This course integrates evidence, theory, standards, and knowledge from nursing, public health, and other disciplines to guide population-focused nursing practice. Importance is placed on the application of the core functions of public health: assessment, policy development, and the assurance of available and necessary health services for diverse populations. Emphasis is placed on identifying determinants of health, advocating for vulnerable populations, prioritizing primary prevention, and utilizing available resources to improve the health of populations. Population focused nursing involves assessing the health care needs of a specific population and making health care decisions for the population as a whole rather than for individuals.

This course includes 45 hours of a Practice Experience. Satisfactory performance in the Practice Experience component of this course is required for a passing grade in the course.

This 15 week 4 credit hour course includes 3 credit hours of didactic instruction (requiring a minimum of 12 hours of course engagement each week) and 1 credit hour of practice experience (10 hours of Community Assessment, 5 hours of SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, and 30 hours of a Service Learning Practice Experience). Please refer to the Credit Hour Calculation Policy found in the Student Handbook.

Course engagement includes student activities such as discussions, reading, study time, and assignments.

Prerequisite(s)
Written English requirement and active unencumbered RN license.

Course Outline:

I. Perspective in Population-Focused Nursing (week 1)
   A. History and evolution of community/public health nursing
   B. Public health nursing and population focused practice
   C. Core competencies of Public Health Nursing
   D. Trends and issues influencing community health nursing

II. The Community as Client (week 2 and 3)
   A. Assessment and analysis
   B. Major health issues and chronic disease in the community
   C. Demographics and globalization

III. Scientific Frameworks of Population-Focused Nursing (week 4 and 5)
   A. Epidemiology and biostatistics
   B. Prevention and Control of Infectious Diseases
   C. Surveillance and Outbreak Investigation

IV. The Family as Client (week 6 and 7)
   A. Foundations of family health
   B. Caring for the family across the lifespan
   C. Health disparities across the lifespan

V. Health Promotion and Wellness (week 8 and 9)
   A. Disease control and prevention
   B. Promoting health through healthy communities
C. Achieving change through education

VI. Influences on Community & Population-Focused Nursing (week 10 and 11)
   A. External Influences on Health Care Delivery
   B. Diversity & Globalization
   C. The Three Es: Ethics, Economics & Environment
       B. Government, the Law, and Public Health Policy

VII. Caring for the Community (week 12 and 13)
   A. Vulnerable populations
   B. Poverty and Homelessness
   C. Veterans Health
   D. Disaster Preparation and Recovery

VIII. Nurses Roles and Obligations in Population Focused Care (week 14 & 15)
   A. The Bachelor’s Prepared Nurse and Population Health
   B. The Future

Course Outcomes (CO):

Upon completion of this course, students will be able to:

1. Describe the diverse roles of the community/public health nurse in promoting holistic population focused care supporting human diversity, values, social justice, and quality health outcomes. (SLPO 1)
2. Apply principles of leadership to formulate interventions and foster interprofessional collaboration in advocating for the health of communities and populations. (SLPO 5)
3. Integrate evidence, theory, standards, and knowledge from nursing, public health, and other disciplines to guide population-focused nursing practice. (SLPO 2)
4. Use assessment results to influence the delivery of quality care, deployment of resources and technology, and the development of policies that promote population health and disease prevention. (SLPO 3)

Practice Experience Competencies:

Upon the completion of the Practice Experience, students will be able to:

1. Conduct a community assessment applying a Windshield/Walk Survey. (SLPO 2)
2. Analyze data to identify trends showing strengths, weaknesses, and conditions within the community. (SLPO 2)
3. Identify community health problems specific to an at-need or at-risk population addressing a Healthy People 2020 goal. (SLPO 2)
4. Collaborate with a community agency/service/organization to address the problems and needs of at-need or at-risk population. (SLPO 2)
5. Present community assessment and SWOT analysis to stakeholders. (SLPO 2)

Student Learning Program Outcomes (SLPO):

The Student Learning Program Outcomes specifically related to this course are the following:

1. Promote holistic patient-centered care and population health supporting values, culture, right to self-fulfillment, and quality care.
2. Integrate evidence, nursing theory, and knowledge from other disciplines to guide nursing practice.
3. Formulate decisions based on nursing judgment and collaboration with the interprofessional team to achieve quality patient outcomes.
4. Apply principles of leadership to advocate for the unique role of the nursing profession within the health care system.

School of Nursing Expectations

Student learning program outcomes (SLPOs) represent the expectations we have in the School of Nursing for our graduates. In each of the nursing courses, the SLPOs addressed in that course will be located in your syllabus.
To align the SLPO to the course expectations and learning activities, we are also illustrating the connection of the SLPO to the Course Outcome (CO) and Module Outcome (MO) found on the Course Overview page and the Learning and Assessment page. For example, you will see (SLPO 2, 3; CO 1, 3; M1O4, M1O5) which reflects the Student Learning Program Outcomes, Course Outcomes, and Module Outcomes that are addressed in that module and learning activity.

We hope this explanation helps you see how your program builds from individual learning activities to achievement of a degree and becoming a baccalaureate prepared nurse.

### Deliverables

Click [here](https://my.excelsior.edu/web/syllabus-library/8-week-term-schedule) to view the 8 week Term Schedules.

Click [here](https://my.excelsior.edu/web/syllabus-library/15-week-term-schedule) to view the 15 week Term Schedules.

### Course Schedule

Weeks start on Monday, 12:01 AM [ET (Eastern Time)] and end on Sunday, 11:59 PM ET, [US (United States)].

Unless otherwise noted, all assigned items are due at the end of the module (by 11:59PM, Sunday).

<table>
<thead>
<tr>
<th>Week</th>
<th>Module &amp; Title</th>
<th>Reading</th>
<th>Assignments</th>
<th>Online Discussions</th>
<th>Course Outcomes Related to this Module</th>
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<tr>
<td>Week 1</td>
<td>Module 1: Perspectives in Community/Public Health Nursing</td>
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<td>• Review Practice Experience: Checklist</td>
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</table>

**Week 1**

**Read:**

**Textbook:**


- Inside cover page and table
- Chapter 1: Community and prevention-oriented, population-focused practice: The foundation of specialization in public health nursing
- Chapter 2: History of public health and public and community health nursing
- Chapter 3: The changing U.S. (United States) health and public health care systems
- Appendix F.3 American nurses association scope and standards of practice
- Scope of public health nursing: p 1 – 26

**Module Notes: Perspective in Community/Public Health Nursing**

- History and evolution of community health nursing
- Public health nursing and population focused practice
- Core competencies of public health nursing
- Health care transformation

**Articles:**

- Appendix F.1 Essential elements of public health nursing
- Appendix F.2 American public health association definition of public health

**View:**

- Transformative Learning Concepts [Video file, 3:03 mins]
- Glossary of Terms for VBSN (Veterans RN to BS in Nursing) Grant

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<table>
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<th>Weeks 2 &amp; 3</th>
<th>Module 2: The Community as Client</th>
<th>Practice Experience:</th>
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<td><strong>M3A1 (Module 3 Assignment 1)</strong></td>
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</table>

**M2D1: The Community as Client (week 1)**
Comprehensive Community Assessment

Instructions

- M3A1: Conducting and Reporting a Windshield/Walk Assessment
- M3A1: Secondary Data Template

Week 2: The Community as Client

Read:

Textbook:


- Chapter 18: Community as client: Assessment and analysis
- Chapter 32: Vulnerability and vulnerable populations: An overview
- Healthy People 2020 (back page and back inside cover)

Module Notes: The Community as Client

- Assessment and analysis
- Major health issues and chronic diseases in the community
- Demographic indicators
- Healthy People 2020

Read:

- Sample Script and FAQ about SLE

View:

- Healthy People 2020
  https://www.healthypeople.gov/
- Vulnerable Populations
  https://www.youtube.com/watch?v=UrYygRx6CA
- Poverty Map
- Transformative Learning Concepts [Video file, 3:03 mins]
- Glossary of Terms for VBSN Grant
- Planning a Service Learning Experience (PowerPoint)

Week 3: Major Health Issues

Read:

Textbook:


- Chapter 4: Perspectives in global health
- Chapter 7: Cultural diversity in the community
- Chapter 10: Environmental health
Module Notes: The Community as Client

- Assessment and analysis
- Major health issues and chronic diseases in the community
- Demographic indicators
- Healthy People 2020

Articles:

Choose 2 of the following articles dealing with major health issues and trends.


View:

- Flint Drinking Water Crisis: Background and Next Steps

Weeks 4 & 5

Module 3: Scientific Frameworks of Community/Public Health Nursing

Practice Experience:

- Continue working on your Practice Experience.

Week 4: Epidemiology in Health Care

Read:

Textbook:


- Chapter 12: Epidemiology
- Chapter 13: Infectious disease prevention and control

Module Notes: Scientific Frameworks of Community Health Nursing

- Epidemiology and biostatistics
- Prevention and control of infectious disease
- Surveillance and outbreak investigation

Article:


Submit:

M3A1: Module 3 Assignment 1
- Comprehensive Community Assessment (week 4)

M3A2: SLE Request and Approval Form Submission (week 5)

M3D1: Everything is Connected (week 4)

M3D2: Reflection: The Community Assessment (week 4)

View:
- Epidemiology in Community Health Nursing

Week 5: Comprehensive Community Assessment Presentation

Read:

Textbook:
- Chapter 11: Genomics in public health nursing
- Chapter 24: Public health surveillance and outbreak investigation

Module Notes: Scientific Frameworks of Community Health Nursing
- Epidemiology and biostatistics
- Prevention and control of infectious disease
- Surveillance and outbreak investigation

<table>
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<tr>
<th>Weeks 6 &amp; 7</th>
<th>Module 4: The Family as Client</th>
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| Week 6 | Practice Experience:  
- Continue working on your Practice Experience. |

Read:

Textbook:
- Chapter 27: Working with families in the community for healthy outcomes
- Chapter 28: Family health risks
- Chapter 29: Child and adolescent health

Module Notes: The Family as Client
- Foundations of family health
- Caring for the family across the lifespan
- Health disparities across the lifespan
- Policies & politics and the family

Articles:
- War-zone-related stress reactions: what families need to know.
- Yambo, T.W. et al (2016) Experience of military spouses of veterans with combat-
related posttraumatic stress disorder. 
*Journal of Nursing Scholarship, 48*(6), 543 – 551.

Week 7

Read:

Textbook:


- Revisit Chapter 30: Major health issues and chronic disease management of adults across the life span
- Chapter 31: Disability health care across the life span
- Chapter 41: The nurse in home health, palliative care, and hospice

Module Notes: The Family as Client

- Foundations of family health
- Caring for the family across the lifespan
- Health disparities across the lifespan
- Policies & politics and the family

Articles:

- The government's role in supporting families 2.0
- How technology is changing the family tree: A future tense event recap
<table>
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<tr>
<th>Weeks 8 &amp; 9</th>
<th>Module 5: Health Promotion and Wellness</th>
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<td>Practice Experience:</td>
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<td>M5A1: SWOT Analysis and Summary (week 9)</td>
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<td>M5D1 In the Community (Week 8)</td>
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<td>Module Notes: Health Promotion and Wellness</td>
<td>Module Notes: Health Promotion and Wellness</td>
<td>• Chapter 16: Changing health behavior using health education with individuals, families, and groups</td>
<td>• Chapter 29: Child and adolescent health</td>
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<td>• Chapter 17: Building a culture of health through community health promotion</td>
<td>• Chapter 29: Child and adolescent health</td>
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<td>• Promoting health through healthy communities</td>
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<td>• Healthy People 2020 Program Planning</td>
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<td>Weeks 10 &amp; 11</td>
<td>Module 6: Influences on Community &amp; Population-Focused Nursing</td>
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<td>M6D1: Internal and External Factors (week 10)</td>
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<td>• Healthy People 2020 environmental health</td>
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<td>• Chapter 40: The nurse leader in the community</td>
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<tr>
<th>Weeks 12 &amp; 13</th>
<th>Module 7: Caring for the Community</th>
<th>Week 12</th>
<th>M7D1: Vulnerable Populations</th>
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<td>Practice Experience</td>
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10 of 16
• Continue working on your Practice Experience.

Read:

Textbook:


• Chapter 32: Vulnerability: issues for the twenty-first century
• Chapter 31: Special needs populations

Module Notes: Common Community Issues

• Vulnerable populations
• Poverty and homelessness
• Veterans health
• Community preparedness and recovery

Articles:

• Old, female, and homeless
• Map: Where is Childhood Homelessness Getting Worse?
• Removing Barriers to Mental Health Services for Veterans
• The Milk Riders

Websites:

• Community Commons

View one of the following:

• PBS (Public Broadcasting System) Special: Poor kids
• Gen silent
• Homeless in america families living in cars
• Vulnerable populations
• Grace after fire (women veterans)

Week 13

Read:

Textbook:


• Chapter 13: Infectious disease prevention and control
• Chapter 23: Public health nursing and the disaster management cycle

Module Notes: Common Community Issues

• Vulnerable populations
• Poverty and homelessness
• Veterans health
• Community preparedness and recovery

View:
Weeks 14 & 15

Module 8: Nurses Roles and Responsibilities in the Community

Week 14
Practice Experience
- Continue working on your Practice Experience.

Read:

Textbook:
- Chapter 46: Public health nursing at local, state, and national levels

Module Notes: Nurses Roles and Obligations in Population Focused Care
- The bachelor's prepared nurse and population health
- The future

Articles:
- Public Health Nursing: the Key to Our Nation’s Health

Week 15

Choose from the following and select 2 chapters to read:

Textbook:
- Chapter 41: The nurse in home health and hospice
- Chapter 42: The nurse in the schools
- Chapter 43: The nurse in occupational health
- Chapter 44: Forensic nursing in the
The course schedule

Module Notes: Nurses Roles and Obligations in Population Focused Care
- The bachelor’s prepared nurse and population health
- The future

Article:

Evaluation

Grade Ranges
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=below 60%

Breakdown
A minimum course grade of "C" is required for credit toward your nursing degree.

<table>
<thead>
<tr>
<th>Practice Experience</th>
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<tbody>
<tr>
<td>Discussion Participation</td>
<td>35%</td>
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<tr>
<td>Comprehensive Community Assessment</td>
<td>20%</td>
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<tr>
<td>SWOT Analysis and Action Plan</td>
<td>20%</td>
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<tr>
<td>Population Focused Care Paper</td>
<td>25%</td>
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<td><strong>Total</strong></td>
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Criteria

COURSE REQUIREMENTS

Course Activities:
Before beginning your course work, be sure to review the *Excelsior College Guidelines for Online Interaction* (http://www.excelsior.edu/netiquette) (a.k.a. (Also known as) Online Etiquette or "Netiquette"). If you have any questions regarding these guidelines, please feel free to direct them to your instructor. All student work in this course may be submitted to
plagiarism detection software.

**Practice Experience: 45 hours – Pass/Fail**

This course includes 45 hours of a Practice Experience. Satisfactory performance in the practice experience of this course is required for a passing grade in the course. The Practice Experience includes the following components:

1. **Comprehensive Community Assessment: 10 hours**: provides you with the opportunity to gain a richer understanding of your community by identifying, collecting, analyzing, and reviewing community assets, strengths, resources, needs, and populations as well as gaps in services.
2. **SWOT Analysis: 5 hours**: provides you with the opportunity to meet with Service Learning Experience agency staff to obtain assessment data regarding strengths, weaknesses, opportunities, threats, and gaps in service. This will be done through direct conversation with agency staff and clients as well as observations made while at the agency.
3. **Service Learning Practice Experience: 30 hours**: provides the opportunity to apply key elements of Community/Public Health Nursing (C/PHN); advocate for the health of a vulnerable population; gain a richer understanding of the health of a community; identify the potential role of the C/PHN through your interactions with an organized service experience.

**Comprehensive Community Assessment – 20%**

The Comprehensive Community Assessment includes the collection and analysis of both qualitative and quantitative. This results in a comprehensive assessment of the community or local neighborhood.

This assignment is 20% of your final course grade. Address all components found in the scoring rubric since this will be used to determine your grade.

**SWOT Analysis & Action Plan – 20%**

The SWOT analysis of the SLE agency addresses the strengths, weaknesses, opportunities, threats, and gaps in services available in the community. Explores possibilities for solutions to problems and develops a realistic action plan that will be shared with the Service Learning Experience agency.

This assignment is 20% of your final course grade. Address all components found in the scoring rubric since this will be used to determine your grade.

**Population Focused Care Paper – 25%**

The Population Focused Care is a scholarly proposal for change within your community grounded in evidence based practices, Healthy People 2020 goals, and public health nursing competencies. Write a 10-12-page paper supported by a minimum 6 peer review references. Address all components and follow the Population Focused Care rubric since this will be used to determine your final grade.

This assignment accounts for 25% of your final course grade and must have a title page, abstract, and references that reflect APA format.

**Discussions - 35%**

The discussions each week are designed to provide a forum for an academic exchange of ideas, Discussions include personal/professional experiences, ethical considerations, empirical and theoretical literature, new insights, and deeper understanding related to the topics presented.

In addition, the Post Clinical Conference is incorporated into the discussion forum where you will reflect on your Service Learning Experience as well as address specific aspects from the module content.

All discussions begin each Monday at 12:01 AM Eastern Time and conclude each Sunday at 11:59 PM Eastern Time.

Please refer to the Discussion RUBRIC for more details related to the expected Mastery Level of Performance and the criteria demonstrating performance beyond mastery to exemplary performance. Discussions are designed to generate scholarly dialogue as well as function as a Post Clinical Conference.
By registering for a web-based course, you have made a commitment to participate regularly with your instructor and other students in online discussions. You will be expected to use online course tools (Discussions and Chat rooms) to interact with your peers and work collaboratively to improve your understanding of underlying course ideas and issues.

To lessen the risk of losing your work, do not write major discussions directly into a discussion posting. Instead, compose and check your work in other software (such as Microsoft Word) and then use the Create Message button and copy and paste your text into the new posting.

**FORMATTING AND STYLE FOR WRITTEN ASSIGNMENTS:**

APA (American Psychological Association) style is required for all written assignments.

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**Course Policies**

### Late Assignment Policy

All assignments are expected to be submitted on time. Prior authorization from your instructor is required for late submissions. The first late submission is accepted up to 5 days late without penalty. A late penalty of five percent per day will be assessed when the first late assignment is submitted after the fifth day. Subsequent late submissions are assessed a late penalty of five percent per day (e.g., -5 points each day on a 100-point assignment, or -2.5 points each day on a 50-point assignment). Extenuating circumstances* are considered without penalty.

No work will be accepted after the final day of the term unless an official course extension has been granted.

*Some types of extenuating circumstances that will be considered are:

- a serious medical illness or injury to the student,
- a death of an immediate family member,
- a significant change in employment or military status that prevents the student from completing the assignment/assessment,
- a significant trauma in the student’s life that impairs the student’s emotional and/or physical health,
- technical issues that prevent student from completing the assignment/assessment by the designated due date/time.

Documentation may be asked for extenuating circumstances at the discretion of your instructor.

### Late Quiz/Exam Policy

All quizzes and exams must be completed by the end of its designated module (Sunday at 11:59 PM EST). Plan ahead and use your time wisely. Be sure to begin your exam with enough time to complete it before the due date and time. You are responsible for submitting your attempt on time.

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**Institutional Policies**

### COURSE PARTICIPATION:

Weekly course participation is required. Please see the Student Participation Policy (https://info.excelsior.edu/student-policies/student-participation-policy-for-online-courses/) for more details.

**Instructor Participation**

Your instructor will:

- Post a welcome message during the first 24 hours of the course.
- Schedule real time office hours through the chat room and/or by individual appointment.
- Communicate with you through the Blackboard communication tools, including internal course messaging.
- Respond to student communications within two business days.
- Log into the course to review and participate at least three different days a week in 15-week courses, or four different days a week in 8-week courses.
- Provide you with formative feedback midway through the course based on work submitted to that point.
Grade all formative assignments within seven calendar days of each assignment due date in 15-week courses and within four calendar days of each assignment due date in 8-week courses, and grade summative work within five calendar days after the end of the term.

**POLICIES:**

You are responsible for being familiar with all the policies that are related to your activity in this course. Complete information on Excelsior College policies can be found in the Course Information area or by visiting the Excelsior College Policies page (http://www.excelsior.edu/policies).

All student work in this course may be submitted to plagiarism detection software. The reports from this software may be used as evidence in support of disciplinary actions. Please see the policy on Academic Honesty (https://info.excelsior.edu/student-policies/academic-honesty/) for more details.

**Additional Items**

This course contains the technologies listed below. Click each link to view each technology's accessibility statement.

- **Blackboard Learning Management System** (https://en-us.help.blackboard.com/Learn/9.1_2014_04/Administrator/030_Accessibility)
- **Adobe Acrobat Reader** (http://info.excelsior.edu/accessibility/acrobat)
- **Films on Demand** (http://info.excelsior.edu/accessibility/fod)
- **Microsoft Office 2010** (http://info.excelsior.edu/accessibility/office-2010)
- **Microsoft Office 2013** (http://info.excelsior.edu/accessibility/office-2013)
- **Turnitin** (http://info.excelsior.edu/accessibility/turnitin)
- **YouTube** (http://info.excelsior.edu/accessibility/youtube)

View more information about Disability Services (http://www.excelsior.edu/disability-services).