

Application for a New Course v10.7

Discard instructional pages A-C before submitting application. Consult with program director and dean before changing responses in red type.

Course ID (<i>Subject and Number</i>)	HCAD 644
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Meghan Hope, JD, MHA, CPB
2	Course Instructor	TBD
3	Course Title	The Healthcare Revenue Cycle and Payment Methodologies
4	Course Abbreviation for Banner if title is more than 30 characters	Hlth Rev Cyc & Pmt Methods
5	College	College of Graduate and Professional Studies
6	Department or School	School of Professional Studies
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation

14	Number of faculty workload hours	(add response - use same number as response to 7 unless under lead/facilitator model)
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	30
17	Catalog Description (50 words or less)	An introduction to healthcare payment methodologies and revenue cycle operations. Students will explore how optimizing the revenue cycle enhances the patient experience and improves financial outcomes. Topics include how policy shapes healthcare payment, introduction to third party payers, history of reimbursement, revenue cycle components and its role in healthcare financing.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	none
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	none
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-7.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☐ No ☒ Yes If yes: all, even, or odd years?
23	First semester this course will be	Summer I 2022

	offered under new Course ID. <i>May not be earlier than two parts of the term in the future.</i>	
24	Is this course required for a degree/s?	☐ No ☒ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-4.</i>	none

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

This course will replace HCAD 643 - Healthcare Law in the MHA Core Curriculum. An Approval Chart for the Curriculum Change to update the degree plan is included.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

In preparation for the re-launch of the MHA program, a comparison of current courses and Student Learning Outcomes was conducted. The current curriculum did not have a course mapped to SLO #5.2 "Students will apply financial management skills to the healthcare industry." HCAD 644 will replace the HCAD 643 - Health Law because the MHA program already has a strong health policy course (HCAD 621) and many of the other MHA courses have legal concepts built in.

III. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

Students in the Master of Healthcare Administration degree program and other students in the ACU Online graduate program, if applicable.

2. State the overarching course goal(s) in performance terms.

Students will explore how optimizing the revenue cycle enhances the patient experience and improves financial outcomes. Topics include the role of health policy in shaping healthcare payment, introduction to third party payers, history of reimbursement, components of the healthcare revenue cycle and its role in healthcare financing.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Students will explore how optimizing the revenue cycle enhances the patient experience and improves financial outcomes.	Discussion Questions and Assignments
2	Students will describe the role of health policy in shaping healthcare payment.	Discussion Questions and Assignments
3	Students will understand the role of third party payers in healthcare reimbursement	Discussion Questions and Assignments
4	Students will explore the history of reimbursement	Discussion Questions and Assignments
5	Students will analyze components of the healthcare revenue cycle and its role in healthcare financing	Discussion Questions and Assignments

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.

For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Resources for the course will be determined by the Subject Matter Expert (in consultation with the Program Director) when the course is under development with the instructional design team.

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's provisional memo of support.
Attach if applicable	
4	Content Overlap — Include one document for each course you listed in Section I-28. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Program Resources — List the resources that support the course and are available only through the program, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or program resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach any documents to which you refer in Section II-B.

HCAD 644: The Healthcare Revenue Cycle and Payment Methodologies

2021 Section HCAD 644 3 Credits 10/14/2019 to 10/14/2020 Modified 04/09/2021

Mission Statements

University Mission Statement

The mission of Abilene Christian University (ACU) is to educate its students for Christian service and leadership throughout the world.

This mission is achieved through the following:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College Mission Statement

The mission of the College of Graduate and Professional Studies (CGPS) is to prepare students for Christian service and leadership by providing them with the knowledge and skills to advance their careers, thereby placing them in positions of influence for the expansion of God's purposes in the world.

Program Mission Statement

The mission of the Master of Healthcare Administration program is to prepare leaders in health organizations by focusing on innovation in the healthcare industry and exploring how faith shapes the ethical challenges of patient care. This is accomplished through preparing students to:

- Establish and maintain effective relationships with internal and external healthcare constituents.
- Provide effective leadership through inspiring excellence, attaining shared vision, and achieving strategic goals.
- Align personal and organizational conduct with ethical and professional standards including responsibility to the patient and community grounded in one's Christian identity.
- Demonstrate an understanding of the healthcare system and the environment in which healthcare leaders function.
- Apply business principles to the healthcare environment.

Integration of Christian Faith

ACU is guided by the 21st Century Vision, consisting of four primary goals: (1) to produce leaders who think critically, globally, and missionally; (2) to build distinctive, innovative programs; (3) to deliver a unique, Christ-centered experience that draws students into community; and (4) to expand their influence and educational reach nationally and internationally. The MHA program assists ACU in accomplishing these goals. The MHA program will produce practitioners who think critically, globally and missionally. Key program outcomes focus on graduates' ability to engage in effective leadership and management practices contributing to quality healthcare delivery and improvement of patient health outcomes. Students will be required to reflect upon how they can best communicate a missionally driven message to those under their leadership. The MHA program is distinctive and innovative because of its focus on

ethical practice informed by the leader's Christian identity. The program will draw students into Christ-centered community as they share their personal visions and missions for their healthcare leadership roles. Finally, the program is designed to be offered online, expanding ACU's reach and influence to a global audience.

Course Description

An introduction to healthcare payment methodologies and revenue cycle operations. Students will explore how optimizing the revenue cycle enhances the patient experience and improves financial outcomes. Topics include the role of health policy in shaping healthcare payment, introduction to third party payers, history of reimbursement, components of the healthcare revenue cycle and its role in healthcare financing.

Program and Student Learning Outcomes

Program Learning Outcome #4: Knowledge of the Healthcare Environment: *Graduates will demonstrate an understanding of the healthcare system and the environment in which healthcare leaders function.*

- SLO #4.1: Students will demonstrate an understanding of healthcare systems and organizations.
- SLO #4.3: Students will demonstrate an understanding of the patient's perspective.

Program Learning Outcome #5: Administrative Knowledge and Skills: Graduates will apply administrative principles to the healthcare environment.

- SLO #5.2: Students will apply financial management skills to the healthcare industry.

	Student Learning Outcome	Measurement
1	Students will explore how optimizing the revenue cycle enhances the patient experience and improves financial outcomes.	Discussion Questions and Assignments
2	Students will describe the role of health policy in shaping healthcare payment.	Discussion Questions and Assignments
3	Students will understand the role of third party payers in healthcare reimbursement	Discussion Questions and Assignments
4	Students will explore the history of reimbursement	Discussion Questions and Assignments
5	Students will analyze components of the healthcare revenue cycle and its role in healthcare financing	Discussion Questions and Assignments

Course Requirements

General descriptions of the course requirements are below. See the online modules for detailed assignment instructions.

Discussion Questions

Participation in online discussions is mandatory. In order to actively participate in these discussions you will need to log in at least 5 days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. Discussions begin on Tuesday each week and end on Monday at 11:59 PM Central. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. Your initial post will be due on Wednesday by 11:59pm CST. You are also expected to respond to at least 1 of your classmates' postings for each discussion question. No late posting will be accepted.

Course Policies

Note: Please see the Canvas course for information on the faculty as well as all due dates.

Engaged Learning in an Online Format

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.

Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course from that email notification. If the student does not log into the course in that period of time, they will be administratively withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point, before the last week of class the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Service Advisor and/ or New Student Ambassador, and instructor to make appropriate arrangements.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook.

Paper Specifics

All formatting and referencing should follow *The Publication Manual of the American Psychological Association, 7th Edition*. Papers should be written in Times New Roman, 12-point font and submitted as a .docx, .doc, or .pdf file. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive APA and/or grammatical errors, the professor may return the paper without grading it. Your faculty will determine the date for submission for the revised paper and 10% will be automatically deducted in addition to any late penalty deductions if the assignment was submitted late.

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

Academic Integrity

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research. Assignments may or may not be submitted through the TurnItIn plagiarism checker.

The Academic Integrity and Honesty Policy is available on the ACU Provost's Office [webpage](#), where you may find detailed information regarding what constitutes academic dishonesty and resultant disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:

- losing points on an assignment.
- failing an assignment.
- failing a course.
- having a record of improper conduct in the dean's office which oversees the course in which the infraction was made.
- being dismissed from the university.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

* ACU Learner Support, Resources, and Services

Anti-Harassment Policy

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. Therefore, it is the purpose of the Anti-Harassment Policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth review of the university's anti-harassment policy, the full definition of harassment, and procedure for reporting, visit: <http://www.acu.edu/student-life/anti-harassment.html>.

ACU Online Student Handbook

The current version can be found [here](https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY) (https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY).

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or alpha@acu.edu.

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance>. Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit <http://guides.acu.edu/c.php?g=824708&p=5887421>. For research assistance, you can visit <http://asklibrary.acu.edu> and submit your question through the web form or get help via text or chat.

Title IX Statement

As a professor, one of my responsibilities is to help create a safe learning environment on our Abilene Christian University Dallas Online campus. I also have a **mandatory reporting responsibility** related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators with the ACU Dallas Online campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center \(https://www.acu.edu/medical-and-counseling-care/counseling-center/\)](https://www.acu.edu/medical-and-counseling-care/counseling-center/). All of your options are available for review by clicking on the link to ACU's [policy](#).

✓ Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment. There are limitations to the number of C's you may accumulate in a graduate program based on the number of credit hours in the program. A cumulative 3.0 GPA must be maintained to graduate. Letter grades correspond with points as outlined in the table below.

Points Earned	Grade
90-100 points	A
80-89.9 points	B
70-79.9 points	C
60-69.9 points	D
59 points and lower	F

📅 Course Outline and Schedule

(Schedule subject to change; See the Canvas course for updated information on due dates.)

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: April 10, 2021
TO: Meghan Hope
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for HCAD 644 – Healthcare Revenue Cycle and Payment Methodologies

After reviewing the course syllabus and application, the library can tentatively support the proposed course. Please contact your librarian liaison, Melissa Atkinson, if additional library resources are needed for the course. Thank you for the opportunity to evaluate the course development template.

ABILENE CHRISTIAN UNIVERSITY
DUNCUM CENTER SOLUTIONS

M E M O R A N D U M

DATE: April 12, 2020

TO: Dr. Meghan Hope, Program Director for Online Healthcare Administration Programs

FROM: Lori Anne Shaw, Executive Director for Duncum Center Solutions & Academic Services

RE: Course Application for HCAD 644: Healthcare Revenue Cycle and Payment Methodologies

After reviewing the course application and syllabus, Duncum Center Solutions (DCS), the instructional design team for ACU Dallas, is able to support the proposed course. Please let the DCS team know if additional instructional design support is required for the course. Thank you for letting us review the course application and syllabus.

ACU Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Advise & Respond

Course Number: HCAD 644

Circle the number that corresponds to the requested change.

		Program	Dean	College Academic	Provost	President
	Change to a Course					
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I
5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s)	A	A	--	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I
12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I
14.	New course (application required)	A	A	A	A	I

		Program	Dean	College Academic	Provost	President	Board of Trustees
	Change to a Degree Plan						
1.	Major/Program — Revision	A	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	A	--
4.	Major/Program — Offer existing university program on campus	--	A	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I
7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

		Program	Dean	College Academic	UGEC	UUAC	Provost	Faculty	President
	Change to Undergraduate University Requirements								
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	--	A
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	--	A
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A
	Change to Catalog Information For Campus								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	--	A	--	A
2.	Admission requirements	--	--	A	--	--	A	--	A
3.	Policies governing academic probation and suspension	--	--	A	--	--	A	--	A
4.	Requirements for graduating with honors	--	--	A	--	--	A	--	A

Program Director/Department Chair

Meghan Hope

Meghan Hope (Apr 16, 2021 10:01 CDT)

Apr 16, 2021

Meghan Hope

Date

Dean(s)

Nannette W. Glenn, Ph.D.

Nannette W. Glenn, Ph.D. (Apr 16, 2021 09:55 CDT)

Apr 16, 2021

Nannette Glenn

Date

College Academic Council

Joseph Halbert

Date

University General Education Council

N/A

Chair's signature

Date

Undergraduate Academic Council

N/A

Chair's signature

Date

Provost

Robert Rhodes

Date

Faculty

N/A

Faculty Senate Chair's signature

Date

President

Phil Schubert

Date