

PUBH 604: Public Health Administration

Purdue University, Fall, Term 1, 2023

Distance delivery, 8-week course

3 credit hours, 15-20 hours per week

Instructor: Dr. Attila J. Hertelendy

Email: ahertele@purdue.edu

Office Hours: By appointment

How to contact the instructor: Email

Preferred Pronouns:

Phone: 561-818-4862

Course Description

An introduction to the principals of management as applied to public health organizations, particularly local health departments. Topics include the organization of the U.S. public health system, legal and ethical obligations of public health administrators, the public health workforce and human resource issues, public health budgeting and finance, and leadership in the public health agency. The course is designed to introduce master's level students in public health to the management skills necessary to successfully implement a public health program.

Learning Resources, Technology & Texts

Required Texts

- Liu, SS (2019). Public Health Administration: Contemporary Paradigms and Issues. MA: Jones & Bartlett Learning eBook.

Students will need to purchase an Access Code in order to redeem their eBooks (228 pages). Go to <https://www.jblearning.com/catalog/productdetails/9781284007107> for this text.

ISBN: 978-1-284-00710-7

Price: \$35.04

Published: 2019

eBook Access Codes are redeemable on the PUBLISH web site (<http://publish.jblearning.com/ebooks>).

Additional required readings will be posted on Engage.

Web resources

- Public Health Accreditation Board (2018). Accreditation Activity as of November 20, 2018. Retrieved from PHAB website: <https://www.phaboard.org/news-room/accreditation-activity/>
- Milstein, B., & Wetterhall, S. F. (1999). Framework for program evaluation in public health. Retrieved from CDC Stacks website: <https://stacks.cdc.gov/view/cdc/5204>.

Course Structure

This course is organized into eight, self-paced, weekly modules. Each weekly module includes readings, assignments, discussions, and quizzes. Students are expected to complete each weekly activity as outlined in the instructions. Weeks begin on Monday (day 1) and end on Sunday (day 7). Due dates are listed as module days in each assignment.

Learning Outcomes

CEPH Foundational Competencies

Our Master of Public Health (MPH) program is accredited by the Council on Education for Public Health (CEPH). CEPH has identified 22 Foundational Competencies. These competencies are informed by the traditional public health core knowledge areas (biostatistics, epidemiology, social and behavior sciences, health services administration, and environmental health sciences), as well as cross-cutting and emerging public health areas. Listed below are the Foundational Competency expectations for students completing this course:

5: Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings.

7: Assess population needs, assets, and capacities that affect communities' health.

10: Explain basic principles and tools of budget and resource management.

12: Discuss the policy-making process, including the roles of ethics and evidence.

14: Advocate for political, social, or economic policies and programs that will improve health in diverse populations.

16: Apply leadership and/or management principles to address a relevant issue.

17: Apply negotiation and mediation skills to address organizational or community challenges.

In addition to the Foundational Competencies outlined above, this course also fulfills the following Foundational Knowledge Learning Objectives as defined by CEPH:

10: Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities.

Assignments

<i>Assignments</i>	<i>Weight</i>
Accreditation Plan Report / Presentation	35%
Discussion Boards	20%
Reflection and Analysis	15%
General Assignments	20%
Participation	10%
Total	100%

Accreditation Plan Report / Presentation

In this group assignment, your team will create a hypothetical Accreditation Plan Report and Presentation for a Public Health Department that is not fully accredited. Everyone on the team is

expected to contribute equally to this project. Collaboratively, your group will produce the following deliverables:

- **Accreditation Plan Report:** This will be an 10-12 page plan for the case health department. It will be a detailed account of an implementation and accreditation plan for the client. The report must be in APA format. Select one member of your group to submit this to the instructor in Week 7.
- **Accreditation Plan Presentation:** Your team will create a screencast presentation tailored to the subject health department. Your presentation will be a 3-5 minute summary of the Accreditation Plan you submitted. The presentation will be tailored as if it were to be given to the subject Public Health Agency.

See the table below for details on how this assignment will be submitted. → = Draft ✕ = Final

REPORT	Week 3	Week 6	Week 7
Executive Summary		Wednesday →	Sunday ✕
Accreditation Profile <ul style="list-style-type: none"> o Background o Current Progress o Area of Focus o Goals and Measures 	Sunday →	Wednesday →	Sunday ✕
Proposal <ul style="list-style-type: none"> o Balanced Score Card o Recommendations o Intervention Strategy 		Wednesday →	Sunday ✕
Appendix References	Sunday →	Wednesday →	Sunday ✕
PRESENTATION (Aligns with Report)		Week 6	Week 7
<ul style="list-style-type: none"> • A pdf file of your presentation screencast slides • The URL web link to your actual "live" presentation 		Draft for Discussion Forum.	Sunday ✕

Separate from this assignment (but important to note): In Week 6, one member of your team will share the URL for your presentation in the Week 6 Discussion Forum. Your task is to individually review the group presentations in a discussion format. Be sure to keep track of what others are saying about your group's presentation, and respond to at least two comments.

The Accreditation Plan Report and Presentation will account for 40% of your final grade.

Discussion Board Assignment

Each week you will contribute to a discussion on a concept or topic we have studied in this course. Your conversation will take place in the Discussion Forum area. Make your initial response to the discussion prompt by **Thursday, 11:59 pm ET**. After making your initial post, check back often to continue engaging in the discussion. You are required to make at least two follow up posts to your peers before **Sunday, 11:59 pm ET**.

Be thoughtful in your response to your classmates. Ask your peers follow up questions, and respond in a way that will keep the conversation alive. You are encouraged to dig deep for this assignment. Your responses will be evaluated based upon participation, quality, support and mechanics. Exercise good judgement. Any opinion offered, must be supported by fact. The Discussion Board Assignments will account for 20% of your final grade.

Reflection and Analysis

You will write a Reflection and Analysis Paper in Weeks 2, 3, 4, 5, and Week 8. This assignment will help you to gain experience and familiarity with learning how to evaluate published articles, ask questions regarding methods, results, and conclusions, voice disagreement or agreement with the authors.

For this assignment, your instructor will provide one or two peer-reviewed articles for you to read. Your reflection notes are not a summary of the readings but novel thoughts and questions on the readings. Include a minimum of two citations in each reflection and analysis paper. The Reflection and Analysis Paper is worth 15% of your final grade.

General Assignments

In total, the four General Assignments account for 20% of your grade.

- **Letter to Member of Congress - Week 1**

Identify a member of the US Congress from your state of residence. If you're from a territory, identify the equivalent legislative person. Next, you will select a bill of interest that one of the members supports or opposes and write to this member stating your opposition or support of the bill. Provide evidence (from literature) when possible to bolster your position. Feel free to use media summaries of bills in order to increase your understanding of what the bill does. The bill should have some relevance to health care. If you cannot identify a particular bill focused on health care, you can select a current health policy issue impacting your state which you think the member should support or oppose and write a letter focused on your views.

Your letters will vary in their format, but they should be written in a respectful tone and focus on the evidence supporting your opinion instead of merely expressing your personal thoughts. When you send a letter to any member of congress, expect to

receive an email confirming receipt of your communication. If you do not receive an email confirmation notify your instructor. This assignment is 5% of your grade.

- **Pitch Plan for Improving Public Health - Week 4**

Revisit the public health issue that was the focus of your Week 1 Discussion: Policies that Matter. Who would you need on your team to address this problem? What would your approach be? Create a 1.5-minute to 2-minute video pitch that highlights a great idea that is inter-professional in nature to address this public health problem. Draw from your research and readings completed in this course. Your pitch should be creative, yet focused. After all, breaking down the silos requires outside-the-box thinking!

Use the software on your computer or phone to record and save your Pitch Plan video. Upload your video pitch to YouTube Studio. Here are directions for doing this: [How to Upload and Share Videos in YouTube Studio](#). This assignment is 5% of your grade.

- **Budget Building and Resource Management Justification in Public Health – Week 5**
In this activity, you will have the opportunity to gain practical experience in budget building and resource management justification for a group project. You will be required to review program budget templates as examples, create a budget for your group project, and individually reflect on the challenges faced. Additionally you will learn the importance of resource management for program effectiveness and draft a final budget justification outlining how your group chose to allocate available resources. This assignment is worth 5% of your grade.
- **Leadership and Management In Public Health Administration – Week 6**
In this assignment, you will apply leadership and/or management principles to address a relevant Issue In public health administration. As future public health professionals, understanding effective leadership and management strategies Is crucial to tackle complex challenges faced by public health organization. You will select a specific Issue within the realm of public health administration and propose a plan to address It using leadership and management principles.

Participation

Being a collaborative team player is a highly valued quality in the field of Public Health Administration. This quality will serve you well in the real world, and in this course. In Week 8, you will have the opportunity to evaluate your teammates participation in the course activities based upon the following requirements:

- Participation in meetings
- Positive collaboration
- Quantity of contributions
- Quality of contributions
- Timeliness of contribution

You will rate your team members on each criteria using a scale of 0-2.

0 = This person did not fulfill this requirement

1 = This person sometimes fulfilled this requirement

2 = This person always fulfilled this requirement.

The total of the 5 categories will reflect your assessment of your peers on a scale of 10. Your instructor will average the total score you received from your peers. The average score from your peer's, paired with the instructor's observations will determine your final score for participation. Participation is 10% of your grade.

Grading Policies

Grading scale

Assignment of the final letter grade for the course will be calculated as follows.

A	90.00% - 100.00%	C	70.00% - 79.99%	F	<60.00%
B	80.00% - 89.99%	D	60.00% - 69.99%		

Course Schedule

Week	Topics	Readings	Assignments due
Week 1	Reforming Public Health Roles and Responsibilities of PH Administrators Initiating Public Health Policy	Public Health Administration: Contemporary Paradigms and Issues: Chapters 1, 2, 4 Welter, C., Herrera, Y., Uskali, A., Seweryn, S., Call, L., Lasky, S., ... & Ezike, N. O. (2022). Assessing local public health agency alignment with Public Health 3.0: A content analysis of Illinois community health improvement plans. <i>Journal of public health management and practice: JPHMP</i> , 28(3), E645. DeSalvo, K. B., O'Carroll, P. W., Koo, D., Auerbach, J. M., & Monroe, J. A. (2016). Public health 3.0: time for an upgrade. <i>American journal of public health</i> , 106(4), 621.	Week 1 - Discussion 1: Introductions Week 1 - Discussion 2: Public Health Issues That Matter Week 1 - Letter to Member of Congress Group Assignment: Group Contract
Week 2	Social Determinants Affordable Care Act Cross Sector Approaches	Public Health Administration: Contemporary Paradigms and Issues: Chapter 3 Emanuel, E., Gluck, A., (2020). The ACA At 10: Healthcare Revolution. <i>Health Affairs</i> . https://www.healthaffairs.org/content/for-efront/aca-10-health-care-revolution DeSalvo, K., Wang, Y., Harris, A., Auerbach, J., Koo, D., & O'Carroll, P. (2017). Public Health 3.0: A Call to Action for Public Health to Meet the Challenges of the 21st Century. <i>Preventing Chronic Disease</i> , 14(9).	Week 2 - Discussion: Cross Sector Collaboration Week 2 - Reflection and Analysis Paper
Week 3	National Culture of Health Vision and Measures Robert Wood Johnson Foundation CDC	Public Health Administration: Contemporary Paradigms and Issues: Chapters 5 and 6 Hogg-Graham, R., Edwards, K., L Ely, T., Mochizuki, M., & Varda, D. (2021). Exploring the capacity of community-based organizations to absorb health	Week 3 - Discussion: Culture of Health Framework Week 3 - Reflection and Analysis Paper

		<p>system patient referrals for unmet social needs. <i>Health & Social Care in the Community</i>, 29(2), 487-495.</p> <p>Verduci, E., Di Profio, E., Fiore, G., & Zuccotti, G. (2022). Integrated approaches to combatting childhood obesity. <i>Annals of Nutrition and Metabolism</i>, 78(Suppl. 2), 8-19.</p> <p>Nestle, M. (2022). Preventing Obesity—It Is Time for Multiple Policy Strategies. <i>JAMA internal medicine</i>, 182(9), 973-974.</p> <p>Alhassan, J. A. K., Gauvin, L., Judge, A., Fuller, D., Engler-Stringer, R., & Muhajarine, N. (2021). Improving health through multisectoral collaboration: enablers and barriers. <i>Canadian Journal of Public Health</i>, 112(6), 1059-1068.</p> <p>Centeio, E. E., McCaughtry, N., Moore, E. W. G., Kulik, N., Garn, A., Martin, J., ... & Fahlman, M. (2018). Building healthy communities: A comprehensive school health program to prevent obesity in elementary schools. <i>Preventive medicine</i>, 111, 210-215.</p>	<p>Group Assignment: Community Accreditation Profile and Working Appendix and Reference sections.</p>
Week 4	<p>Healthy People 2020 Strategic Planning Public Health Improvement Program Prevention</p>	<p>Public Health Administration: Contemporary Paradigms and Issues: Chapter 7</p> <p>Palm Beach County Health Improvement Plan</p> <p>Ebi, K. L., Vanos, J., Baldwin, J. W., Bell, J. E., Hondula, D. M., Errett, N. A., ... & Berry, P. (2021). Extreme weather and climate change: population health and health system implications. <i>Annual review of public health</i>, 42(1), 293-315</p> <p>Sreedhara, M., Goulding, M., Valentine Goins, K., Frisard, C., & Lemon, S. C. (2020). Healthy eating and physical activity policy, systems, and environmental strategies: a content analysis of community health improvement plans. <i>Frontiers in public health</i>, 8, 580175.</p>	<p>Week 4 - Discussion: Identifying Gaps: Plumas County</p> <p>Week 4 - Pitch Plan</p> <p>Week 4 - Reflection and Analysis Paper</p>

		<p>Grumbach, K., Vargas, R. A., Fleisher, P., Aragón, T. J., Chung, L., Chawla, C., ... & Jones, P. (2017). Peer Reviewed: Achieving Health Equity Through Community Engagement in Translating Evidence to Policy: The San Francisco Health Improvement Partnership, 2010-2016. <i>Preventing chronic disease</i>, 14.</p> <p>Wetta, R. E., Dong, F. A., LaClair, B., Pezzino, G., & Orr, S. (2015). Factors Affecting the Progress of Community Health Assessment and Improvement Activities in Kansas. <i>Journal of Public Health Management and Practice</i>, 21(4), E1-E9.</p>	
Week 5	<p>Benefits and Costs of Accreditation</p> <p>Performance Measure</p> <p>Performance Standard</p>	<p>Public Health Administration: Contemporary Paradigms and Issues: Chapters 8 and 10</p> <p>Heffernan, M., Melnick, M., Siegfried, A. L., & Papanikolaou, M. (2023). Benefits and Impacts of Public Health Accreditation for Small Local Health Departments. <i>Journal of Public Health Management and Practice</i>, 29(3), E108-E114.</p> <p>Yeager, V. A., Wharton, M. K., & Beitsch, L. M. (2020). Maintaining a competent public health workforce: lessons learned from experiences with public health accreditation domain 8 standards and measures. <i>Journal of Public Health Management and Practice</i>, 26(1), 57-66.</p> <p>Heffernan, M., Kennedy, M., Siegfried, A., & Meit, M. (2018). Benefits and Perceptions of Public Health Accreditation Among Health Departments Not Yet Applying. <i>Journal of Public Health Management and Practice</i>, 24(1), S102-S108.</p> <p>Ingram, R., Mays, G., & Kussainov, N. (2018). Changes in Local Public Health System Performance Before and After Attainment of National Accreditation Standards. <i>Journal of Public Health Management and Practice</i>, 24(3), S25-S34.</p> <p>Kaplan, R. S., & Norton, D. P. (1992). The balanced scorecard: Measures that drive</p>	<p>Week 5 - Discussion: Accreditation and Measuring Performance</p> <p>Week 5 - Budget Building Assignment</p>

		<p>performance. Harvard Business Review, 70(1), 71-79.</p> <p>Kaplan, R. S., & Norton, D. P. (1996). Using the balanced scorecard as a strategic management system. Harvard Business Review, 74(1), 75-85.</p> <p>Kaplan, Robert S., & Norton, David P. (2004). Measuring the Strategic Readiness of Intangible Assets. (Cover Story). Harvard Business Review, 82(2), 52-63, 121.</p> <p>Liu, S. S., Meyerson, B., King, J., Yih, Y., & Ostovari, M. (2017). Drivers and Barriers for Adopting Accreditation at Local Health Departments for Their Performance Improvement Effort. Journal of Public Health Management and Practice, 23(6), e25-e35.</p> <p>Siegfried, A., Heffernan, M., Kennedy, M., & Meit, M. (2018). Quality Improvement and Performance Management Benefits of Public Health Accreditation: National Evaluation Findings. Journal of Public Health Management and Practice, 24(1), S3-S9.</p>	
Week 6	<p>Public Health 3.0 Leadership Skill Sets for PH Administrators</p> <p>National Public Health Performance Standards</p>	<p>Public Health Administration: Contemporary Paradigms and Issues: Chapter 3</p> <p>Dudley, J., Eagle, M., Lee, T. (2023 May), Research: How Successful Health Care Organizations Keep Worker Morale Up, Harvard Business Review</p> <p>Brownson, R. C., Burke, T. A., Colditz, G. A., & Samet, J. M. (2020). Reimagining public health in the aftermath of a pandemic. American Journal of Public Health, 110(11), 1605-1610</p> <p>Furr, N., & Dyer, J.H. (2014). Leading your team into the unknown. Harvard Business Review, December, 82-88.</p> <p>Goleman, D. (2000). Leadership that gets results. Harvard Business Review, 78(2), 78-90.</p> <p>Kotter, J. P. (2001). What leaders really do. Harvard Business Review, 79(11), 85-96.</p>	<p>Week 6 - Discussion 1: Teamwork and Leadership</p> <p>Week 6 - Discussion 2: Draft Accreditation Presentation Feedback</p> <p>Week 6 - Leadership and Management In Public Health Administration Assignment</p> <p>Group Assignment: Submit Draft Accreditation Plan</p>

Week 7	<p>Skilled Workforce for Public Health Departments</p> <p>One Health Framework</p> <p>Global Distribution of Health Workers</p>	<p>Leider, J. P., Yeager, V. A., Kirkland, C., Krasna, H., Hare Bork, R., & Resnick, B. (2023). The State of the US Public Health Workforce: Ongoing Challenges and Future Directions. <i>Annual review of public health</i>, 44, 323-341.</p> <p>McGinty, M. D., Castrucci, B. C., & Rios, D. M. (2018). Research Full Report: Assessing the Knowledge, Skills, and Abilities of Public Health Professionals in Big City Governmental Health Departments. <i>Journal of Public Health Management and Practice</i>, 24(5), 465.</p> <p>Beck, A. J., Leider, J. P., Coronado, F., & Harper, E. (2017). State health agency and local health department workforce: identifying top development needs. <i>American journal of public health</i>, 107(9), 1418-1424.</p> <p>Murthy, V. H. (2022). Confronting health worker burnout and well-being. <i>New England Journal of Medicine</i>, 387(7), 577-579.</p> <p>Coleman, P., Flax, J., (2022) Why Employee Mediations Fail and How to Get Them Back on Track. <i>Harvard Business Review</i></p> <p>Fernandez, C. S., & Roberts, D. (2015). Strengthening Negotiation Skills, Part I: How to Use Facets of Knowledge to Create Influence for Public Health Leaders. <i>Journal of Public Health Management and Practice</i>, 21(2), 214-216.</p>	<p>Week 7 - Discussion: What are employers looking for?</p> <p>Week 7 – Negotiating Public Health Solutions Amidst a Public Health Emergency Assignment</p> <p>Group Assignment: Submit Final Accreditation Plan</p> <p>Group Assignment: Submit Final Accreditation Presentation</p>
Week 8	<p>Commercialization of Public Health</p> <p>Social Entrepreneurship in Public Health</p> <p>Program Evaluation</p>	<p>Public Health Administration: Contemporary Paradigms and Issues: Chapter 11</p> <p>Benjamin, G. C. (2023). The Future of Public Health: Ensuring An Adequate Infrastructure. <i>The Milbank Quarterly</i>, 101(S1), 637-652.</p>	<p>Week 8 - Discussion 1: Accreditation Presentation Feedback</p> <p>Week 8: Reflection and Analysis Paper</p>

		<p>Ayers, J. W., Zhu, Z., Poliak, A., Leas, E. C., Dredze, M., Hogarth, M., & Smith, D. M. (2023). Evaluating Artificial Intelligence Responses to Public Health Questions. <i>JAMA Network Open</i>, 6(6), e2317517-e2317517.</p> <p>Panch, T., Pearson-Stuttard, J., Greaves, F., & Atun, R. (2019). Artificial intelligence: opportunities and risks for public health. <i>The Lancet Digital Health</i>, 1(1), e13-e14.</p> <p>Montgomery, A. W., Dacin, P. A., & Dacin, M. T. (2012). Collective social entrepreneurship: Collaboratively shaping social good. <i>Journal of Business Ethics</i>, 111(3), 375-388.</p>	<p>Week 8: Participation - Peer Evaluation</p>
--	--	---	--

How to Succeed in This Course

- **Have consistent access to a computer that is connected to the internet, installed with a word processing and a presentation program (like Microsoft Office, Mac Pages/Keynote, or Open Office), and equipped with a microphone and speakers.** This is a 100% web-based course and must be accessed via Engage using your university ID. You must know how to use your computer, its programs, and the internet to complete assignments as directed. Get help if you need it.
- **Complete all assigned readings.** Your assignments are based heavily on course readings. Be sure to complete each of the required readings prior to beginning your weekly assignments.
- **Follow instructions for completing and submitting your assignments.** Take the time to read and fully understand the assignments before starting them. Ask questions if you are unclear about instructions. Submit your assignments as directed and on time (see Late Policy below).
- **Be able to use Engage.** All assignments must be uploaded to Engage correctly and on time as per the assignment instructions. If you are unfamiliar with Engage or have technical issues, get assistance.
- **Submit original work that cites sources correctly.** All of the work you submit for this course must be your original writing (written by you specifically and only for this course). Any information in your submissions that is paraphrased or quoted must be cited correctly in APA style (see Course Resources section below for help with APA citation guidelines). I maintain a very strict plagiarism policy. Please read the Student Conduct and Academic Integrity policy carefully.
- **“Show up” for class.** Plan to log in to the course page at least three times per week to review and submit assignments, participate in discussions, and check for announcements. Keep up with your reading. Submit your assignments as directed. Ask questions when you need help. For a typical three credit hour course, you are expected to put in approximately six to nine hours of work per week. Plan your schedule accordingly.
- **Submit work that demonstrates masters-level writing.** Because this is an online course, the majority of your assignments are written. You are expected to demonstrate your ability to write at the university level. If you need writing help, seek assistance from the Writing Center (see Course Resources section).

Academic Integrity and Plagiarism

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information is submitted the greater the opportunity for the university to investigate the concern. More details are available on our course Brightspace under University Policies and Statements.

This course adheres to Purdue University's academic integrity policy and the Purdue Honor Pledge. Any violations of academic integrity will result in a penalty commensurate with the activity.

Violations of academic integrity includes but is not limited to: fabrication (i.e., presenting false information or "made up" information), plagiarism (i.e., copying or paraphrasing others' words or ideas and treating them as your own), contract cheating (i.e., hiring a third-party individual or service to complete course assignments) and complicity (i.e., helping another student to commit acts of academic dishonesty). Please refer to <https://www.purdue.edu/odos/osrr/academic-integrity/index.html> for further discussion of university policies regarding this issue. Course assignments may be submitted to a plagiarism detection software.

Purdue Honor Pledge: *"As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together – We are Purdue."*

<https://www.purdue.edu/odos/osrr/honor-pledge/about.html>

Use of Copyrighted Materials

Online educational environments, like all learning environments, should provide opportunities for students to reflect, explore new ideas, post opinions openly, and have the freedom to change those opinions over time. Students enrolled in and instructors working in online courses are the authors of the works they create in the learning environment. As authors, they own the copyright in their works subject only to the university's right to use those works for educational purposes, available [here](#). Students may not copy, reproduce or post to any other outlet (e.g., YouTube, Facebook, or other open media sources or websites) any work in which they are not the sole or joint author or have not obtained the permission of the author(s).

Policies

Course Participation

Students are expected to participate in every week of the courses in which they are enrolled. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, the student should inform the instructor of the situation as far in advance as possible. When advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email.

Missed or Late Work

All assignments must be completed by the due date by 11:59 PM ET. Assignments submitted after that are considered late.

Late assignments are only accepted with a reasonable and valid excuse and with prior permission. You must contact your instructor in advance of the due date to get permission to submit a late assignment. Assignments submitted late without prior permission will not be accepted.

Assignments with prior permission for late submission may be accepted up to a maximum of three days late. For each day an assignment is late, it may be subject to a 10% per day deduction (i.e. for assignments submitted one day late, grading starts at 90%; for assignments submitted two days late, grading starts at 80%; for assignments submitted three days late, grading starts at 70%). Assignments submitted more than three days late will not be accepted. Discussion board posts are only accepted during the week in which they are due.

Incompletes

A grade of incomplete (I) will be given only in unusual circumstances. To receive an "I" grade, a written request must be submitted prior to week 6, and approved by the instructor. The request must describe the circumstances, along with a proposed timeline for completing the course work. Submitting a request does not ensure that an incomplete grade will be granted. If granted, you will be required to fill out and sign an "Incomplete Contract" form that will be turned in with the course grades. Any requests made after the course is completed will not be considered for an incomplete grade.

Accessibility

Purdue University responds to the needs of the students with disabilities through the provision of auxiliary aids and services that allow a student with disability to fully access and participate in the programs, services and activities at Purdue University. It is the student's responsibility to notify the [Disability Resource Center](mailto:drc@purdue.edu) (drc@purdue.edu or 765-494-1247) of a condition which may require accommodation. It is also the student's responsibility to inform, in the first week of class, the instructor about the disability and discuss any accommodations.

Nondiscrimination

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran (http://www.purdue.edu/purdue/ea_eou_statement.html). Any student who believes they have been discriminated against may submit a complaint to the Office of Institutional Equity (<http://www.purdue.edu/report-hate>). Information may be reported anonymously.

Mental Health/Wellness

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try [WellTrack](#). Sign in and find information and tools at your fingertips, available to you at any time.

If you need support and information about options and resources, please contact or see the [Office of the Dean of Students](#). Call 765-494-1747. Hours of operation are M-F, 8 a.m.- 5 p.m.

If you find yourself struggling to find a healthy balance between academics, social life, stress, etc., sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at RecWell](#). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is free and can be done on BoilerConnect.

If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office on the second floor of the Purdue University Student Health Center (PUSH) during business hours.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. There is no appointment needed and Student Support Services is available to serve students 8 a.m.-5 p.m. Monday through Friday.

Anti-Harassment

Harassment in the workplace or the educational environment is unacceptable conduct and will not be tolerated. Purdue University is committed to maintaining an educational and work climate for faculty, staff and students that is positive and free from all forms of Harassment. This policy addresses Harassment in all forms, including Harassment toward individuals for reasons of race, religion, color, sex, age, national origin or ancestry, genetic information, disability, status as a veteran, marital status, parental status, sexual orientation, gender identity or gender expression. All members of the University community must be able to pursue their goals, educational needs and working lives without intimidation or injury generated by intolerance and Harassment.

<http://www.purdue.edu/policies/ethics/iic1.html#statement>

Emergency Preparedness

In the event of a major emergency, course requirements, deadlines and grading percentages are subject to changes. Relevant changes to this course will be announced on the course website and by email.

You are expected to read your @purdue.edu email on a frequent basis.