



**TROY UNIVERSITY ATLANTIC REGION
COURSE SYLLABUS (Hybrid)
HSA6682 Healthcare Planning and Management**

**Term 5 AY 07-08
Term Dates: May 27 –July 27, 2008**

INSTRUCTOR/PROFESSOR

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MEETING LOCATION, DATES & TIMES:

This course will meet at the VA Hospital, Hampton, VA, in Building 110, Room D501 on Tuesday evenings, 5:15 p.m.-10:15 p.m. The course will use a hybrid-learning format. Blackboard will be used for some of the class time (see the attached schedule for online dates). Please see Method of Instruction and the Schedule of Readings and Assignments for details on meeting dates and requirements.

CONSULTATION HOURS:

You can contact me during my office hours on Thursdays between 5:30 pm – 8:00 pm EST, phone (757) 650-7112, or by E-mail anytime at: Mikrostats@aol.com. Please add HSA6682 to the email subject line. If you wish to see me in person, please call for an appointment. E-mail is the preferred contact method.

CATALOG COURSE DESCRIPTION:

This course stresses application of traditional management concepts to a variety of health service operational issues, analyzes similarities and differences in management of health service organization (HSO) and other organizational models, formulates new organizational designs and management practices appropriate to current HSO environments, and evaluates adequacy of new models.

OVERALL OBJECTIVES/ PURPOSE

To provide prospective and actual healthcare managers and advisors the managerial and strategic knowledge and insights to organize, develop, and guide an effective healthcare enterprise. This proficiency will enable them to carry out healthcare managerial responsibilities in the private and public sectors and use healthcare principles and practices to craft and recommend strategies for a more successful healthcare operation. MSM Healthcare

Management concentration requirement. MBA unspecified elective (non-Accounting). MSHRM elective. This course should be taken before HSA 6684.

STUDENT OUTCOMES/ COURSE LEARNING OBJECTIVES:

On completion of the course, the student should be able to:

1. Discuss planning, organizing, leading, and controlling within the context of HSOs.
2. Describe the responsibilities of the governing board and executive office in a typical HSO.
3. Outline management strategies to meet environmental demands on HSO operations.
4. Perform a SWOT analysis for a hypothetical HSO.
5. Explain ways to develop assessment criteria for various HSO operations.
6. Demonstrate communication and research skills appropriate to practicing HSO managers.
7. Use current research in health services administration to answer research questions about common management problems in HSOs.
8. Apply healthcare planning and management strategies to business objectives in an apt scenario.

METHOD OF INSTRUCTION:

This course will be delivered using a hybrid-learning format. This means that while most of the 45 contact hours of the course schedule will be in-class sessions; there are scheduled online meetings, exercises, and/or discussions. **Five sessions will be delivered in class at the VA Hospital (June 3, June 10, June 24, July 8, and July 22).** A Blackboard site has been created to help manage class activities and to promote interaction among students. Blackboard will be used to provide such things as class announcements, lecture slides, syllabus, paper/project requirements, and interactive forums for on line class meetings/exercises/ and or discussions. Students should read the class announcements and course documents on the Blackboard system prior to the class session. Also please verify your email address shown on Blackboard. Please see the schedule of readings and assignments at the end of the syllabus for further detail.

Four Blackboard online sessions will be conducted on May 27, June 17, July 1, and July 15 (there will be no in class sessions meeting on these dates). For all online class sessions and in class meetings, students are evaluated on the quantity (level of participation), quality (content) of participation, and the fulfillment of requirements and deadlines.

ENTRANCE COMPETENCIES:

Students will be expected to be proficient in critical thinking and critical writing, formatting papers in APA style, the use of the internet, email, MS Word, MS PowerPoint, and in conducting research through the Troy University Remote Library.

COURSE TECHNOLOGY:

Email: All official University communications with TROY students will be sent through the Trojan (TROY) e-mail address assigned to them. All official information, including but not limited to student billing, faculty-student communications, registration changes, and financial aid information, sent to students' assigned Trojan e-mail addresses will constitute official notice. The University accepts no responsibility for any forwarding of e-mail that students may choose to undertake from their official Trojan e-mail accounts. The University is only responsible for ensuring that official e-mail is sent out to those student e-mail accounts that are maintained by the University. All students are responsible for monitoring their Trojan e-mail accounts frequently. Students can access their e-mail by visiting www.troy.edu and selecting the Trojan E-Mail link.

Internet Access: Students will require access to BlackBoard and Trojan Web Express via the Troy University web site. For students that do not have an internet service provider, recommend that one of the free Web based email accounts offered by firms such as Yahoo or MSN (hotmail) be utilized. Local and military libraries offer internet access for Troy State students.

STUDENT REQUIREMENTS:

For in-class and online session assignments, please see the attached schedule of readings and assignments for details.

For each online class, students will be required to complete individual discussion questions and Learning Team discussion questions posted on the discussion board forums on Blackboard. All online individual discussion questions and online Learning Team Group discussion questions will be posted on Blackboard Discussion forum threads by the instructor by 12 a.m. on the day of the scheduled online session of the course. For the individual discussion questions, students must provide a response, and also respond to at least 1 other posted response by other classmates for the online sessions of the course. Individual student responses and Learning Team responses are due by 12 a.m. EST Tuesday of the following week, unless otherwise noted on Blackboard. Please refer to the class schedule for the assignment details and due dates. Questions, comments, and quality discussions are encouraged for active participation. Students should provide applicable and courteous responses in all discussion forums. (Refer to the attached grading evaluation criteria for online Discussions Forum responses).

Online Learning Team Groups -Students will be assigned to an online Learning Team Group (usually 3-4 students) by the instructor by the end of the first week of the course or during the first in class meeting, and they will be notified by the Weekly Announcement on Blackboard (Students can notify the instructor in advance by email for team member preferences). After the student is assigned to a Learning Team group, the student should first check-in to the assigned Group online discussion forum and provide any contact information, (phone numbers, email addresses) to other team members, as well as discuss a team meeting schedule, tasks, assignment completion dates, and communication methods. Learning Team Participation is important. Students should notify other team members and the instructor, if a problem comes up that prevents them from participating on the learning team assignment. Each student should

collaboratively work with the learning team to determine a comprehensive and integrated team response to the online Learning Team discussion questions. All members of the group should review and approve the final team response. The final integrated learning team response should be posted in the Main Class Discussion Board forum on Blackboard for the Learning Team Group Discussion Question responses. This thread can be used for further discussion and response. *Note: Normally, everyone in the Learning Team receives the same grade for a Learning Team assignment, but the instructor reserves the right to reduce the individual's score, for anyone not participating or contributing to the learning team assignments. It is important to keep as much of the discussion in the group's Learning Team Discussion Forum, including individual contributions.*

This course will require an individual project/paper and slide presentation. This assignment will help students demonstrate critical thinking, analytical and problem-solving skills. ***The individual project paper assignment will include both a written paper and an oral presentation in class. Your proposed topic will need to be approved by the instructor by June 29. Both the final paper and Powerpoint slide presentation are due to the instructor by July 20. The student's oral presentation will be conducted in class on July 22.*** Details on this assignment are provided in the Course Documents folder on Blackboard.

METHOD OF EVALUATION:

The student's overall performance will be established by completion of the specific objectives listed for the course. Class participation should be active and meaningful and will include attendance for a portion of the overall grade. Specific guidelines, grading criteria, and instructions for each graded assignment will be furnished at the first in class session. Performance will be evaluated on the mid-term and final exams, the Paper/Project and oral presentation, all online group and individual assignments and discussions, and class participation.

ASSIGNMENT OF GRADES:

Grades for the semester will be based on the following criteria:

--Mid-term Examination	20%
--Final Examination	20%
--Term Project/Paper & Oral presentation	20%
-- In Class Participation	10%
--On-line Blackboard Learning Team Exercises	15%
--On-line Blackboard Individual Exercises	15%

Final letter grades are then calculated on the following basis:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

ATTENDANCE POLICY:

Attendance is mandatory. No automatic cuts are authorized. Excessive absences will be reported to appropriate VA and military officials. Arrangements for excused absences must be made PRIOR to the absence.

MAKE-UP WORK POLICY:

All classes missed must be made up, regardless of whether the absences were excused or unexcused. Make-up assignments will be given by the instructor on an individual basis.

REQUIRED TEXTBOOK(S) AND/OR OTHER MATERIALS:

Required Text: *The Well-Managed Healthcare Organization (6th ed.)*, Griffith, John R. and White, Kenneth R., Health Administration Press, 2007. ISBN#: 1-56793-258-4

Recommended reference (APA manual): *American Psychological Association (2001). Publication Manual of the American Psychological Association (5th ed.)* Englewood Cliffs, NJ: Merrill.

Research and additional articles as necessary to complete required assignments. All references and papers should follow the APA 5th edition format.

STANDARD UNIVERSITY POLICIES

INCOMPLETES

A grade of "I" is not automatically assigned, but rather must be requested by the student by submitting to the instructor the Petition for and Work to Remove an Incomplete Grade form. An "I" can never be used in lieu of an "F" nor can an "I" be assigned because of excessive absences, with the exception that the student will make up the work by repeating all or part of the class in some subsequent term. No "Incomplete" may exceed nine weeks from the date it is assigned. Failure to clear the incomplete within the specified time period will result in the assignment of a grade of "F" for the course.

AMERICANS WITH DISABILITIES ACT (ADA):

Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link: <http://www.troy.edu/humanresources/ADAPolicy2003.htm>

Students who have or may be dealing with a disability or learning difficulty should speak with the Office of Student Services, 757-274-0511 as soon as possible in order to ensure eligibility under the ADA.

STUDENT ORIENTATION AND COURSE PRE-REQUISITE SKILL REQUIREMENTS:

1. New students are required to complete an "in person" orientation with a site representative prior to enrolling. The "on-line" orientation session found at

<http://ar.troy.edu/studentorientation/index.html> is the next step in the Troy University – Atlantic Region orientation process. It reinforces the discussions with the site representative and provides new students with all of the essential information to succeed in graduate education.

2. All students should ensure that they have developed certain pre-requisite skills prior to beginning courses. These skills include demonstrating writing proficiency in term papers, preparing PowerPoint slides for class presentations, using SPSS and Excel for statistical analysis, and conducting academic research through the Troy University library system. The links at the bottom of the Atlantic Region New Student Orientation page contain tutorials in each of these skills areas that will assist students in developing the skills required for graduate course work.

STANDARDS OF CONDUCT:

By their enrollment, students are responsible for following the “Standards of Conduct” as they apply in the Troy University Atlantic Region. Students may be disciplined up to and including suspension and expulsion for the commission of offenses in described on page 22 of the 2007-2008 Graduate Catalog. As a reminder to graduate students, the “Standards of Conduct” regards dishonesty as an offense, which includes cheating and plagiarism. Students should carefully study the definitions of cheating and plagiarism:

1. Cheating includes:

- a) Copying, or relying upon, another student’s answers or submitting another student’s work as one’s own or submitting as new work assignments previously completed for another class, while completing any class assignment, study group assignment, or during in-class or take-home examinations.
- b) Providing one’s own answers to another student while completing any class assignment, study group assignment (except where approved by the instructor due to the nature of the assignment itself), or during in-class or take-home examinations.
- c) Using notes, books, or any other unauthorized aids during an examination; or holding an unauthorized discussion of answers during in-class examinations.

2. Plagiarism is submitting a paper, other required student course requirement in which the language, ideas, or thoughts are identical to published or unpublished material from another source, including material found on the Internet, without correctly giving credit to that source. A good rule of thumb for correctly crediting a source is found in the citation below:

"Quotation marks should be used to indicate the exact words of another. Summarizing a passage or rearranging the order of a sentence and changing some of the words is paraphrasing. Each time a source is paraphrased a credit for the source needs to be included in the text. ... The key element of this principle is that an author does not present the work of another as if it were his or her own work. This can extend to ideas as well as written words." (*Publication Manual of the American Psychological Association*, 2001, p.349)

While computers and the Internet allow students to cut and paste work from other material, new software is making it easier for universities detect plagiarism. Instructors may screen electronic versions of student assignments using the detection software. To avoid the pitfalls of plagiarism, students are strongly encouraged to review information on it available through Troy University Writing Center resources (<http://troy.troy.edu/writingcenter/index.html>)

LIBRARY SERVICES INFORMATION

For online journals and eBooks, follow the “Library” links from the Troy University homepage or the Atlantic Region homepage. Choose “Databases (book & journal) on the University College Library Services page. From the Troy University Libraries Online Resources page, use the pull down menu in the center of the page for A-Z or subject listings of databases.

Once you click on one of the database links, you’ll be asked to login with your Trojan email account ID and password. Your email address is the same as your Trojan Web Express ID. If you do not know your Trojan Web Express ID, follow this link:

http://it.troy.edu/email/user_id_help.html To request to have your email password reset, follow this link <http://it.troy.edu/email/index.html>

Susan W. Cornett
Atlantic Region Librarian
Troy University
Bateman Library
42 Ash Avenue
Langley Air Force Base, VA 23665
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757-865-7880 (voice mail)
757-865-3295 (fax)
888-241-0277 (toll free)

Live Chat, an instant messaging service, for online assistance from the TROY Libraries, is available 24 hrs a day, 7 days a week. There is a link to that service on the University College Library Services Web page, <http://uclibrary.troy.edu>

The Troy University Atlantic Region Library is located at Herbert H. Bateman Memorial Library, 42 Ash Ave., Langley Air Force Base, VA 23665

Telephone: Circulation Desk: (757) 764-2906; DSN: (88) 574-2906

Hours: Monday - Thursday 10:00 a.m. to 8:00 p.m.; Friday - Sunday noon to 5:00 p.m.; Holidays Closed

HSA6682 T5, 2008–TENTATIVE SCHEDULE OF READINGS AND ASSIGNMENTS:

May 27 Blackboard Online session - (No class at VA Hospital- See Individual Exercises. See attached grading criteria and assignments)

Topics: Chapters 1, 2, & 3 – Emergence of the healthcare organization (HCO), HCOs and their Environment, & Governing Boards

Blackboard Discussion Forums- *Individual Discussion Questions (Total 5 hours)- Students should post their individual responses on the Class Discussion Board Forums on Blackboard. Students must also respond to at least 1 other student's posted response for each question. (*Assignments are due by June 9*)*

1-Describe the stakeholders for a healthcare organization. How can the organization resolve conflicts with stakeholders? (Chapter 2)

2-What is the Shewhart Cycle? Why is the continuous improvement process important for a health services organization? Give 2 examples on how this process can be used in a health services organization. (Chapter 2)

3-What type of measures can be used to evaluate Board effectiveness for a health services organization? Give 3 examples of these measures. (Chapter 3)

4-How can the Board resolve conflicting stakeholder needs? Give 2 examples. (Chapter 3)

June 3- In class session at VA Hospital

Topics: Review syllabus, Chapters 4, 5, & 6: Management of an HCO, Clinical Performance, & Physician Organization

Assignments: Review syllabus and textbook Chapters 4-6. Participate in class discussions and exercises

June 10- In class session at VA Hospital

Topics: Chapters 7 & 8: Nursing Organization, and Clinical Support Services

Assignments: Review textbook Chapters 7-8. Participate in class discussions and exercises

June 17 Blackboard Online session - MID-TERM EXAM (No class at VA Hospital)

*****Mid-term Exam- exam will be posted on Blackboard in Course documents folder (on Chapters 1-8)-exam responses due to instructor by email by June 22 (5 hours)*****

Assignments: Mid-term exam covers Chapters 1-8

June 24- In class session at VA Hospital

Topics: Chapters 9 & 10: Community Health, Information Services

Assignments: Review textbook Chapters 9-10. Participate in class discussions and exercises

July 1- Blackboard Online session (No class at VA Hospital) – Individual and Group Discussion Exercises(See attached grading criteria and assignments)

Topics:

Note: Topic for Project/Paper and Oral Presentation due to instructor for approval by June 29. Students should provide a brief description of the proposed topic and email the topic to the instructor by June 29 for approval. Details on the requirements for the Project/Paper and Presentation (due on July 20) are posted in the Course Documents folder on Blackboard.

Chapters 11 & 12: Financial Management, and Human Resources

Part I: Online Individual Assignments: Blackboard Discussion Forums- Individual Discussion Questions (Total 2.5 hours)- Students should post their individual responses on the Class Discussion Board Forums on Blackboard. Students must also respond to at least 1 other student's posted response for each question. (*Individual assignments are due by July 10). Students will need to cite all references in APA format.

1- Why is budgeting split into two processes—operating and capital? What measures would you use to evaluate a hospital's budgeting processes? How would you identify opportunities for improvement in the process? Give some examples. (Ch 11)

2-Many people feel that a not-for-profit healthcare organization should return value for the tax benefits it has received. How would you justify a healthy profit margin to somebody with those beliefs? (Ch 11)

3- Under what conditions is incentive compensation a good thing for a well-managed healthcare organization (HCO)? How could it be dysfunctional? Give some examples. (Ch 12)

4-Companies sell human resource (HR) services to organizations that choose to contract and outsource the HR function. What are the advantages and disadvantages to contracting HR services? Give some examples. (Ch 12)

Part II: Online Group Exercise Assignments: Blackboard Group Discussion Forums- (Total 2.5 hours)- Each group should use a Group Discussion Board to determine a collaborative group response for each question. The final group responses should be posted on the Class Discussion Board Forums on Blackboard (*Group assignments are due by July 13*). Students will need to cite all references in APA format.

Should well-managed healthcare organizations discourage unionization or diminish the influence of existing unions? Also discuss the pros and cons of unionization for healthcare organizations.(Ch 12)

July 8- In class session at VA Hospital

Topics: Chapters 13 & 14: Plant and Guest Services, Planning and Internal Consulting

Assignments: Review textbook Chapters 13-14. Participate in class discussions and exercises

July 15- Blackboard Online session (No class at VA Hospital) – Individual and Group Discussion Exercises(See attached grading criteria and assignments)

Topics: Chapter 15: Marketing and Strategy

Part I: Online Individual Assignments: Blackboard Discussion Forums- Individual Discussion Questions (Total 2.5 hours)- Students should post their individual responses on the Class Discussion Board Forums on Blackboard. Students must also respond to at least 1 other student's posted response for each question. (*Individual assignments are due by July 21). Students will need to cite all references in APA format.

1-Describe how a healthcare organization can identify strategic opportunities. Give 2 examples. (Ch 15)

2-What is market segmentation? How does your organization (or a healthcare organization) determine what the segment needs? Give 2 examples. (Ch 15)

3- A well established community hospital would like to start a new home care program. What activities do you think should be included in the organization's marketing and planning efforts for this program? (Ch 15)

Part II: Online Group Exercise Assignments: Blackboard Group Discussion Forums- (Total 2.5 hours)- Each group should use a Group Discussion Board to determine a collaborative group response for each question. The final group responses should be posted on the Class Discussion Board Forums on Blackboard (*Group assignments are due by July 23*). Students will need to cite all references in APA format.

Group Question: Successful efforts in health promotion and palliative care could mean less income for the hospital and its doctors, and even reduced employment. How would you justify a hospital's investment? Identify the stakeholder segments that must be sold on the concept, and propose the best arguments for each. (Ch 15)

July 22 - In class session at VA Hospital NOB

Note: Project/Paper and presentation due to instructor by email by July 20, 2008. Students should post a copy of the presentation on the Blackboard Discussion Board for comments

Assignments:

1--Student's oral presentation conducted in class on July 22

2-Final Exam (Chapters 9-15)- exam will be posted on Blackboard in Course documents folder –final exam responses due to instructor by email by July 24, 2008.

Guidelines for Blackboard Online Sessions:

In this course you will participate in many threaded discussions using the Discussion Board Forums on Blackboard for the individual and group exercises. Student participation will be graded based on timeliness and substance. Timeliness means that products are posted to the Discussion Board as scheduled and that substantive comments are provided within the review and comment period. Timely completion of tasks is essential because after the class has ended students will not be expected to return to a previous Discussion Board exercise. Rather the class moves on to other assignments. Substantive comment means discussion having relevance, importance to the topic at hand, and anchored by reference to authoritative sources such as textbooks. The following guidelines are provided to help support substantive participation in threaded discussions:

Remember that your assignment and dialogue responses are to demonstrate critical thought and are to focus on understanding concepts and their application to real world scenarios. To that end, please strive toward effectively using citations (from text OR other sources) to supplement your logical analysis and give extra credibility to your positions. This also helps me evaluate your messages in terms of (1) your familiarity with the assigned readings, (2) your understanding of the concepts, and (3) your ability to apply the material in a dialogue with colleagues in relation to discussion board threads.

Recall that the dialogue messages and interchange on other activities essentially takes the place of the lecture counterpart of this course. I need to know that you are learning the concepts; THAT'S THE ULTIMATE PURPOSE. My goal is to make the dialogue experience similar to (but perhaps slightly better than) a classroom discussion in an upper-level seminar. Some amount of informal discussion online is good and necessary and it breaks the ice. However to bring substance to postings a more formal approach is needed. Let's look at an example of a very informal response and a more formal response.

VERY INFORMAL: No. 1. "I feel that you are right. The answer seems obvious given today's situation. Thanks. Christie." [These "quick comment" messages are OK, but do not count as a substantive response.

MORE FORMAL AND SUBSTANTIVE: No. 2. "I think that you are right, in part. The most recent GAO statistics show that XYZ has decreased over the past five years, not increased, which directly supports your comment. Also, your mention on PQR was an interesting way to look at this phenomenon. However, I do not agree with your assumption that XYZ is a primary causal factor..... It seems that other factors would necessarily be more important. In fact, a study by Jones (page 15 of the text) shows -----; Thanks. Joe"

Please note that No. 2 (above) just as an abbreviated example, incorporates a sentence that "anchors" and adds "depth" and "objective credibility" to an otherwise informal expression of one's opinion. It clearly suggests understanding of course material. It would be good to expand a bit on the text material as needed to make your message complete and coherent.

The best postings are of the substantive variety.

REMEMBER THAT THE POSTED RESPONSES AND MESSAGES NEED TO CONVINCe THE INSTRUCTOR THAT THE STUDENT KNOWS AND UNDERSTANDS THE COURSE READINGS AND TO HELP THE CLASS COME AWAY WITH A DEEPER UNDERSTANDING OF THE ISSUES INVOLVED IN A PARTICULAR DISCUSSION BOARD EXERCISE.

EVALUATION CRITERIA- FOR DISCUSSION FORUM RESPONSES (FOR INDIVIDUAL AND LEARNING TEAM RESPONSES)

<p>Expected Level of Performance</p> <p>(5 points)</p>	<ol style="list-style-type: none"> 1. A minimum length of 100–250 words per response. 2. Discussion is substantive and relates to key principles. 3. Uses personal/professional examples demonstrating application of principles. 4. Is submitted according to the deadlines in the course schedule. 5. Language is clear, concise and easy to understand. Uses terminology appropriately and is logically organized
<p>Marginal Level of Performance</p> <p>(3 points)</p>	<ol style="list-style-type: none"> 1. A length of 50–100 words per response. 2. Makes reference to key principles, but is not well developed or integrated in the response. 3. Refers to personal/professional examples, but is not well integrated in the response. 4. Submitted according to the deadlines in the course schedule. 5. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.
<p>Failing</p> <p>(1 point)</p>	<ol style="list-style-type: none"> 1. Is less than 50 words. 2. Contains no reference to key principles; if key principles are present, there is no evidence the learner understood principles, or key principles are not integrated into the response. 3. There is no reference to personal/professional examples. 4. Response is not submitted by due date. 5. Poorly written; terms are used incorrectly; cannot comprehend learner's ideas after repeated readings.

EVALUATION CRITERIA-INTERACTION WITH CLASSMATES (FOR RESPONSES TO POSTED MESSAGES)

<p>Expected Level of Performance</p> <p>(5 points)</p>	<p>Postings are:</p> <ol style="list-style-type: none"> 1. Substantively related to and reinforces the text and/or supplementary readings. 2. Responsive to the ideas and concerns of other learners. 3. Characterized by two to three of the following criteria: a. Integrative, b. Supportive, c. Challenging 4. Submitted according to deadlines in the course schedule. 5. Language is clear, concise and easy to understand. Uses terminology appropriately and is well organized.
<p>Marginal Level of Performance</p> <p>(3 points)</p>	<ol style="list-style-type: none"> 1. Contains references to text and/or supplementary readings, but references are not well integrated in the response. 2. Response is peripherally related to the ideas and concerns of other learners. 3. Is characterized by one of the following criteria: a. Integrative, b. Supportive, c. Challenging 4. Submitted according to deadlines in the course schedule 5. Adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.
<p>Failing</p> <p>(1 point)</p>	<ol style="list-style-type: none"> 1. Contains no reference to key principles; if key principles are present, there is no evidence learner understood principles, or key principles are not integrated in the response. 2. Response is unrelated to the ideas and concerns of other learners. 3. Response is not integrative, supportive, or challenging. 4. Response is not submitted by due date. 5. Is poorly written; terms are used incorrectly; cannot comprehend learner's ideas after repeated readings

*Written feedback on the group exercises will be posted by the instructor to the Group Discussion Forums Blackboard site. Individual feedback and grades for the individual discussion forums will be sent to the student by email. **The syllabus may be subject to change as necessary. Please contact the instructor if you have any questions on this syllabus.***