

COURSE NUMBER: HSP 3340
COURSE TITLE: HEALTHCARE
REIMBURSEMENT
SEMESTER: FALL 2021



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Office Hours: By appointment – virtual or phone

Course Information

Course Description

This course explores some of the major issues facing the healthcare industry and the effect that public policy and business environment has on a healthcare organization. Emphasis is on supply and demand theory, reimbursement systems, managed care, charge-master management, case-mix management, DRG prospective payment, insurance, Medicare, Medicaid, governmental regulations, accessibility, eligibility, budgeting, and planning. Students learn to use informational and research tools to make effective management decisions.

Course Credits

(3-0-0) Meets completely online using Blackboard

Prerequisite and Co-requisite Courses

None

Prerequisite Skills

Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Health Science Professions Program. Computer access requirements are further delineated in the Undergraduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Undergraduate/Graduate Catalog should be reviewed before taking this course.

<https://www.angelo.edu/content/files/25772-2018-2019-university-catalog-archive>

Program Outcomes

Upon completion of the program of study for health science professions, the graduate will be prepared to:

Student Learning Outcomes

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:
1. Analyze the role of financial management in healthcare organizations	Discussion Board Assignments, Mid-term and Final Exams
2. Describe the internal processes necessary for proper financial management to include accounting functions, billing, coding, fraud and abuse prevention and government incentive programs	Discussion Board Assignments, Mid-term & Final Exams
3. Determine the impact that different payor types have on healthcare organizations, including government payors and managed care organizations.	Discussion Board Assignments, Medicaid Managed Care Case Study Assignment, Mid-term & Final Exams
4. Evaluate the impact that the Affordable Care Act has had on healthcare organizations	Discussion Board Assignments, Patient Protection and Affordable Care Act Assignment; Mid-term & Final Exams
5. Evaluate and analyze the different methodologies utilized for reimbursement of healthcare services	Discussion Board Assignments, Skill Building Activity, Mid-term & Final Exams
6. Differentiate the payment methodologies for both inpatient, outpatient and provider services	Discussion Board Assignments, Mid-term & Final Exam

Course Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at <http://blackboard.angelo.edu>

Required Texts and Materials

Harrington, M.K. (2015). Healthcare Finance: The Mechanics of Insurance and Reimbursement (1st ed.). Sudbury, MA: Jones and Bartlett ISBN: 978-1-284-02612-2

Recommended Texts and Materials

None

Technology Requirements

Access to the Midterm and Final Exam will be through Respondus Lockdown Browser and will be video recorded via Respondus Monitor. Use of another electronic device is prohibited. There is one practice quiz: a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through this practice quiz in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. Instructional videos and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

To participate in one of ASU's distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University's Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](#)

Topic Outline

Module 1 – Introduction to Healthcare Finance; Financial Management
Module 2 – Introduction to Claims Processing; Government Payer Types
Module 3 – Affordable Care Act, Managed Care Organizations

Module 4 – Medicare Prospective Payment Systems; Hospital Outpatient Prospective Payment System
Module 5 – Coding for the Non-HIM Professional; Revenue cycle Management
Module 6 – Healthcare Fraud and Abuse; Electronic Health Records and Meaningful Use
Module 7 – Healthcare Fraud and Abuse; Electronic health Records and Meaningful Use
Module 8 – Wrap Up

Communication

Faculty will respond to email and/or telephone messages within 36 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone or Collaborate.

“Netiquette” Guidelines

- Check the discussion frequently and respond appropriately and on subject. Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach. Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- Be sure to get consent before forwarding someone else's messages. It is extremely rude to forward someone else's messages without their permission.
- It is acceptable to use humor but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.
- (The above "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

Grading

Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Percent/Points of Total Grade
Discussion Board Activities	20%
Skill Building Activity	10%
Midterm Exam	15%
Final Exam	20%
Affordable Care Act Critique	15%
Medicaid Managed Care Case Study	20%

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

A = 90 – 100%

B = 80 – 89.99%

C = 70 – 79.99%

D = 60 – 69.99%

F = 0-59.99% (Grades are not rounded up)

Teaching Strategies

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions

***Please note: Rubrics for all assignments and activities are located at the end of this syllabus.**

Discussion Board Activities: Discussion Board Activities are designed to provide an avenue for students to synthesize and process information in order to acquire new knowledge, reinforce current knowledge, and/or reinterpret existing knowledge. In addition, Discussion Board Activities afford students the opportunity to express thoughts and ideas that corroborate and/or challenge current findings, and meaningfully engage the ideas, opinions, and thoughts of others in a healthy and productive learning environment. Discussion Board Activities may include but are not limited to discussion questions, case studies, podcasts, scholarly article review... Students are expected to participate in all discussion board activities. The “Discussion

Board Grading Rubric” will be used to evaluate individual responses for the Discussion Board Graded Forums.

Skill Building Activity: The skill builder is designed to give students an opportunity to complete a “real world” reimbursement work related activity.

Midterm and Final Exams: The exams are designed to test understanding of textbook material and the application of the material covered in both the textbook and lectures.

Patient Protection and Affordable Care Act Critique: The purpose of this paper is to examine the Patient Protection and Affordable Care Act (ACA) objectively identifying both the Pros and Cons/strength and weaknesses of the ACA. The ACA contains 10 different Titles that address very different elements of the Act.

Medicaid Managed Care Case Study: The purpose of this written assignment is to examine the Medicaid Managed Care Program in Texas as compared with other states in the U.S. This essay should address access to care for patients as well as provider reimbursement through the Medicaid program. The goal of this assignment is to understand the role that Medicaid plays in provider reimbursement, access to care for Medicaid recipients and the weaknesses within the Medicaid system in Texas.

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at aubrey.smith@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)¹

- [Angelo State University Catalog](#)ⁱⁱ

Recommended Use of Masks/Facial Coverings by Students in Class At ASU

As a member of the Texas Tech University System, Angelo State University strongly recommends the use of masks/facial coverings to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, we strongly recommend that students in this class wear a mask/facial covering before, during, and after class. Faculty members will also ask you to display your daily screening badge as a prerequisite to enter the classroom.

Student Responsibility and Attendance

Online: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity](#).ⁱⁱⁱ

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For

more information about the application process and requirements, visit the [Student Disability Services website](#).^{iv} The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services

Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#)^v for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)^{vi} in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to evaluation for originality. Resources to help you understand this policy better are available at the [ASU Writing Center](#).^{vii}

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)^{viii} for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of

such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SAVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Course Schedule

Week/Date	Topic/Assignments/Assessments DUE
<p>Week 1: 10/18-10/24</p>	<ul style="list-style-type: none"> • Accounting Authorities • Objectives for Financial Reporting • Sources of Financial Data • Financial Accountability • Assets • Liabilities • Net Assets and Equity • Revenue • Expenses • Managerial Accounting • Budgets • Capital Budgets • Financial Statements • Accrual Accounting Method • Ratio Analysis <p>Reading Assignment - Harrington – Chapters 1, 2</p>
<p>Week 2: 10/25-10/31</p>	<ul style="list-style-type: none"> • History of Reimbursement • Providers, Suppliers, and Claims • Physician Self-Referral Prohibition • Financial Liability Protection for Beneficiaries • The History of Medicare • Medicaid • Other Types of Coverage <p>Reading Assignment - Harrington – Chapters 3, 4</p> <p>*Discussion Board Activities (Initial post Oct 25th – 26th and response to peer DB due Oct 27th-Oct 30th)</p>
<p>Week 3: 11/1-11/7</p>	<ul style="list-style-type: none"> • The Patient Protection and Affordable Care Act • Timeline of the PPACA • The Center for Consumer Information and Consumer Oversight • Health Maintenance Organizations • Managed Care Cost Controls • Contract Management and Financial Incentives • National Committee for Quality Assurance • Healthcare Effectiveness Data and Information Set • Medicare Managed Care • Coordinated Care Plan

Week/Date	Topic/Assignments/Assessments DUE
	<ul style="list-style-type: none"> • Special Needs Plans • Senior Housing Facility Plans • Medical Savings Account Plans • Private-Fee-For Service Plans <p>Reading Assignment - Harrington – Chapters 5, 6</p>
<p>Week 4: 11/8-11/14</p> <p>*Midterm Exam: Chapters 1-6</p> <p>Exam opens on 11/9/21 @ noon and closes on 11/11/21 @ 5:00 PM</p>	<ul style="list-style-type: none"> • History of Prospective payment Systems • Acute Care Prospective Payment System • Billing of Transplant Services • Inpatient Rehabilitation Facility Prospective Payment System • Inpatient Facility Prospective Payment System • Hospital Outpatient Prospective Payment System • Home Health Prospective Payment System • Home Health Prospective Payment System Consolidated Billing • Ambulatory Surgical Center <p>Reading Assignment - Harrington – Chapters 7, 8</p> <p>*Discussion Board Activities (Initial post Nov 8th- Nov 9th and response to peer DB due Nov 10th-Nov 14th)</p>
<p>Week 5: 11/15-11/21</p>	<ul style="list-style-type: none"> • The Health Record • ICD History • International Classification of Diseases, Tenth Revision, Clinical Modifications (ICD-10 CM) • Healthcare Common Procedure Coding System • Evaluation and Management • Components of the Revenue Cycle • Front-End Process • Middle Process • Back-End Process <p>Reading Assignment - Harrington – Chapters 9, 10</p> <p>*Patient Protection and Affordable Care Act Critique Assignment Due 11/20/21 @ 11:59 PM</p>
<p>Week 6: 11/22-11/28</p>	<ul style="list-style-type: none"> • Medicaid Fraud • Medicare Abuse • CMS Fraud Prevention Initiative • Healthcare Fraud Prevention and Enforcement Action Team • Medicare Fraud and Abuse Laws

Week/Date	Topic/Assignments/Assessments DUE
<p>*Thanksgiving Holiday Break 11/24-11/26</p>	<ul style="list-style-type: none"> • Top Ten Ways Consumers Can Help Fight Medicare Fraud • Anti-Kickback Statute • Physician Self-Referral Law (Stark Law) • Physician Compliance Programs • Electronic Health Record • Meaningful Use <p>Reading Assignment - Harrington – Chapters 11, 12</p>
<p>Week 7: 11/29-12/5</p>	<p>*Continue Reading – Harrington – Chapters 11,12 *Discussion Board Activities (Initial post Nov 29th- Nov 30th and response to peer DB due Dec 1st-Dec 4th)</p> <p>* Medicaid Managed Care Case Study Assignment Due 12/4/21 @ 11:59 PM</p>
<p>Week 8: 12/6-12/10</p> <p>*Final Exam Chapters 7-12</p> <p>Exam opens on 12/6/21 @ noon and closes on 12/8/21 @ 5:00 PM</p>	<p>Last day of class Dec. 10, 2021</p>

Grading Rubrics

Discussion Board Grading Forum Rubric

Criteria	Novice	Competent	Proficient
<p>Quantitative</p>	<p>0%</p> <p>A lurker reads messages in the group discussion forums on a weekly or more frequent basis but does not post messages. Initial post made late in the week.</p>	<p>12.5%</p> <p>Accesses group discussion forums at least twice a week on two separate days. Reads messages. Posts constructive messages each week in group forums. Initial post made by midweek.</p>	<p>25%</p> <p>Accesses group discussion forums 3 or more days a week. Reads all messages. Posts three or more constructive messages each week in group forums. Initial post made early in the week.</p>

Content	0% Messages tend to address peripheral issues and/or ramble. Content is generally	17.5% Messages tend to provide good general answers but may not always directly address	35% Messages are characterized by conciseness, clarity of argument, depth of
	accurate, but with omissions and/or errors. Tendency to recite fact.	discussion topics. Assertions are not always supported by evidence. Avoids unsupported opinions.	insight into theoretical issues, originality of treatment, relevancy as supported by scientific evidence and sometimes include unusual insights.
Questions	0% Rarely includes questions that promote discussion. Rarely responds to questions.	7.5% Sometimes includes questions that stimulate discussion. Sometimes responds to questions raised by others.	15% Often includes good questions that stimulate discussion. Frequently responds to questions from others.
Collaboration	0% Shows little evidence of collaborative learning. Most comments are directed to the instructor/facilitator. Does not respond to any student posts.	7.5% Shows some evidence of collaborative learning with a few comments directed student-to-student (1 student) but the majority are student-to-instructor/facilitator. There is little evidence of support and encouragement exchanged between students, nor a willingness to critically evaluate the work of others with constructive comments.	15% Collaborative learning is evidenced by comments directed primarily student-to-student (2 students) rather than student-to-instructor/facilitator. Evidence of support and encouragement is exchanged between students, as well as a willingness to critically evaluate the work of others with constructive comments.
Tone	0% Aggressive and unprofessional postings.	2.5% Members are empathetic rather than aggressive in tone but are not always respectful or professional in their postings.	5% Members are empathetic rather than aggressive in tone but are not always respectful or professional in their postings.

Mechanics	0% Some messages contain numerous errors in spelling and/or grammar.	2.5% Messages contain few if any errors in spelling and/or grammar (indicating proofreading). Messages are well-formatted with spacing and are easy to read.	5% Messages contain no errors in spelling and/or grammar (indicating proofreading). Messages are well-formatted with spacing and are easy to read.
Total 100%			

Patient Protection and Affordable Care Act Critique Grading Rubric

Criteria	Novice	Competent	Proficient
Introduction	0% Provides no definition and/or no discussion on the purpose of the Patient Protection and Affordable Care Act	5% Provides unclear and/or incomplete definition of the Patient Protection and Affordable Care Act and provides incomplete discussion on the purpose to the Patient Protection and Affordable Care Act.	10% Provides clear complete definition of the Patient Protection and Affordable Care Act and discusses the purpose of the Patient Protection and Affordable Care Act.
Critical Analysis Titles	0% Lists 1- 3 of 10 Titles of Patient Protection and Affordable Care Act; no discussion on 3 of 10 Titles of Patient Protection and Affordable Care Act.	12.5% Lists 1-3 Titles of the Patient Protection and Affordable Care Act; minimum discussion on 1-3 Titles of the Patient Protection and Affordable Care Act.	25% Lists 3 Titles of the Patient Protection and Affordable Care Act; provides insightful discussion on 3 Titles of the Patient Protection and Affordable Care Act.
Critical Analysis Pros/Strengths	0% Lists the pros/strengths of the Patient Protection and Affordable Care Act; no analysis of	12.5% Surface articulation of the pros/strengths of the Patient Protection and Affordable Care	25% Articulates clearly the pros/strengths of the Patient Protection and Affordable Care

	pros/strengths of the Patient Protection and Affordable Care Act.	Act; adequately analyzes the pros/strengths of the Patient Protection and Affordable Care Act.	Act; provides insightful analysis of the pros/strengths of Patient Protection and Affordable Care Act.
Critical Analysis Cons/Weaknesses	0% Only lists the cons/weaknesses of the Patient Protection and Affordable Care Act; no analysis of pros/strengths or cons/weaknesses of the Patient Protection and Affordable Care Act.	12.5% Surface articulation of the cons/weaknesses of the Patient Protection and Affordable Care Act; adequately analyzes the cons/weaknesses of the Patient Protection and Affordable Care Act.	25% Articulates clearly the cons/weaknesses of the Patient Protection and Affordable Care Act; provides insightful analysis of the cons/weaknesses of Patient Protection and Affordable Care Act.
Conclusion	0% No conclusion paragraph; no discussion on how Patient Protection and Affordable Care Act can be improved.	5% Conclusion paragraph present but no/unclear discussion on how Patient Protection and Affordable Care Act can be improved.	10% Conclusion paragraph present with clear discussion on how Patient Protection and Affordable Care Act can be improved.
Clarity/ Organization/Grammar	0% Lacks organization; no flow or established pattern present; difficult to understand what is being reported; numerous spelling or grammatical errors.	2.5% Assignment somewhat organized; some areas were difficult to follow; some difficulty in conveying information; some spelling or grammatical errors.	5% Assignment very well organized; Flows well and engages the reader; able to get points across in a clear concise manner; no spelling or grammatical errors.
Total 100%			

Medicaid Managed Care Grading Rubric

Criteria	Novice	Competent	Proficient
Question One	0% Only 0-1 component of question one is addressed. And/or most answers lack clarity and thoroughness.	17.5% Only 2-3 components of question one are addressed. Most answers are clear and thorough	35% All 4 components of question one addressed. All answers are clear and thorough
Question Two	0% Components of question two not addressed. And/or answers are unclear and lack thoroughness.	17.5% Only one component of question two is addressed. The answer is somewhat clear and/or thorough.	35% The 2 components of question two are addressed. Both answers are clear and thorough.
Format	0% More than 2 APA format requirements missing.	7.5% Meets most APA format requirements.	15% Meets all APA format requirements.
References	0% Utilizes 1 quality professional reference other than textbook. And/or if utilizes several references that are non-quality/non-professional references.	7.5% Utilizes 2-3 quality professional references other than the required textbook.	15% Utilizes 4 quality professional references other than the required textbook.
Total 100%			

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

1. Gaining factual knowledge (terminology, classifications, methods, trends). **Essential**
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. **Essential**
3. Learning to apply course material (to improve thinking, problem solving, and decisions). **Important**
4. Learning to apply knowledge and skills to benefit others or serve the public good. **Important**

End of Syllabus

ⁱ <https://www.angelo.edu/student-handbook/>

ⁱⁱ <https://www.angelo.edu/catalogs/>

ⁱⁱⁱ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

^{iv} <https://www.angelo.edu/services/disability-services/>

^v <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

^{vi} <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

^{vii} https://www.angelo.edu/dept/writing_center/academic_honesty.php

^{viii} <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>