

# HA 410 Research Methods in Healthcare Management DE MASTER

2017 Section ALL 05/09/2017 to 03/31/2021 Modified 04/29/2020

## Meeting Times

### Online Classes

Monday, 12:00 a.m. to Sunday, 11:59 p.m. (Pacific time)

### Class Length

8 weeks

Your instructor *may* schedule optional synchronous/live sessions using the Virtual Classroom (Blackboard Collaborate) meeting space. Please check your course announcements for specific dates and times. All meetings will be recorded and will be accessible in the Virtual Classroom.

## Contact Information

## Course Description

This course explores research in health care with an emphasis on tools to make informed decisions for patients and the healthcare organization. Students will examine ethical considerations, evaluate the research process, analyze qualitative, quantitative, and mixed research methods, determine the reliability and validity of questionnaires, explore descriptive and comparative statistics, and statistical modeling.

Total Course Credits:	Total Course Hours:	Lecture Hours Online:
3	45	45
Lab Hours:	Supervised Clinical/Practicum Hours:	Externship/Internship Hours:
0	0	0

## Course Learning Outcomes

1. Recognize and identify the essential elements of a research study and the research process.
2. Identify key ethical considerations when planning a research study.
3. Demonstrate the function and value of the literature review in research.
4. Evaluate validity and reliability.
5. Identify methods in data collection.
6. Differentiate between quantitative and qualitative data.
7. Differentiate between descriptive and comparative statistics.
8. Examine how budget analysis influences decision-making.

Week	CLOs	POs	ILOs	ACHE
1	1	4	1,2	3, 4
2	2	4	1, 5, 6, 7	3, 4
3	1, 3	4	1, 2, 4, 7	3, 4, 5
4	4, 5, 6	4	1, 2	4, 5
5	4, 5, 7	4	1, 2, 7	4, 5
6	4, 5, 7	4	1, 2	4, 5

7	1, 2, 3, 4, 5, 6	4	1, 2, 3, 4	1, 3, 4
8	7, 8	1	1, 2, 4, 7	4, 5

## Program Learning Outcomes

### Program Mission:

The mission of the Bachelor of Science in Health Administration (BSHA) program is to provide early careerists, and working professionals from diverse educational and cultural backgrounds with the theory, knowledge, skills, and abilities required for entry-level positions in hospitals, long-term care facilities, medical group practices, and other healthcare facilities.

### Program Objective:

The BSHA program provides students with a strong foundation in the core functional areas of Health Administration to include law and ethics, finance, information systems, health care policy, regulatory compliance and accreditation, quality and risk management performance and strategic planning and leadership.

### Program Vision:

The BSHA program is delivered online to meet the needs of our students and through highly qualified faculty who work within the healthcare field and who engage in scholarship and research, professional development, and service. The vision of the BSHA program is to "become the leading health administration program locally, nationally, and internationally by providing the highest student-centric education and high-value service to the community in which we serve.

### Program Learning Outcomes:

1. Apply financial management principles for decision making and strategic planning in healthcare organizations.
2. Analyze the application of organizational business skills to operational management and administration of healthcare organizations.
3. Evaluate quality improvement standards and practices to optimize business performance improvement of healthcare organizations.
4. Interpret healthcare ethical, legal, and compliance matters to support healthcare services, patient data and confidentiality, and information systems.
5. Evaluate innovative information technology to support business management and organizational dynamics of healthcare organizations.
6. Assess the impact of collaborative interprofessional relationships and team building principles within healthcare organizations.
7. Demonstrate the application of leadership models and techniques to the strategic needs of healthcare organizations.

### ACHE Competencies



The American College of Healthcare Executives (ACHE) competencies are categorized into five critical domains: Communication and Relationship Management, Leadership, Professionalism, Knowledge of the Healthcare Environment, and Business Skills and Knowledge. The BSHA program and curriculum align with the ACHE competency model.

## Course Materials

Your textbook is available in the Blackboard course under the **E-Text** menu item. The textbook is delivered through the Vital Source E-Text platform. Please note that some books do have a print on demand option. Print on Demand, if available, is found in your Vital Source bookshelf.

### Principles of Research and Evaluation for Health Care Programs

**Author:** Perrin, K. M.

**Publisher:** Jones & Bartlett Learning

**Edition:** 1st

**Availability:** Available in your Vital Source Bookshelf

### A Pocket Style Manual (APA Version)

**Author:** Hacker, Diana

**Publisher:** Bedford St. Martins

**Edition:** 8th

**Availability:** Available in your Vital Source Bookshelf (from previous terms)

## Evaluation

West Coast University Grading Scale (Reflective of final course grade; see associated policy in Catalog)	Grade	Points	WCU Grading Scale
	A	4	93–100
	A-	3.7	90–92
	B+	3.3	87–89
	B	3.0	83–86
	B-	2.7	80–82
	C+	2.3	76–79
	C	2.0	73–75
	C-	1.7	70–72
	D+	1.3	66–69
	D	1.0	63–65
	D-	0.7	60–62
	F	0.0	59 or below
	AU	0.0	Audit
	CR	0.0	Credit
	P	0.0	Pass

NP	0.0	Not Passed
I	0.0	Incomplete
TC	0.0	Transfer Credit
W	0.0	Withdrawal (Before Drop Deadline)
WF	0.0	Withdrawal (After Drop Deadline)

**Note:** AU, CR, P, NP, I, TC, W, and WF are used on the Academic Record but have no point values and are not computed in the [Cumulative Grade Point Average \(CGPA\)](http://westcoastuniversity.smartcatalogiq.com/en/Fall-2017/West-Coast-University-Catalog/Academic-Policies-and-Procedures/Calculating-the-Cumulative-Grade-Point-Average) (<http://westcoastuniversity.smartcatalogiq.com/en/Fall-2017/West-Coast-University-Catalog/Academic-Policies-and-Procedures/Calculating-the-Cumulative-Grade-Point-Average>).

A minimum passing grade is required for each course and **varies by program**. Earned grades below the minimum passing grade reflect that the course has not been successfully completed. Each academic program has unique prerequisite requirements. Please see the specific program section for additional information.

Students should review the program specific grading scale in the [University Catalog](http://westcoastuniversity.edu/admissions/catalog.html) (<http://westcoastuniversity.edu/admissions/catalog.html>).

## Evaluation Criteria

The evaluation criteria consists of **Formative** and **Summative** assessments of student learning.



**Formative:** Assessment that occurs throughout the course to provide feedback and support for improved performance as part of an ongoing learning process.

*Examples: Evidence-based research, presentations, case studies, specific class projects, weekly quizzes, homework assignments, clinical or lab assignments, practice exams*



**Summative:** Assessment that occurs at the conclusion of the course to determine whether student learning outcomes have been achieved.

*Examples: Final exam, term paper, or term project*

*Signature Assignments, where applicable, are course assignments designed to comprehensively measure student achievement of course and program learning outcomes.*

### Additional Information:

- All assignments are to be submitted via the online classroom except where otherwise noted. Email submissions will not be accepted. Grades and comments on graded items will be posted in the Blackboard Gradebook, unless otherwise specified. **All assignments submitted for each course must be created for that particular course. Any assignment (a paper or presentation) submitted for credit in one course may not be duplicated and submitted for credit in any other course unless approved by the faculty or noted in the syllabus.**
- Please review all rubrics in the course for assignment grading criteria, found under the My Grades tab.**
- It is important that you save all of your completed assignments for your records.**
- Please ensure that you have saved copies of all your work on a drive such as Dropbox or a personal hard drive as you may be asked to recall these assignments as you near the end of your program.

## Criteria

Assignment	Weight / Points	Week Due	Details
Formative			

Assignment	Weight / Points	Week Due	Details
Discussion Board	160 (20 points each)	1–8	Please see the discussion board rubric for grading criteria.
Research Study Mini Analysis	100	1	Objective: Recognize and identify the essential elements of a research study related to epidemiological research.
Case Study: Diaz vs. Hillsborough County Hospital Authority	100	2	Objective: Identify key ethical considerations when planning a research study.
Literature Review	100	3	Objective: Examine the function and value of the literature review in research related to public health policy, epidemiological research, or healthcare administration.
Validity and Reliability Scenarios	100	4	Objective: Analyze validity and reliability.
Survey and Analysis	100	5	Objective: Explore and reflect on the function and value of surveys as a data tool.
Case Study: Variables and Statistical Significance	100	6	Objective: Evaluate data collection methods and statistical significance.
Personal Budget	100	8	Objective: Create a personal budget using Excel and reflect on how budget choices can influence decision-making.
<b>Summative</b>			
Signature Assignment: Research Study Critique Poster Presentation	140	7	Objective: Examine, analyze, and evaluate a research study related to public health policy, epidemiological research, or healthcare administration.
<b>Total Points</b>	1,000		

## Course and Program Specific Policies

### Discussion Board Requirements\*

The Online Discussion Board is designed to stimulate class dialogue that would normally take place in a face-to-face didactic setting. Participation in the Discussion Board serves as a learning strategy to help demonstrate student knowledge of course content. Each Discussion Board post will be assessed using a rubric (located under the "My Grades" menu). In addition to reviewing the grading criteria in the rubric, please note the following Discussion Board post expectations, which must all be met to earn full weekly discussion credit:

- Discussion posts must be completed during the week they are assigned. Discussion posts made in advance of the assigned week will not count toward the weekly discussion grade. If you wish to work ahead, please compose your responses in a Word document, then post when the week arrives.
- Each week, you are required to submit a reply to each initial prompt and replies to your peers or instructors in the Discussion Board. An automatic 10% point deduction will be assessed for all late **initial** postings.  
**Note: There may be more than one initial prompt per week, depending on the course and material covered. It is your responsibility to reply accordingly.**  
 The required posts per initial prompt are described as follows:
  - No later than Wednesday, 11:59 p.m. (Pacific time) each week, you must post one (1) response to each initial prompt posted by the instructor AND
  - Throughout the week, and no later than the conclusion of each week, you must reply to a minimum of two (2) peers and/or instructors, per initial prompt, although replying to more is highly encouraged. Replies must be made throughout the week to show active participation.
- Any post made in the Discussion Board must be well-developed.

- A well-developed post is meaningful, clearly demonstrates relevance to the topic, reflects critical thinking and your knowledge of the material, demonstrates *synthesis* of the subject matter, extends the discussion by building on previous posts, and includes proper source citations, when applicable. Posts limited to "I agree," "Great posting," or "Thank you" will not be assessed as well-developed and will therefore not be considered a contribution to the number of required weekly posts.

## Late Discussions

Weekly discussion posts will be assessed according to the Discussion Board rubric in the My Grades area. Late postings that occur after Wednesday will reflect an automatic 10% point deduction. Discussion postings made after the week will not count toward the weekly discussion grade.

Assignments submitted after the due date will be penalized at 5% per day. Late assignments will not be accepted more than 5 days after the due date, unless preapproval from the instructor has been obtained in writing. Note due dates and times posted in the course. Be sure to contact the instructor if you believe you must submit an assignment after the due date. Contact with the instructor regarding late assignments after the allowable 5 days does not guarantee approval to submit the assignment outside this time frame. Approvals outside the 5 days are generally provided for extenuating circumstances only.



**Late work is not accepted after the close of the course without prior approval from the instructor unless there are extenuating circumstances.**

\* Individual programs may have additional or varied discussion board requirements. Please see the program policy section of the syllabus for specific requirements.

## Minimum Passing Grade

A minimum grade of a "C" will be required to receive course credit in the **BSHA Program**. Should a student receive a "C-" grade or lower, it will not be considered a passing grade for the BSHA program and the student will be required to retake the course.

## Course Outline

The Course Outline below serves as a course roadmap, displaying the topics and activities intended to be covered each week. This schedule is subject to change in the event of extenuating circumstances. Please see the weekly agenda and announcements page in the Blackboard course for further information.

- **Objectives** reflect the teaching activities that, if engaged in, are intended to lead to specific, measurable student learning outcomes.
- **Course Activities and Assignments** outline the teaching strategies used and the assessment requirements that students are to fulfill throughout the duration of the course.

*\*Refer to the assignment rubrics in your course for specific grading criteria. Rubrics can be found in the My Grades section and/or in your assignment dropbox.*

Week	Topic	Objectives	Activities & Assignments
1	Introduction to Research and Evaluation	<ol style="list-style-type: none"> <li>1. Explain the similarities and differences between research and evaluation.</li> <li>2. Explore and assess research questions.</li> <li>3. Differentiate among the types of research and evaluation.</li> <li>4. Evaluate each segment of a SWOT (strength, weakness, opportunity, threat).</li> </ol>	<p><b>Assigned Readings</b></p> <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Chapter 1: Purpose</li> <li>• Chapter 7: Elements of Research</li> </ul> <p><b>Content and Activities</b></p> <ul style="list-style-type: none"> <li>• Explore the weekly Content and Activities</li> <li>• Review the additional resources for Week 1</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Complete your initial discussion prompt and participate in the weekly discussion</li> <li>• Submit Research Study Mini Analysis</li> </ul>

Week	Topic	Objectives	Activities & Assignments
2	Research Ethics and Research in Health Care	<ol style="list-style-type: none"> <li>1. Discuss the role of ethics in research.</li> <li>2. Explain the function of the Institutional Review Board (IRB).</li> <li>3. Examine factors that contribute to the research of health and health care.</li> </ol>	<p><b>Assigned Readings</b></p> <ul style="list-style-type: none"> <li>• Chapter 2: Ethics</li> <li>• Chapter 3: Determinants of Health</li> </ul> <p><b>Content and Activities</b></p> <ul style="list-style-type: none"> <li>• Explore the weekly Content and Activities</li> <li>• Review the additional resources for Week 2</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Complete your initial discussion prompt and participate in the weekly discussion</li> <li>• Submit Case Study Diaz vs. Hillsborough County Hospital Authority</li> </ul>
3	The Literature Review and Theories and Models of Research	<ol style="list-style-type: none"> <li>1. Recognize the importance of literature reviews to research and evaluation.</li> <li>2. Assess literature and evaluate its value to research and evaluation.</li> <li>3. Complete the steps involved in a literature review.</li> <li>4. Explain the difference between inductive and deductive reasoning.</li> <li>5. Identify different types of theories and models.</li> </ol>	<p><b>Assigned Readings</b></p> <ul style="list-style-type: none"> <li>• Chapter 1: Purpose: Review the <i>Literature Review</i> section</li> <li>• Chapter 13: Reports and Presentations: Read the section, <i>Literature Review or Background</i></li> <li>• Chapter 4: Theories and Models</li> </ul> <p><b>Content and Activities</b></p> <ul style="list-style-type: none"> <li>• Explore the weekly Content and Activities</li> <li>• Review the additional resources for Week 3</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Complete your initial discussion prompt and participate in the weekly discussion</li> <li>• Submit Literature Review</li> </ul>
4	Qualitative Research vs. Quantitative Research	<ol style="list-style-type: none"> <li>1. Compare qualitative research to quantitative research.</li> <li>2. Explain how reliability and validity are related to each other.</li> <li>3. Distinguish between the different types of reliability and validity.</li> <li>4. Justify the steps needed to conduct a pilot study.</li> </ol>	<p><b>Assigned Readings</b></p> <ul style="list-style-type: none"> <li>• Chapter 5: Reliability and Validity</li> <li>• Chapter 6: Qualitative Data</li> </ul> <p><b>Content and Activities</b></p> <ul style="list-style-type: none"> <li>• Explore the weekly Content and Activities</li> <li>• Review the additional resources for Week 4</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Complete your initial discussion prompt and participate in the weekly discussion</li> <li>• Submit Validity and Reliability Scenarios</li> </ul>
5	Data Collection in Research, Part 1	<ol style="list-style-type: none"> <li>1. Explain the value and function of surveys.</li> <li>2. Examine quantitative data and statistical analysis and their function in research.</li> <li>3. Identify the differences between categorical and continuous data.</li> <li>4. Examine the relationship between variance and standard deviation.</li> </ol>	<p><b>Assigned Readings</b></p> <ul style="list-style-type: none"> <li>• Chapter 8: Surveys</li> <li>• Chapter 9: Data Tools</li> </ul> <p><b>Content and Activities</b></p> <ul style="list-style-type: none"> <li>• Explore the weekly Content and Activities</li> <li>• Review the additional resources for Week 5</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Complete your initial discussion prompt and participate in the weekly discussion</li> <li>• Submit Survey and Analysis</li> </ul>

Week	Topic	Objectives	Activities & Assignments
6	Data Collection in Research, Part 2	<ol style="list-style-type: none"> <li>1. Define population and sample and examine how they are utilized in research.</li> <li>2. Examine how sample size influences other considerations.</li> <li>3. Discuss how sampling bias effects the study results.</li> <li>4. Explore the need for statistics to explain data.</li> <li>5. Define type I and type II errors.</li> </ol>	<p><b>Assigned Readings</b></p> <ul style="list-style-type: none"> <li>• Chapter 10: Populations and Samples</li> <li>• Chapter 11: Inferential Statistics</li> </ul> <p><b>Content and Activities</b></p> <ul style="list-style-type: none"> <li>• Explore the weekly Content and Activities</li> <li>• Review the additional resources for Week 6</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Complete your initial discussion prompt and participate in the weekly discussion</li> <li>• Submit Case Study: Variables and Statistical Significance</li> </ul>
7	Utilization of Research Methods	<ol style="list-style-type: none"> <li>1. Explain how to evaluate a research project.</li> <li>2. Examine the essential elements of a research report.</li> <li>3. Develop and present an oral report.</li> <li>4. Utilize knowledge of research and evaluation to critically assess a case study.</li> </ol>	<p><b>Assigned Readings</b></p> <ul style="list-style-type: none"> <li>• Chapter 13: Reports and Presentations</li> <li>• Chapter 14: Case Study: University Medical Cancer Care Center</li> </ul> <p><b>Content and Activities</b></p> <ul style="list-style-type: none"> <li>• Explore the weekly Content and Activities</li> <li>• Review the additional resources for Week 7</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Complete your initial discussion prompt and participate in the weekly discussion</li> <li>• Submit Signature Assignment: Research Study Critique Poster Presentation</li> </ul>
8	Budget and Cost Analysis in Research	<ol style="list-style-type: none"> <li>1. Describe the key components of a research budget.</li> <li>2. Explore cost analysis and explain its role in research.</li> <li>3. Identify the key areas in a profit and loss statement.</li> </ol>	<p><b>Assigned Readings</b></p> <ul style="list-style-type: none"> <li>• Chapter 12: Budgets and Cost Analysis</li> </ul> <p><b>Content and Activities</b></p> <ul style="list-style-type: none"> <li>• Explore the weekly Content and Activities</li> <li>• Review the additional resources for Week 8</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Complete your initial discussion prompt and participate in the weekly discussion</li> <li>• Submit Personal Budget</li> </ul>

## Institutional Policies

### University Mission

At West Coast University, we embrace a student-centric learning partnership that leads to professional success. We deliver transformational education within a culture of integrity and personal accountability. We design market-responsive programs through collaboration between faculty and industry professionals. We continuously pursue more effective and innovative ways through which students develop the competencies and confidence required in a complex and changing world.

### Institutional Learning Outcomes

Institutional learning outcomes are designed by the University as a whole, taking into account the role that both instruction and student services play in contributing to a student's success. Institutional learning outcomes assume achievement of the stated programmatic learning outcomes of one's discipline. Upon graduating from a degree program offered by West Coast University, students will be able to:



1. Implement intellectual and practical problem-solving skills through information assessment and critical thinking.
2. Demonstrate effective written communication skills.
3. Demonstrate effective oral communication skills.
4. Demonstrate computer proficiency and information literacy.
5. Describe ethical standards and legal guidelines associated with one's chosen career field.
6. Explain why knowledge of and respect for the societal contributions of diverse cultures and perspectives is an important quality in one's discipline.
7. Articulate the importance of working collaboratively with other healthcare providers in support of the client/patient.

### **Academic Integrity and Dishonesty**

Students should review the Academic Dishonesty Policy in the [University Student Handbook](http://westcoastuniversity.edu/student-affairs/student-services.html). (http://westcoastuniversity.edu/student-affairs/student-services.html) Students are expected to approach their academic endeavors with the highest academic integrity. They must cite sources and submit original work. Academic honesty is central to the institution/student partnership toward student success. Students are accountable for adhering to the Academic Integrity and Academic Dishonesty policies in the [University Student Handbook](http://westcoastuniversity.edu/student-affairs/student-services.html). (http://westcoastuniversity.edu/student-affairs/student-services.html)

### **Attendance Policy**

West Coast University has a clear requirement for students to attend courses. Students should review the Attendance Policy in the [University Catalog](http://westcoastuniversity.edu/admissions/catalog.html). (http://westcoastuniversity.edu/admissions/catalog.html)

### **Reasonable Accommodations**

West Coast University strives to provide reasonable accommodations to students who have a defined need and who follow the appropriate steps toward seeking the accommodation. The Reasonable Accommodations Policy is found in the [University Catalog](http://westcoastuniversity.edu/admissions/catalog.html) (http://westcoastuniversity.edu/admissions/catalog.html) and the [Student Handbook](http://westcoastuniversity.edu/student-affairs/student-services.html). (http://westcoastuniversity.edu/student-affairs/student-services.html)

### **Classroom Policies**

Students are expected to dress professionally during class time as required by the Code of Conduct in the Catalog and any rules in your programmatic handbook. No children are allowed in classes or to be unattended on campus. Use of cell phones, smart phones, or any other electronic devices in the classroom during class time is strictly prohibited. Unauthorized use may lead to faculty member confiscation of the device for the remainder of the class. Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. A student responsible for disruptive behavior may be required to leave the class.

### **Grade Rounding**

At West Coast University, scores are not rounded to the whole number until the end of the term. All student assignments, quizzes, and examinations will be rounded to the first decimal point. At the end of the terms, final course grades will be rounded to the nearest whole point. For programs that use the exam average to determine whether other course assignments are included in the final scoring (e.g., Nursing), the end-of-term exam average may be rounded (using the above rules) to make that determination.

### **WCU Quiz, Test, and Exam Policies**

Quiz, test, and exam policies vary by course objectives and programmatic expectations. Some quizzes, tests, and exams utilize a timed approach, password verification, authentication process, proctoring protocols, and academic integrity software. Students must follow the policies as outlined in the syllabus and in accordance with the university, program, and any third-party company (i.e., ATI®) policies. Refer to the Code of Conduct and Academic Honor Code found in the University Student Handbook. Reference the Late and Make-Up Work policy for specifics regarding missed quizzes, tests, and exams.

### **Late and Make-Up Work Policy**

All students are expected to submit evidence of learning as established by the academic program, which is outlined in the course syllabus. Students are required to meet the course objectives by submitting coursework no later than the assigned due date. In order to demonstrate achievement of the course learning outcomes, students may be allowed to submit late work. Specifics regarding late work are listed in the program and/or course section of the course syllabus. If a student submits late coursework, the instructor, at her or his discretion, may deny acceptance of the assignment or award partial to full credit in alignment with the program policies. Technological issues are not an excuse for late submissions unless the problem stems from university equipment, Blackboard outages, or third-party content providers.

### **Missed Quizzes, Tests, and Exams**

All quizzes, tests, and exams must be completed by the date they are assigned. If a quiz, test, or exam is missed due to a documented emergency situation (e.g., death in the immediate family), it is the student's responsibility to contact the faculty member within 48 hours of the original due date and follow the program policies for missed work. Students who do not make up the quiz, test, or assessment as scheduled or who do not contact the instructor within 48 hours will receive a zero score for that assessment.

### **Final Week of Term/Semester/Trimester**

Quizzes, tests, and exams must be completed and assignments must be submitted no later than the last scheduled day of class during the final week of the term/semester/trimester. In the final week, some courses will have an alternative class meeting day, time, and room, or submission deadline. Specifics regarding the final week are listed in the course syllabus. Refer to the University Attendance Policy for maximum absences and other details.

### **Technology**

West Coast University utilizes the Blackboard Learning Management System. Technical support for Blackboard is offered 24 hours per day, 7 days per week. There are minimum system requirements to access not only Blackboard but also any resources that may be posted in Blackboard or utilized in a course. Please refer to the [University Student Handbook](http://westcoastuniversity.edu/student-affairs/student-services.html) (<http://westcoastuniversity.edu/student-affairs/student-services.html>), for minimum technical requirements. For tech support options, please click on the Support tab located at the top of your Blackboard home page. Blackboard can be accessed here: [www.learn.westcoastuniversity.edu](https://learn.westcoastuniversity.edu) (<https://learn.westcoastuniversity.edu>).

### **Library Information**

You can access the library through the Library tab at the top of your Blackboard home page or here:

<https://westcoastuniversity.edu/academics/library-resources.html> (<https://westcoastuniversity.edu/academics/library-resources.html>)

### **Course Related Policies**

West Coast University has specific course related policies for overload, auditing, repeats, courses passed but not successfully completed, add/drop and withdrawal. Please see the [University Catalog](http://westcoastuniversity.edu/admissions/catalog.html) (<http://westcoastuniversity.edu/admissions/catalog.html>) for course related policies.