

PADM 600 Intro to Health Care Administration

Fall Semester, 2025

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Classroom: SSCO 3030

Class hours: Tuesday 6 pm-8:30 pm

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Course Description

This course will survey many of the critical issues currently facing health care managers and policy makers in the U.S. We will focus on management and performance, public policy and political forces that shape the complex healthcare ecosystem, particularly, key public and private actors and their relationships. Status quo and policy options will be analyzed. Key areas of discussion for this course include: a) quality of care and improvement, b) hospitals, c) health care costs and value, d) inter-organizational collaboration and competition in health policy and market, e) team leadership and psychological safety, f) operations management and resilience to systemic shocks, and g) healthcare innovation. Most of the material covered is drawn from recent journal articles in health policy, medicine, public health, and management. The course will involve lectures, readings, student presentations, and discussion.

Course Objectives

By the end of this course, the successful student will be able to:

1. Appropriately and effectively apply management theory and organizational analysis to various public and nonprofit health care system settings
2. Demonstrate knowledge of organizational behavior and major operations management best practices relevant to health administration
3. Describe operations and relationships among major actors in the U.S. healthcare ecosystem.
4. Assess the design and performance of healthcare systems in stable and turbulent environment.

Learning Outcomes

1. Analyze innovative solutions to improve health system performance
2. Understand the role of the government vs. the market in health policy and population health
3. Understand foundational concepts: competition, cost, quality, access and utilization.

4. develop analytic and writing skills to express oneself effectively in major organizational and management topics in health care.
5. Work effectively in a group

Course Modality

This course is being scheduled as an O+C (Online + Classroom) course. In-person students (Section 001) will attend class in person for one week and via Zoom for the subsequent week on a rotating basis (see the weekly schedule marked by All Zoom and In Person) and remote students (Section 002) will attend via Zoom, to ensure equal learning experience and that students from both sections can communicate with each other in small group discussions in class. For the Zoom meetings, you will need:

- A headset with microphone. Headsets are widely available at stores that sell electronics, at the UNM Bookstore or online.
- A high-speed internet connection is highly recommended for these sessions. Please test your wireless Internet connection for audio and/or video quality prior to web conferencing.
- A Zoom link which can be found on Canvas à “Zoom Meetings”

Required Textbook:

Burns, L.R. (2021). *The U.S. Healthcare ecosystem*. New York: McGraw-Hill.

UNM Library eBook: <https://accessmedicine-mhmedical-com.libproxy.unm.edu/book.aspx?bookid=3027>.

McLaughlin, D. B., & Olson, J. R. (2017). *Healthcare operations management* (Third edition). Health Administration Press ; Association of University Programs in Health Administration.

UNM Library eBook:
<https://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=1839068>

Amy Edmondson (2018). *The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth*. Wiley.

UNM library ebook:

<https://unm.on.worldcat.org/search/detail/1047576773?search1=TI%3A%20&scope=zs%3A36536&queryString=TI%3A%20%28the%20fearless%20organization%29&clusterResults=off&stickyFacetsChecked=on&overrideStickyFacetDefault=true&changedFacet=format&format=book>

Weekly required readings, including journal articles, are posted in Modules on UNM Canvas. You are expected to read them before the class meets for the week.

Communication Response Time

I will respond to messages received via email or the Canvas Inbox within 72 hours. I may/probably will respond earlier, but if you do not receive a reply from me within 72 hours, please re-send your message.

Grading and Feedback Time

Grades will be posted on UNM Canvas within 10 calendar days of the due date.

Assignments and Grading

Discussion Lead

These discussion leadership opportunities are designed to let you take the initiative and bring in at least 2 outside academic readings (peer reviewed healthcare journals, or from high-quality practice/industry sources, such as Harvard Business Review, Kaiser Health News, Wall Street Journal, **published within last ten years, one preferably after the pandemic**) to enrich the class learning. Most of the readings assigned for this class are published in peer-reviewed journals. Most, if not all, of them are about healthcare management and behavior in the U.S. Ideally, the discussion leaders should find articles that are directly connected or relevant to the assigned readings for the week. The discussion leader needs to provide a brief summary of the outside readings, including research questions, study methods (Qualitative, Quantitative, or Meta Analysis) and populations, analytical methods, and main findings, highlight the connections with the assigned readings and/or NM's health care sector, and raises three or four questions for the class to discuss. **Powerpoint presentation is required. The discussion leaders should email the instructor their readings and discussion questions two days before the actual class to get the instructor approval. I will distribute a guideline for the PowerPoint presentation later.**

Three Reading Reflections and Three Responses

The second assignment will be three Reading Reflection postings under Discussions on UNM Canvas for three weeks. This assignment is designed to provide structure and discipline to your interactions with readings assigned for the course. You will get more out of the process by taking notes while reading and by reflecting on the core message(s) of each reading afterward. You will also be better prepared to contribute to class discussions through clarifying and probing questions and sharing your interpretation of readings.

Prepare 2-3 paragraphs considering issues, factors and/or questions raised by at least two of the assigned readings for five weeks. You should give careful attention to all of the readings, but this assignment only requires you to address at least two readings. **Reflect on major themes of the readings, note points that you do not understand or points of**

connection or common themes across readings, and consider what the reading means for New Mexico health care managers and/or policymakers. Post your reflection to the corresponding Canvas Discussion Thread by midnight the Monday before the class meeting for which it was assigned. Reflection posts will earn full credit, no credit or partial credit depending upon the extent to which requirements are met. You are encouraged but not required to further online discussion by commenting upon your colleague's postings.

Three Reading Reflection Posting Responses

You are required to further online discussion by commenting upon your colleague's postings for three weeks. You are also required to draw from a published academic or practitioner source (published within last 10 years, use APA citation and reference).

Responses without citations and references will not be graded. Please spread your reading responses across weeks in the semester, so that you post no more three (one reading reflection and two reading responses) per week.

Article Extracts

Please turn in four documents: two empirical article extracts and the corresponding quantitative (statistical analysis , hypotheses testing, using survey, experimental, existing datasets to test relationships between independent variables and dependent variables) research article and qualitative (interview, focus group, or archival data analysis, answering questions about how from the participants' perspective) articles in PDF. **Meta-analysis and theoretical articles may count, but you will need instructor permission before proceeding.** You need to use articles published in the last ten years from established healthcare management journals, such as Health Affair, The New England Journal of Medicine, Lancet, American Journal of Public Health, Social Science and Medicine, Journal of the American Medical Association, and Health Care Management Review. You may also select articles from a practitioner-oriented journal (Harvard Business Review, the McKinsey Quarterly, Kaiser Health News, Wall Street Journal). That would require prior approval from the instructor, please email me your article candidates so that I can double check and give feedback.

The format of your extract can follow the sample extract or table format (at the end of this syllabus). You may use the table or type it up in a Word document, as in the posted sample article extracts on Canvas.

Final Paper

All students will be expected to keep up-to-date with the reading assignments as indicated on the course outline. Students will be expected to draw explicitly on the readings and lecture material for the research paper.

Soon after the course begins, you will decide whether you want to work individually or groups of 2 students on the project.

Research project

Students are required to write a final paper at the end of the semester. You can choose from following two options:

Option A: A Case Study of a Healthcare Organization

If you choose this option, you need to conduct a case study of a healthcare organization focusing on **ONE** of the ten main themes discussed in the classes, including quality of care and improvement, hospitals management, health care costs and value, inter-organizational collaboration and competition in health policy and market, team leadership, operations management, innovation, social determinants of population health, minority and tribal health, resilience to systemic shocks, and health analytics. Within the chosen theme, you will identify a specific topic or question for examination. To collect the information on your chosen topic, you'll obtain access to a healthcare organization of your choice and interview 1-2 leaders of the organization (required) and review relevant documents (if needed). The paper should have 10-12 double-spaced pages (Times New Roman, 12-point font, and 1-inch margins). The paper should consist of following elements:

- 1) *Introduction*: introduce the paper, identify its topical areas, and raise the question(s) the paper aims to answer: How, what is being done, lessons learned, etc.
- 2) *Background*: a description of the background of the organization, including its brief history, mission, and programs.
- 3) *Literature review*: A review of concepts, theories, and studies related to your chosen topic, cite at least five sources, including peer-reviewed articles published in the last ten years from established healthcare management journals, leading healthcare journals, such as Health Affair, The New England Journal of Medicine, Lancet, American Journal of Public Health, Social Science and Medicine, Journal of the American Medical Association, and Health Care Management Review). You may also select articles from a practitioner-oriented journal (Harvard Business Review, the McKinsey Quarterly, Kaiser Health News, Wall Street Journal).
- 4) *Methods*: A brief discussion of data collection. In other words, how do you collect the information (e.g. individual interview; focus group; observation; document review, key interview questions) .
- 5) *Findings and Discussion*: A discussion of the healthcare in the chosen topical area. The discussion should adequately address the question(s) raised in the introduction and articulate implications for NM's healthcare management and policy .Please include block quotes from the interviewee in the findings.

- 6) Conclusion .
- 7) References in APA style .
- 8) Appendix including tables, figures, and endnotes if applicable.

Option B: A Review of Literature on A Healthcare Management Topic

If you choose this option, you need to write a literature review on ONE of the ten healthcare management themes discussed in the classes. The paper should not repeat the content that were cover in class; rather, it should go above and beyond and provide an in-depth examination of a topic, concept, theory, or managerial practice of healthcare organizations. There is no specific format requirement for the paper. But the paper should review at least 10-12 academic articles published in last ten years and it should include an introduction that introduces the paper, identify its topical areas, and raise the question(s) the paper aims to answer through reviewing literature , use a table summarizing the main findings (organizing the table through research questions, study methods, study population, country context, analytical methods, findings, implications) conclusion for consensus or common findings and implications for NM's healthcare leaders and policy makers. The paper should have 10-12 double-spaced pages (Times New Roman, 12-point font, and 1-inch margins).

Final Project Proposal Students are required to submit a proposal (400 words) in mid-semester that identifies the topical interest, states the research question(s), and discusses why this topic is important to study or why you are interested in it. You need to clearly state which option you choose at the beginning of the proposal.

Final Paper PowerPoint Presentation PowerPoint slides are due by midnight before the day of the presentation. The Power-Point document should include all key elements of the paper. The presentation should take 15-20 minutes. Please practice and time yourself before the presentation. There will be a 3-5 minutes Q&A session after each presentation. The presentation will be graded on both the quality of the paper and of the presentation itself.

Final paper should be submitted in the UNM Canvas under Assignment.

Participation of students in class discussions is strongly encouraged, and will count toward 10% of the final grade. Thoughtful comments based on the readings assigned for that day are especially welcome. Since so much of the course is based on the lectures and

discussion, all students are expected to attend class regularly. Attendance will be taken and the final course grade will be lowered in proportion to classes missed (1 points off your participation grade per missed class, starting with the second missed class).

Grading Summary

1. UNM Canvas discussion posting (3 reflections, 3 responses 5% each)	30%
2. Discussion Lead Presentation	10%
3. Qualitative and Quantitative Article Extract (10% Per Extract)	20%
4. Final research paper	20%
5. Final Research presentation	10%
6. Class participation	<u>10%</u>
	100%

All students will turn in electronic copies of their course assignments before class through UNM Canvas Assignment.

I will assign grades for points earned during the class according to the following scale:

A+ 97 and above A 93-96 A- 90-92

B+ 87-89, B 83-86, B- 80-82

C+ 77-79, C 73-76, C- 70-72

D+ 67-69, D 63-66, D- 60-62

F 59 points and below

* Your class participation grade will be based on my opinion of the quality and quantity of your participation in class discussions concerning the lecture material, the readings, and online (when I set up the discussion questions on UNM Canvas. Attendance obviously matters in this regard (if you aren't here, you certainly can't participate), but mere attendance does not substitute for lack of participation in discussions.

Aug 19th Course Introduction Overview of US Health System (In Person)

Burns, 2021. Chapter 1: Introduction, Chapter 2 and Chapter 3: What is a Healthcare System?

Aug 26 Population Health (All Zoom Class)

Burns, 2021. Chapter 4: Population Health and Chapter 5: Goals of Healthcare

McLaughlin, 2017. Chapter 1. The Challenge and the Opportunity and Chapter 2. History of Performance Improvement

Sep 2 Costs and Value (In Person)

Burns, 2021. Chapter 6: Rising Healthcare Costs and Chapter 7: Managing Quality.

McLaughlin, 2017. Chapter 3. Evidence-based Medicine and Value-based Purchasing.

Sep 9 Access to Care: the Role of Health Policy and Market (All Zoom)

Burns, 2021. Chapter 25: The Federal Bureaucracy, the US Congress and Healthcare Policy and Chapter 26: The Public Health System.

1. Guzman, et al. 2015. How best practices are copied, transferred, or translated between health care facilities: A conceptual framework. *Health Care Management Review*: (40)3:193–202

Sep 16 Hospital Management (In Person)

Edmondson, 2018. Chapter 1 The Underpinning and Chapter 2 The Paper Trail.

McLaughlin, 2017. Chapter 4 Strategy and the Balanced Scorecard, Chapter 5. Project Management.

1. Hambrick, D.C. 2003. On the staying power of defenders, analyzers, and prospectors. *Academy of Management Executive*, 17(4): 115-118.
2. Ordonez, L D. et al. 2009. The systematic side effects of overprescribing goal setting. *Academy of Management Perspectives*, Feb, 6-16.

Sep 23. Quality Improvement and Assessment (All Zoom)

Edmondson, 2018. Chapter 3 Avoidable Failure and Chapter 4 Dangerous Silence.

McLaughlin, 2017. Chapter 9 Quality Management – Focus on Six Sigma and Chapter 10 The Lean Enterprise.

1. Beck, M. 2015. Debate heightens over measuring health care quality. *The Wall Street Journal*, Jan 30.
2. Ingrid, M. N. et al. 2015. Breaking the silence: determinants of voice for quality improvement in hospitals. *Health Care management Review*, 40(3): 225-236.
3. Edmondson, Amy. C. 2004. Learning from failure in healthcare: frequent opportunities, pervasive barriers. *Quality and Safety in Health Care* 2004;13;3-9.

Final Paper Proposal Due

Sep 30 Team Leadership, Psychological Safety, and Leadership Networking (In Person)

Edmondson, 2018. Chapter 5 The Fearless Workplace and Chapter 6 Safe and Sound

1. Clarke, R. & Youngstein, T. 2017. Cyberattack on Britain's National Health Service- A wake-up call for modern medicine. *The New England Journal of Medicine*. 377(5):409-411.
2. Evans, M. 2017. Why some of the worst cyberattacks in healthcare go unreported. *The Wall Street Journal*. June, 18.

3. Stacey, D. 2015. On Asia's flights, potentially dangerous mistakes go unreported. Wall Street Journal. <https://www.wsj.com/articles/on-asias-flights-potentially-dangerous-mistakes-go-unreported-1436836841>.
- Ibarra, H. & Hunter, M. 2007. How leaders create and use networks. Harvard Business Review, Jan, 40-47.

Oct 7 Competition and Collaboration (All Zoom)

McLaughlin, 2017. Chapter 11 Process Improvement and Patient Flow, Chapter 12 Scheduling and Capacity Management or Chapter 13 Supply Chain management
Edmondson, 2018. Chapter 7 Making it Happen and 8 What's Next?

Oct 14 Health of Minority, Rural, and Tribal Populations (In Person)

Burns, 2021. Chapter 13: Organized Ambulatory and Care Chapter 14: Post-Acute Care.

Oct 21 No class, individual one-on-one meetings to go over your paper project (Zoom)

Qualitative and Quantitative Article Extracts due on Oct 21st.

Oct 28 Healthcare Innovation (In person)

1. Rao, Hayagreeva, and Robert Sutton. 2008. The Ergonomics of Innovation. McKinsey Quarterly 2008(4): 131–41.

Nov 4 Health Information Technology (All Zoom)

McLaughlin, 2017 Chapter 8 Health Analytics

Nov 11 System Resilience to Shocks (In person)

Nov 18 Final Paper Presentations (All Zoom)

Nov 25 No class Thanksgiving Holiday

Dec 2 Final Paper Presentations (In Person)

Dec 9 Final Paper Presentations (All Zoom)

All readings listed above are required and should be prepared for discussion on the date indicated. All the readings will be available on-line through the university's UNM

Canvas. You should be able to access UNM Canvas to download readings and syllabus now.

Credit-hour statement: This is a three credit-hour course. Class meets for three 150-minute sessions of direct instruction for fifteen weeks during the Fall 2025 semester. Please plan for a *minimum* of six hours of out-of-class work (or homework, study, assignment completion, and class preparation) each week.

Accommodations: UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact Accessibility Resource Center (<https://arc.unm.edu/>) at arcsrvs@unm.edu or by phone at 505-277-3506.

Title IX: The University of New Mexico and its faculty are committed to supporting our students and providing an environment that is free of bias, discrimination, and harassment. The University's programs and activities, including the classroom, should always provide a space of mutual respect, kindness, and support without fear of harassment, violence, or discrimination. Discrimination on the basis of sex includes discrimination on the basis of assigned sex at birth, sex characteristics, pregnancy and pregnancy related conditions, sexual orientation and gender identity. If you have encountered any form of discrimination on the basis of sex, including sexual harassment, sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. You can access the confidential resources available on campus at the LoboRESPECT Advocacy Center (<https://loborespect.unm.edu>), the Women's Resource Center (<https://women.unm.edu>), and the LGBTQ Resource Center (<https://lgbtqrc.unm.edu>). If you speak with an instructor (including a TA or a GA) regarding an incident connected to discrimination on the basis of sex, they must notify UNM's Title IX Coordinator that you shared an experience relating to Title IX, even if you ask the instructor not to disclose it. The Title IX Coordinator is available to assist you in understanding your options and in connecting you with all possible resources on and off campus. For more information on the campus policy regarding sexual misconduct and reporting, please see <https://policy.unm.edu/university-policies/2000/2740.html> and CEEO's [website](#).

If you are pregnant or experiencing a pregnancy-related condition, you may contact UNM's Office of Compliance, Ethics, and Equal Opportunity at ceo@unm.edu. The CEEO staff will provide you with access to available resources and supportive measures and assist you in understanding your rights. [Pregnancy and Parenting Support information](#) is available here.

Land Acknowledgement: Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Citizenship and/or Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>.

Responsible Learning and Academic Honesty: Cheating and plagiarism (academic dishonesty) are often driven by lack of time, desperation, or lack of knowledge about how to identify a source. Communicate with me and ask for help, even at the last minute, rather than risking your academic career by committing academic dishonesty. Academic dishonesty involves claiming that work created by another source is your own original work. It is a [Student Code of Conduct](#) violation that can lead to a disciplinary procedure. When you use a resource in work submitted for this class, document how you used it and distinguish clearly between your original work and the material taken from the resource.

Responsible Use of AI

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.

- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. The following is an example of citing AI (<https://guides.lib.purdue.edu/c.php?g=1371380&p=10135074>)

APA format: Author. (Date). *Title* (Month Day version) [Additional Descriptions]. Source

Author: The author of the model.

Date: The year of the version.

Title: The name of the model. The version number is included after the title in parentheses.

Bracketed text: References for additional descriptions

Source: When the publisher and author names are identical, omit the publisher name in the source element of the reference and proceed directly to the URL.

APA reference entry: OpenAI. (2023). *ChatGPT* (Feb 13 version) [Large language model]. <https://chat.openai.com>

APA in-text citation: (OpenAI, 2023)

Decorum Guidelines for Distance (Zoom) Students

Students taking a course through the Synchronous On-line modality (Distance Education using the Zoom software platform) have some additional requirements that they must fulfill to receive full credit in the course. These expectations are due to the nature of distance education through a distributed format that relies on internet-based virtual presence rather than physical attendance.

Students that do not meet these expectations may be dropped from the class. These expectations include:

Working Digital Equipment – Distance students must have access to a computer with a working camera and access to the internet. The available internet bandwidth must be robust enough to support both simultaneous voice and video in Zoom. For attendance purposes, distance students must be connected to the internet with the computer's camera *on* for the entire session: students not visible to the instructor will not be considered in attendance.

Appropriate Location – Distance students must find a suitable and quiet location that is free of noise and interruption when attending class. This location may be in an office or

domicile, but other business or engagement may not be conducted during the class session. It is expected that distance students will devote their attention to class while it is in session.

Appropriate Dress – Distance students should remember that they will be visible to the instructor and other students during the class session. So, they should take care to dress appropriately. Formal or business wear is not required, but lounge or bed wear is discouraged.

Other Activities – Distance students should behave as if they were in the classroom. So, they should not engage in activities that do not take place in the classroom setting

Respectful and Responsible Learning: We all have shared responsibility for ensuring that learning occurs safely, honestly, and equitably. Submitting material as your own work that has been generated on a website, in a publication, by an artificial intelligence algorithm, by another person, or by breaking the rules of an assignment constitutes academic dishonesty. It is a student code of conduct violation that can lead to a disciplinary procedure. *Please ask me for help in finding the resources you need to be successful in this course. I can help you use study resources responsibly and effectively.* Off-campus paper writing services, problem-checkers and services, websites, and AIs can be incorrect or misleading. Learning the course material depends on completing and submitting your own work. UNM preserves and protects the integrity of the academic community through multiple policies including policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the *Student Pathfinder* (<https://pathfinder.unm.edu>) and the *Faculty Handbook* (<https://handbook.unm.edu>).

Support: Many students have found that time management workshops or work with peer tutors can help them meet their goals. These and are other resources are available through [Student Learning Support](#) at the Center for Teaching and Learning.

Connecting to Campus and Finding Support: UNM has many resources and centers to help you thrive, including [opportunities to get involved](#), [mental health resources](#), [academic support including tutoring](#), [resource centers](#) for people like you, free food at [Lobo Food Pantry](#), and [jobs on campus](#). Your advisor, staff at the [resource centers](#) and [Dean of Students](#), and I can help you find the right opportunities for you.

I have great respect for students who are balancing their pursuit of education with the responsibilities of caring for children or other family members. If you run into challenges that require you to miss a class, or if your caregiving responsibilities are interfering with

your ability to engage in remote learning, please contact me . There may be some instances of flexibility we can offer to support your learning.

School-Life Conflict

Many students face obstacles to their education as a result of work or family obligations or unforeseen personal difficulties. If you are experiencing challenges throughout the term that are impacting your ability to succeed in this course, or in your graduate career more broadly, please reach out to me immediately so that we can work together to form a plan for your academic success. If you are unable to attend my check-in hours, please email to set up a time that works for you or arrange a meeting by Zoom.

Late Work Grace Period:

Once in the semester, if needed, you may turn in an assignment up to 3 days (72 hours) late for full marks. In order to receive full marks on your assignment, you must notify the instructor at least 24 hours prior to the original due date that you will be using your late-work-grace period. You do not need to provide a reason for using your grace period.

Religious Observance and Cultural/Native American Holiday Policy:

The university is committed to accommodating any students who have conflicts with scheduled exams, assignments, or other required attendance due to religious, cultural , or Native American tribal obligations, provided adequate notice is given. If your observance will cause you to miss class at any point in this semester, please reach out to me in advance so that we can establish accommodations for your absence.