readings as they may frequently change.</p> <p>Online Resource:</p> <p>Regulations for Confidentiality of Health Records</p> <p>http://www.journals.aiac.org.au/index.php/ABCMED/article/view/671/599</p>			<p>Discussion Board Forum 13</p> <p>Describe at least 2 ways HITECH supplements HIPAA in relation to patient rights.</p> <p>Discussion start: Discussion end:</p> <p>Initial response: Peer responses:</p> <p>Optional Synchronous Session: Date/time TBD</p> <p>Assignment: Learning Activity 12: Answer the questions for “Is It Confidential” on page 244 of your textbook. Assignment should be at least 2-pages.</p>

Module Week 13	Managing the Health Information Management (HIM) Department and Training HIM Employees Readings/Resources: Davis, N., LaCour, M. (2017). <i>Foundations of Health Information Management</i> . (4 th ed.): Chapters 13 & 14 Online Resources: Please refer to the Course Modules section in Blackboard for any required additional readings as they may frequently change. <div style="border: 1px solid black; padding: 5px;"> Online Resource: The impacts of informatics competencies and user training on patient information system implementation. https://marybaldwin.on.worldcat.org/oclc/428619899 </div>			Discussion Board Forum 14 The Health Information Management (HIM) department performs many functions to ultimately provide quality and efficient patient care. Discuss at least two ways to increase productivity in an HIM department. Discussion start: Discussion end: Initial response: Peer responses: Optional Synchronous Session: Date/time TBD Assignment: Learning Activity 13: Answer question # 4 only for “Create a Public Education Information Session” on page 491 of your textbook. Assignment should be at least 2-pages.
Module Week 14	Final Project Final Grades			Final Project Due: Using the electronic health record database, write at least a 6-page paper that describes the objects in the database and how they relate to 2 or more objectives (for a total of at least 12 objectives) for the 6

				weeks where the student class database assignments were given. Use APA style for the paper.

Instructional Methods:

- Interaction with materials available on Canvas
- Assigned readings
- Internet searches for relevant subject matter
- Application of pertinent life experiences
- Participation in Discussion Board topics
- Written assignments

Evaluation Methods:

The course is worth 100%

13 Discussion Boards	25%
13 Learning Activities	30%
Midterm Exam	15%
Final Exam	30%
TOTAL	100%

Late Assignments:

Students must notify the instructor if the assignment will be turned in late. Late assignments, unless otherwise indicated by the instructor, will be reduced by 1 (one) letter grade per day for up to 5 (five) days. After 5 (five) days, the late assignment will become a 0 (zero). Extensions are granted at the instructor’s discretion. Extenuating circumstances DO NOT include computer, internet, hardware/software issues or planned vacations.

Discussion Boards:

The **initial** posting for each Discussion Board forum is due no later than Thursday at 11:59pm EST. The two **response** postings are due no later than Sunday at 11:59pm EST. Discussion Board forums end each week on Sunday at 11:59pm EST, unless otherwise indicated. See course schedule for details.

Ten (10) points per day will be deducted for late **initial** discussion board postings, up to 3 days. After the third day late, the student will receive a "zero" for that component of the Discussion Board forum. Late response postings will automatically receive a grade of "zero" due to the inability to interact with peers and/or faculty once the Discussion Board forum has ended.

Assignment Descriptions:

Discussion Boards (25%):

A total of (13) discussion board forums on varied topics are assigned for your participation. You are required to post an original response to the discussion board question/scenario and at least two responses to your classmate's posts. High-quality, thoughtful, and appropriate responses to the discussion prompts are expected.

Learning Activities (30%):

A total of (13) learning activities will be assigned. The learning activities align to the objectives for the weeks they are assigned. They are due by Sunday at 11:59 pm during the week they are assigned.

Optional Synchronous Sessions:

Optional synchronous sessions are live Blackboard Collaborate video sessions led by the instructor. The sessions are designed to give students and the instructor an opportunity for live, face-to-face interaction to discuss course topics. The sessions will be live and will also be recorded and posted in Blackboard. These sessions are optional and attendance is not recorded. Attendance at these sessions is not mandatory or worth any percentage of the participation or final grade.

Course Evaluation:

Students are expected to provide feedback on the quality of instruction in this course by completing an online evaluation. Details will be provided before the end of the course, including specific times when the evaluation will be open.

Course Grading:

Letter grades for assignments will be as follows:

A = 100 - 94	D+ = 69-67
A- = 93 - 90	D = 66-64
B+ = 89 - 87	D- = 63-60
B = 86 - 84	F = 59 & below
B- = 83 - 80	
C+ = 79 - 77	
C = 76 - 74	
C- = 73 - 70	

See **Student Handbook** for additional information regarding Grading, Student Standing, and Academic Probation.

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