

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Undergraduate Programs</b>		UUPC Approval <u>2/24/25</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Management Programs  College Business		
<b>Current Course Prefix and Number</b>		<b>Current Course Title</b>	
		HSA4383	Health Care Quality Management
Syllabus must be attached for <b>ANY</b> changes to current course details. See <u>Template</u> . Please consult and list departments that may be affected by the changes; attach documentation.			
<b>Change title to:</b>  <b>Change prefix</b> From: _____ To: _____ <b>Change course number</b> From: _____ To: _____ <b>Change credits*</b> From: _____ To: _____ <b>Change grading</b> From: _____ To: _____ <b>Change WAC/Gordon Rule status**</b> Add <input type="checkbox"/> Remove <input type="checkbox"/> <b>Change General Education Requirements***</b> Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*See Definition of a Credit Hour.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See <u>WAC Guidelines</u>.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See <u>Intellectual Foundations Guidelines</u>.</small>		<b>Change description to:</b>     <b>Change prerequisites/minimum grades to:</b> Remove HSA4110 (Health Care Organization & Administration) as a prerequisite.  <b>Change corequisites to:</b>   <b>Change registration controls to:</b>  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
<b>Effective Term/Year for Changes:</b>		<b>Terminate course? Effective Term/Year for Termination:</b>	
		Fall 2025	
<b>Faculty Contact/Email/Phone</b>			
<b>Approved by</b>		<b>Date</b>	
Department Chair _____ <i>Thlyn Williams</i>		1/31/2025	
College Curriculum Chair _____ <i>M. A. [Signature]</i>		2-16-25	
College Dean _____ <i>Korey Sorge</i>		2/19/25	
UUPC Chair _____ <i>Dan Meeroff</i>		2/24/25	
Undergraduate Studies Dean _____		2/24/25	
UFS President _____			
Provost _____			

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.



**HSA 4383-100**

**CRN 15826**

**Healthcare Quality Management**

**Spring XXXX**

**Fully Online**

**Professor Information**

Alan S. Whiteman, MBA, Ph.D., Life FACMPE  
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awhitema@fau.edu  
(561) 297-2810

**Office Hours**

FL 314; Tuesdays, Wednesdays and Thursdays – 2:00-4:00 PM; or by appointment

**Important Dates**

January 11 Last day at 5 p.m. to drop/add courses without consequences  
January 21 Martin Luther King Jr. Holiday  
March 4-10 Spring Break

**Required Text and Materials**

Spath, P., Kelly, D., (2018). Introduction to Quality Management 3<sup>rd</sup> Edition, Health Administration Press, Chicago, IL, ISBN: 9781567939897

**Recommended Text and Materials**

Agency for Healthcare Research & Quality, <https://www.ahrq.gov/professionals/quality-patient-safety/quality-resources/tools/chttoolbx/useful.html>

Healthcare website links: [https://www.npsf.org/general/recommended\\_links.asp](https://www.npsf.org/general/recommended_links.asp)

**Course Description**

This course examines the efforts being introduced to improve the quality and efficiency of the healthcare system. Topics covered range from medical error reduction, quality improvements in medical records, and utilization review.

**Course Prerequisites, Credit Hours and Class Time Commitment**

**Course Prerequisite HSA3111**

- Oral and written communication skills are required. In-class activities will require students to work in groups and provide team presentations.
- Not recommended for students on academic probation.

**This is a three (3) credit course.** “According to Florida State Statute 6A-10.033, students must spend a minimum 2,250 minutes of in class time during a 3-credit course. Additionally, students enrolled in a 3-credit course are expected to spend a minimum of 4,500 minutes of out-of-class-time specifically working on course-related activities (i.e., reading assigned pieces, completing homework, preparing for exams and other assessments, reviewing class notes, etc.) and fulfilling any other class activities or duties as required.” The course schedule for this course reflects this expectation of students.

### Canvas Online

This is a fully online course accessible only through FAU’s learning management system—Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. The course is organized into weekly units with dates provided for each unit. Each week you will open a new unit to access the reading materials, PowerPoints, and other materials relevant to the week’s topic, your assignments for each week will be listed within the unit.

### Course Learning Objectives

The following are the course objectives:

- Understanding the basics of quality management fundamentals
- Assessing health system behavior
- Understanding how to set improvement goals in healthcare systems
- Using data analytics techniques to evaluate performance
- Designing and using performance improvement teams and tools
- Learning how to make healthcare safer for patients
- Understand how to measure system performance

### Grading Scale

In keeping with University policy, students will be graded on a scale of A through F according to the following schedule:

Total points %	100-93	92.9-90	89.9-87	86.9-83	82.9-80	79.9-77	76.9-73	72.9-70	69.9-67	66.9-63	62.9-60	<60
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

### Course Evaluation Method

Group PPT	10 points
Presentation Group	
Discussion	5 points

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Group PPT	15 points
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Presentation and written paper assigned healthcare quality topic Group Discussion	5 points
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Introduction to Class	2 points
Course Reflection	3 points

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Exams (x3):	60 points
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Total	100 points
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### **Participation**

- ☐ **INTRODUCTION:** Students are expected to **introduce themselves** to their assigned groups on Canvas. Your introduction must include...
  - Your major, when you expect to graduate
  - Your interest in U.S. health care
  - Your future career goals
  - What you enjoy doing to manage stress
  
- ☐ **START HERE:** VIDEO with voice over INTRODUCTIONS TO THE CLASS – “Tell us 5 interesting things about yourself or 5 things no one would expect to know about you”.
  
- ☐ **DISCUSSIONS:** Students are required to view all other group presentations (see below) and **offer at least ONE substantive comment as a group to at least one other group presentation.** Your comments must indicate that you viewed the presentation in detail.
- ☐ Your discussions will be evaluated as follows:
  1. Are the students in the group good listeners?
  2. Did the comment show that the student watched each entire presentation?
  3. Are the comments relevant to the discussion?
  4. Do the comments reflect an understanding of the issues being discussed?
  5. Do the comments add to the discussion in the meaningful way?

### **WHAT DO I MEAN BY “SUBSTANTIVE?”**

This means that they add to the discussion, carry it forward, and contribute new and meaningful content to the direction of the ‘conversation’. Do not simply restate the thoughts of another student, or just say that you agree with what has been said. Your own words, not taken directly from the abstract or body of an article, or the wording from a web site, text, report or other source are part of the requirement for a discussion post entry.

## **Group Presentation Assigned Healthcare Quality Topic Assignment 1**

Students will be assigned to a group to prepare a presentation and a written paper (according to APA 6<sup>th</sup> edition) on a topic listed below. You will work together online using your group's assigned discussion forum to collaborate, create and present a 10 minute PPT presentation with voice over for the class.

- ☐ Presentations should not exceed 12 slides not including the title and reference slides and the written paper should not exceed 5 pages.
- ☐ Include audio recording of narration. Each presenter can record different sections of the presentation. Please be creative with your presentation but maintain professionalism. Presenters are not allowed to read word for word off the slides as points will be deducted from the entire groups' final grade for the assignment.
- ☐ All group members must participate equally, however each group member may take on different tasks—e.g. one member may record the presentation, another may design slides, and another one may find the references. Work together!
- ☐ Relate your research to course content, demonstrating a link to objectives of this course.
- ☐ Each group must provide a **minimum of 3 current peer reviewed references** not including the course text book. References must be listed on the last slide and last page of the written paper.
- ☐ Presentations will be submitted to the discussion forum assigned in **Canvas** so all students may view your presentation.
- ☐ Presentations and the written paper will be evaluated as follows:
  - Was the content of the presentation new and interesting?
  - Was the presentation clear and easy to follow?
  - Were the slides attractive and easy to read?
  - Did the group prepare the presentation and written paper according to APA 6<sup>th</sup> edition and included required references in APA format?
  - Was the content accurate?
  - Were the slides and written paper free of spelling, word choice, punctuation and grammatical errors? Please avoid writing in the 'first person e.g. I, me, we' and no abbreviations e.g. isn't, didn't, wouldn't and so on.
  - Did the group comment on at least one other group presentation with a substantive comment using a minimum of at least 3 current peer reviewed articles or sources, and used a maximum of at least 250 word count (no more and no less) and formatted the response according to APA 6<sup>th</sup> edition.
  - **Groups are required to appoint a group leader who will submit all final papers and presentations by the due dates. Groups are required to develop and submit a team charter to the instructor listing in detail the assigned group member's portion of the presentation and paper, as well as the due date the group member is required to submit the work back to their group. The charter should be submitted by the group leader to the instructor by the due date specified. Team charters should specify the method/s you will use to communicate with your team members and the turnaround time for group members to respond to questions submitted by other members of the team. I would suggest a turnaround or response time of 24 hours but no later than 48 hours. Please note the team charter is not a graded assignment but it is mandatory. If groups are**

**experiencing problems with a group member/s, it is the responsibility of the other group members and group leader to inform the instructor, as soon as possible about the problem. Members not willing to work together cooperatively with the group, will be graded down individually and separately from the other members. Work must be assigned equally and fairly to all group members.**

Here are the topics and assigned groups:

- Hospitals: organization and quality performance **(Group )**
- Three Principles of Quality Management **(Group )**
- The future of pay-for-performance reimbursement (value based payments) **(Group )**
- What is the Quality Component of Health care reform or the future of Obamacare **(Group )**
- The Role of Health informatics, Electronic Health Records, or Telemedicine in Quality Management **(Group )**
- Population Health: Current issues as They Relate to Quality Management **(Group)**

Select one of the topics below and write a 2-3 page paper formatted according to APA 6<sup>th</sup> edition (using at least two current peer reviewed articles or sources no older than 3-5 years) and develop a PPT presentation maximum (10-12 slides) with voice over highlighting the following both in your paper and PPT:

1. What is the importance of building a quality culture within a healthcare organization critical to managing outcomes and patient safety?
2. How should a healthcare organization go about building a quality culture that is sustainable.
3. Identify and discuss at least 3 methodologies for quality improvement
4. Discuss the steps, in detail, required to build a quality improvement team
5. Explain patient safety, the leading causes of deaths in hospitals and what can be done to correct this problem.
6. Explain how leaders can manage scarce health care resources.

Your paper and PPT will be evaluated as follows:

- Were all requirements addressed?
- Was the content well-researched?
- Was the paper and PPT well-written, sensible and easy to follow?
- Writing (lack of spelling, grammatical, usage/word choice errors). Please avoid writing in the 'first person e.g. I, we, me' and no abbreviations e.g. isn't, didn't, aren't, you're and so on.
- Was the PPT attractive, accurate and to the point, not too wordy and did the presenter speaker clearly as if he or she were presenting to a live audience and students did not read directly off the slides.
- Your group is required to respond to at least one other group presentation with a substantive comment formatted according to APA 6<sup>th</sup> edition, using at least 2 current peer reviewed articles or sources. This comment is a group response and therefore only one response as a group is required. All group members are required to contribute to final formulation of this substantive comment. The response or comment should not be more than 250 words.

## Citations and Reference Pages

If references were included in your paper, the paper and PPT presentation must contain proper citations and reference areas. This includes references to the book or any other material (online or otherwise). If you are unsure about this format then you may call the Communications Department on the Boca Raton campus for assistance, or try this web page from Purdue University for assistance using APA style:

For APA Style Help: <http://owl.english.purdue.edu/owl/resource/560/01/>

## **Group Presentation Assigned Healthcare Quality Topic Assignment 2**

Each group will be assigned a case study from the textbook. Students will be assigned to a group to prepare a presentation. You will work together online using your group's assigned discussion forum to collaborate, create and present a 10 minute PPT presentation with voice over for the class.

- ☐ Presentations should not exceed 12 slides not including the title and reference slides and the written paper should not exceed 5 pages.
- ☐ Include audio recording of narration. Each presenter can record different sections of the presentation. Please be creative with your presentation but maintain professionalism. Presenters are not allowed to read word for word off the slides as points will be deducted from the entire groups' final grade for the assignment.
- ☐ All group members must participate equally, however each group member may take on different tasks—e.g. one member may record the presentation, another may design slides, and another one may find the references. Work together!
- ☐ Relate your research to course content, demonstrating a link to objectives of this course.
- ☐ Each group must provide a **minimum of 3 current peer reviewed references** not including the course text book. References must be listed on the last slide and last page of the written paper.
- ☐ Presentations will be submitted to the discussion forum assigned in **Canvas** so all students may view your presentation.
- ☐ Presentations and the written paper will be evaluated as follows:
  - Was the content of the presentation new and interesting?
  - Was the presentation clear and easy to follow?
  - Were the slides attractive and easy to read?
  - Did the group prepare the presentation and written paper according to APA 6<sup>th</sup> edition and included required references in APA format?
  - Was the content accurate?
  - Were the slides and written paper free of spelling, word choice, punctuation and grammatical errors? Please avoid writing in the 'first person e.g. I, me, we' and no abbreviations e.g. isn't, didn't, wouldn't and so on.
  - Did the group comment on at least one other group presentation with a substantive comment using a minimum of at least 3 current peer reviewed articles or sources, and used a maximum of at least 250 word count (no more and no less) and formatted the response according to APA 6<sup>th</sup> edition.
  - **Groups are required to appoint a group leader who will submit all final papers and presentations by the due dates. Groups are required to develop and submit**

**a team charter to the instructor listing in detail the assigned group member's portion of the presentation and paper, as well as the due date the group member is required to submit the work back to their group. The charter should be submitted by the group leader to the instructor by the due date specified. Team charters should specify the method/s you will use to communicate with your team members and the turnaround time for group members to respond to questions submitted by other members of the team. I would suggest a turnaround or response time of 24 hours but no later than 48 hours. Please note the team charter is not a graded assignment but it is mandatory. If groups are experiencing problems with a group member/s, it is the responsibility of the other group members and group leader to inform the instructor, as soon as possible about the problem. Members not willing to work together cooperatively with the group, will be graded down individually and separately from the other members. Work must be assigned equally and fairly to all group members.**

### **Additional Course Policies**

#### **Missing Exams**

There are no makeup exams without documented proof of a serious emergency. It is your responsibility to contact your professor prior to the exam (or as soon as possible thereafter).

#### **Late Assignments**

All assignments are due on the date specified by the instructor. Late assignments will not be accepted unless prior approval is received from the instructor or the student has a documented emergency. For cases such as illness, unexpected work arrangements, and other serious matters, extensions may be granted. Extensions will be decided on a case-by-case basis and are entirely at the discretion of the professor. Advanced warning of a known issue or conflict is necessary to ask for extensions in such situations. Please make every effort to contact me in advance when able to do so. Late assignments are accepted only when accompanying documentation of an emergency is provided. Late assignments may still be marked down.

#### **Class Participation & Attendance Policy**

Participation is an important component of this class. To participate, you must be in attendance. My expectation is you will participate on a timely and active basis as indicated in the syllabus for each unit.

#### **Attendance Policy Statement**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for



absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

### **Anti-plagiarism Software**

Written components of any assignment or project may be submitted to anti-plagiarism software to evaluate the originality of the work. Any students found to be submitting work that is not their own will be deemed in violation of the University's honor code discussed below.

### **Etiquette and/or Netiquette Policy**

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism; however, remember you are adult students and professionals—your communication should be appropriate. You are expected to use correct spelling and grammar and write in complete sentences. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. As a result, sarcasm can come across very negative, so this form of communication should be avoided. When conducting peer reviews or responding to classmates' posts, remember that you are responding to the ideas of the writer: keep your communication professional and on-topic.

### **Communication Policy**

- Announcements
  - You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you login to be sure you have read all of them since your last login session.
- Email Policy
  - Except for Saturdays, Sundays, and holidays, instructor typically, will respond to messages within 48 hours.
- Assignment Feedback Policy
  - Feedback will be provided on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which will be communicated to you by your instructor.

### **Guidelines for groups**

**Groups are required to appoint a group leader who will submit all final papers and presentations by the due dates. Groups are required to develop and submit a team charter to the instructor listing in detail the assigned group member's portion of the presentation and paper, as well as the due date the group member is required to submit the work. The charter should be submitted by the group leader to the instructor by the due date specified. Team charters should specify the method/s you will use to communicate with your team**

**members and the turnaround time for group members to respond to questions submitted by other members of the team. I would suggest a turnaround or response time of 24 hours but no later than 48 hours. Please note the team charter is not a graded assignment but it is mandatory. If groups are experiencing problems with a group member/s, it is the responsibility of the other group members and group leader to inform the instructor, as soon as possible about the problem. Members not willing to work together cooperatively with the group, will be graded down individually and separately from the other members. Work must be assigned equally and fairly to all group members.**

### **Course Reflection – Individual Assignment #3**

Student will be required to write a 300-350 word count (Word document) reflection on this course. Identifying 3 key areas or topics they learned about in this class, which they did not previously have any knowledge about and will now help to better understand the healthcare system. Your document must be formatted according to APA 6th edition, double spaced, you should use properly formatted citations or references to support your claims and use hang indented paragraphs. Please refrain from using the 'first person' e.g. "I", "me", "we" or abbreviations e.g. shouldn't, wouldn't, didn't, they've and so on. Points will be deducted for going over the word count mentioned above.

### **Online Exams**

Online exams will be multiple-choice and T/F. Exam questions may be taken from the textbooks, from class discussions, current events, the glossary, and/or other assigned readings. Exams will be available from Monday at 6:00A.M. to Sunday at 11.59pm.

- ☐ Exams will be based on readings and lectures, plus other course materials such as videos.
  - ☐ The exams will include multiple choice and true/false questions.
  - ☐ Exams will be taken online in the Canvas Learning Management System.
  - ☐ Tests will be timed. You may not stop or pause. Once the allotted time as elapsed your exam will automatically be submitted.
  - ☐ You **MUST** work on your own.
  - ☐ It is essential that you work in a space that is quiet with a **RELIABLE** internet connection.
- No make-up exams are allowed for technical difficulties.

## **Additional Course Policies**

### **Missing Exams**

If student notifies instructor at least 24 hours **prior** to the exam with a documented excuse for missing the exam:

- Instructor will arrange for student to take a proctored exam at the testing center (some expense may be incurred if student is not proximal to an FAU campus).
- The instructor may change the exam questions.
- Allowable excuses include only documented illness or death in the immediate family.

### Attendance Policy

Students are expected to attend all classes and read all discussion cases to be aware of material discussed. In the online classroom, “attending class” is considered logging into the Canvas course at least twice weekly (more is better). When you log in, you must check the Announcement section to stay up to date with your instructor’s messages to the class.

### Course Outline

*The professor reserves the right to make changes to the syllabus, course content, assignments and assessments at his/her own discretion.*

<i>Week of</i>	<i>Learning Unit</i>	<i>Topics</i>	<i>Chapters</i>
Jan 7	UNIT 1	Quality Management	1
Jan 9		Student Introductions to class due 1/13 by 11:59 pm Introductions to your group due 1/13 by 11:59 pm Virtual Office Meeting – Big Blue Button 6pm	
Jan 14	UNIT 2	Quality Management Building Blocks	2
Jan 21	UNIT 3	Measuring Performance Team charters for group assigned healthcare topics due on 1/27 by 11:59 pm (Mandatory but not a graded assignment)	3
Jan 28	UNIT 4	Evaluating Performance	4
Feb 4	UNIT 5	Continuous Improvement Group PPT presentations on assigned healthcare topic to be upload to discussion forum due on 2/10 by 11:59 pm	5
Feb 11	UNIT 6	Performance Improvement Tools	6

Exam #1  
Chapters 1,2,3,4

Feb 13		<b>All group discussion comments to healthcare topic presentations due on 2/17 by 11:59 pm</b> Virtual Office Meeting – Big Blue Button 6pm	
Feb 18	UNIT 7	Improvement Project Teams	7
Feb 25	UNIT 8	Patient Safety <b>Group written paper on assigned healthcare topic due on 10/8 by 11pm</b> Exam #2 Chapters 5,6,7,8	8
Mar 4	SPRING BREAK		
Mar 11	UNIT 9	Quality and Safety	9
		Virtual Office Meeting – Big Blue Button 6pm	
Mar 18	UNIT 10	Managing Resources <b>Group PPT presentations on assigned healthcare movie upload to discussion forum due on 10/29 11pm</b>	10
Mar 25	UNIT 11	Quality in Population Health <b>All group comments to classmates' PPT presentations on healthcare movie due on 11/5 by 11pm</b>	11
Apr 1	UNIT 12	<b>Organizing for Quality</b> <b>Group written paper on assigned healthcare topic due on 4/6 by 11:59 pm</b>	12
Apr 8	UNIT 13	Six Sigma Virtual Meeting – Big Blue Button 6pm	TBA
Apr 15	UNIT 14	Review of the U.S. Healthcare	TBA

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System

**Course Reflections due 2/21 By  
11:59 pm**

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Apr 25

UNIT 15

**Exam #3 Chapters 9, 10, 11,12**

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**Due dates, deadlines, etc.**

**Jan 13: START HERE/Students' video introductions due August 24<sup>th</sup> by 11pm**  
**Jan 13: Group Introductions Due by 11pm**  
**Jan 21: Team charters for assigned healthcare topics due on 9/3 by 11pm**  
**Jan 28-Feb 3: Exam #1 (Chapters: 1,2,3,4)**  
**Feb 4: Group PPT Presentations on assigned healthcare topic upload to discussion forum due on 9/17 by 11pm**  
**Feb 11: All group discussion comments to group presentations on assigned healthcare topic due on 9/24 by 11pm**  
**Feb 25: Group written paper on assigned healthcare topic due on 10/8 by 11pm**  
**Feb 25-Mar 3: Exam #2 Chapters 5,6,7,8**  
**Mar 4-10 Spring Break**  
**Mar 18: Group PPT presentations on assigned healthcare movie upload to discussion forum due on 10/29 by 11:59 pm**  
**Mar 25: All group comments to classmates' PPT presentations on assigned healthcare case study due on 11/5 by 11:59 pm**  
**Apr 1: Group written paper on assigned healthcare topic due 11/12 by 11:59 pm**  
**Apr 8: Course Reflections due 11/19 by 11:59 pm**  
**Apr 25-28: Exam #3 Chapters 9,10,11,12**

**University and College Policies**

**Code of Academic Integrity Policy Statement**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the

university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty.

For more information, please see FAU Regulation 4.001 at: [FAU Regulation 4.001](#).

### **Disability Policy Statement**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at <http://fau.edu/sas/>

### **Counseling and Psychological Services (CAPS) Center**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being.

For more information, go to: <http://www.fau.edu/counseling/>

### **Religious Accommodation Policy Statement**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices, observances, and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments.

For further information, please see FAU Regulation 2.007 at: [FAU Regulation 2.007](#).

### **University Approved Absence Policy Statement**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences.

and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such action.

### **Incomplete Grade Policy Statement**

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete ("I") grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing ("F") grade.

### **Withdrawals**

Any student who decides to drop is responsible for completing the proper process required to withdraw from the course.

### **Grade Appeal Process**

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

- There was a computational or recording error in the grading.
- Non-academic criteria were applied in the grading process.
- There was a gross violation of the instructor's own grading system.

The procedures for a grade appeal may be found in FAU Regulation 4.002.

### **Disruptive Behavior Policy Statement**

Disruptive behavior is defined in the FAU Student Code of Conduct as *"... activities which interfere with the educational mission within classroom."* Students who behave in the classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's

expectations for classroom conduct.

### **Faculty Rights and Responsibilities**

Florida Atlantic University respects the right of instructors to teach and students to learn.

Maintenance of these rights requires classroom conditions which do not impede their exercise.

To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards
- To establish and enforce reasonable behavior standards in each class
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.