FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Undergraduate Programs

Department Management Programs

College Business

UUPC Approval 3-30-26
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

***Current* Course Prefix and Number**	HSA4140	***Current* Course Title** Strategic Management in Health Organizations

*Syllabus must be attached for **ANY** changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.*

Change title to:

Change prefix

From: **To:**

Change course number

From: **To:**

Change credits*

From: **To:**

Change grading

From: **To:**

Change WAC/Gordon Rule status**

Add ☐ **Remove** ☐

Change General Education Requirements***

Add ☐ **Remove** ☐

*See Definition of a Credit Hour.

**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.

***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change description to:

Change prerequisites/minimum grades to:
HSA 3111
(remove HSA 4110)

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes:	Spring 2027	**Terminate course? Effective Term/Year for Termination:**

Faculty Contact/Email/Phone Neeraj Puro/npuro@fau.edu/73198

Approved by		***Date***
Department Chair	Esther Williams	03/12/2026
College Curriculum Chair	Julia Higgs	3/26/2026
College Dean		3/26/2026
UUPC Chair	Korey Sorge	3-30-26
Undergraduate Studies Dean	Dan Meeroff	3-30-26
UFS President		
Provost		

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



HSA4140-100-14935

STRATEGIC MANAGEMENT IN HEALTH ORGANIZATIONS

Online
3 credits
Fall 2023

Dr. Goodrick
Telephone: 954-236-1274
Email: goodrick@fau.edu

Course Description

This course provides for a critical interpretation of various strategic management concepts in the health field, including the analysis of a healthcare organization's internal and external environments, using the case method.

Instructional Method

This is a fully online course accessible only through FAU's learning management system—Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. The course is organized into weekly units with dates provided for each unit. Each week you will open a new unit to access the reading materials, PowerPoints, and other materials relevant to the week's topic. Your assignments for each week will be listed within the unit and/or on the Syllabus.

The course relies on a combination of prerecorded lectures, case discussions, and a stimulation. . There are deliverables due every week as outlined in the syllabus. A discussion board will be utilized most weeks with the expectation that you will respond to the instructor prompt and/your classmates.

Prerequisites/Co-requisites

Prerequisite: HSA 3111

According to Florida State Statute 6A-10.033, students must spend a minimum 2,250 minutes (37.5 hours) of in class time during a 3-credit course. Additionally, students enrolled in a 3-credit course are expected to spend a minimum of 4,500 minutes (75 hours) of out-of-class-time specifically working on course-related activities (i.e., reading assigned pieces, completing homework, preparing for exams and other assessments, reviewing class notes, etc.) and fulfilling any other class activities or duties as required. The course schedule for this course reflects this expectation of students.

Course Objectives/Student Learning Outcomes

This course is designed to provide students with:

- An understanding of the conceptual basis for the interdisciplinary analysis of environmental change.
- A set of principles and skills or the planning and management of resources in health care organizations, and
- An opportunity to practice applying those skills to issues facing modern health care institutions.

Required Texts/Materials/Readings

Moseley, George. *Managing Health Care Business Strategy*, Jones and Bartlett Publishers. 2009.

Case Packet. This packet is essential for class. https://hbsp.harvard.edu/import/1076886

Video Case. The Dirty Dozen. Available for rent through YouTube and Amazon prime.

Ei. Games. This must be purchased from the publisher. The cost is $19. If this is a financial hardship, please contact me.

If you have an account already:

Please log in to your account at play.eigames.com
On another tab please go to play.eigames.com/code
Insert access code: HSA4140Fall
Complete the pay page.
Access the game in your dashboard.

If you are creating a new account:

Go to play.eigames.com/code
Insert access code: HSA4140Fall
Register the account and complete the pay page.
Access the game in your dashboard.

Course Evaluation Method

Syllabus quiz	1%
Introduction and news item (video post)	2%
Quizzes (8/10)	24%
Case write-ups (4/6)	20%
EI simulation writeup	5%
Discussion posts (8/9)	8%
Exam 1	20%
Exam 2	20%
	100%

Course Grading Scale

A	93-100	
A-	90-92	
B+	87-89	
B	83-86	
B-	80-82	
C+	77-79	Grades above the line are passing
C	73-76	in the Health Administration major
C-	70-72	
D+	67-69	
D	63-66	
D-	60-62	
F	Below 60	

Policy on Makeup Tests, Late Work, and Incompletes

Given the flexibility of an online course, no late work will be accepted. The only exception is for documented serious illness.

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course. The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete ("I") grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing ("F") grade.

Course Outline

Week of	Topic and Reading Assignment	Assignment due
8/20	Course introduction and basic strategy concepts	Ch. 1 Syllabus quiz Quiz 1
8/27	Internal environment analysis	Ch. 2 Quiz 2 Introduction & Current event video post Discussion board
9/3	General external environmental assessment	Ch. 3 Quiz 3 Case: AUB Medical Discussion board

Week of	Topic and Reading Assignment	Assignment due
9/10	Markets and customers	Ch 4 Quiz 4 Case: FBH Discussion board
9/17	Industry and competitor analysis	Ch 5 Quiz 5 Case: Fisdap Discussion board
9/24	Review for exam	
10/1	Exam #1	
10/08	EI simulation Guest speaker: E.I. Founder Kevin Allen	E.I. simulation write-up Discussion board
10/15	Defining the future direction of the organization	Ch. 6 Quiz 6
10/22	Formulating corporate level strategy	Ch. 7 Quiz 7 Case: Vitas Discussion board

Week of	Topic and Reading Assignment	Assignment due
10/29	Formulating SBU level and functional area strategy	Ch. 8 Quiz 8
11/05	Implementing the strategy	Ch. 9 Quiz 9 Case: Guelph Discussion board
11/12	Monitoring, fine tuning, and changing the strategy	Quiz 10 Ch. 10 Video case The Dirty Dozen (trailer & 1:41 to end) Discussion board
11/19	Thanksgiving	
11/26	Review for exam	
12/03	Exam #2	

Course Requirements

INTRODUCTION AND NEWS ITEM VIDEO POST (2%)

Students are expected to introduce themselves using Flip Grid and tell the class about a current event covered relevant to health care strategy published in a business press outlet in the last month. Your video should be about 5 minutes long.

Your introduction should include your name and three interesting things about yourself. For example, I am married, have grown children, and have a 41/2 year old neurotic Australian Shepard who my son who now lives in Denver left with us. (Well, maybe only the latter is particularly interesting).

In addition to your brief introduction, the video should include a brief summary of your news article and how it relates to strategy concepts covered in the first chapter. The news item must have come from a reputable news outlet and must pertain to the health care industry. The news post must include a link to the article with the video offering the student's personal insight into the story.

Appropriate outlets would include *Fortune, Forbes, BusinessWeek, Wall Street Journal*, *or Financial Times.* I want you to demonstrate you can spot course concepts in the real world. Find an article that talks about something an organization is doing and then show what is happening in that company that relates to the material from class. Articles that focus on one or two organizations are generally easier to apply class concepts to than those that discuss general industry trends.

In addition to posting, each student must post substantive comments on at least two student's introduction and news item. (See below under Discussion boards).

INDIVIDUAL WRITTEN ASSIGNMENTS (5% EACH)

Cases

Throughout the course, you must complete two page double spaced write ups of four out of six cases. Five of the cases are Harvard Business cases assigned for the course. One of the cases is a video case (The Dirty Dozen). The purpose of these assignments is to give you the opportunity to apply concepts from one of the chapters of the book to the corresponding case. You MUST apply concepts from the corresponding week which you can (but do not have to) supplement with concepts from earlier chapters. What I want you to do is to demonstrate that you understand the material from the chapter as applied to the case. I do not want you to solve the problem presented in the case.

You need to read/watch all the cases even if you do not write them up. You will need to be familiar with the case to participate in the discussion. The cases will also appear on the exams.

This means for the first case, AUB in week 3, you must apply concepts from the chapter and lecture material on general environment analysis which is the topic for the week. You can but are not required to include the internal environment of the organization. You will be penalized heavily if you use ONLY the internal environment of the organization as that is not the assignment. This is true for each of the cases. Your primary focus should be on the material for that week and only secondarily on material from previous weeks.

Ei Games Activity (3%)

We will be participating in an online simulation provided by Ei Games, a Florida-based company that creates electronic interactive games designed to teach emotional intelligence using various organizational settings. The simulation used for this class is called "Leadership." It takes some time to play the game so please plan accordingly. The code to gain access and pay for the game is under materials for the course.

Once you have gone through the modules, you are to submit a two page write up of the key takeaways from this exercise and how you see it connecting to class concepts. Unlike the cases (above), you are free to make any links to the course you deem appropriate. There also is a guest lecture (recorded) associated with this simulation. The lecture is of the developer of EI games lecturing to a colleague's class which has an assigned time for meeting. Then you are to post on the discussion board for this topic. (See below under Discussion boards). You are required to write a brief post (approximately 3-4 sentences) linking one concept from the class to the concepts from the Ei Games simulation. As another option, you can respond to a classmate's post instead of starting your own thread.

Written Assignment Grading Scale

All written assignments will be graded according to the following scale:

100%: Outstanding
95%: Linked appropriate course concepts and did so effectively
90%: Linked appropriate course concepts but assignment had a few grammatical errors.
85%: Applied course concepts but the quality was average. There may have been a few grammatical errors.
80%: Applied course concepts but the quality was below average or poorly written.
75%: Linkage of course concepts was trivial or was to the wrong concept.

DISCUSSION POSTS (8% TOTAL)

There will be nine discussion boards in this class and you are expected to contribute eight of them. It is not that difficult to do this but a zero will harm you so make sure you organize yourself properly. You need for credit to make at least two substantive comments to each discussion. The first opportunity will be during the second week of class when you are to post a comment to at least two other students' posts of their introduction and news item. The second time will be beginning in week 3 when the first (of six) case studies is assigned. During the week when a case study is assigned I will pose a question or questions in the online discussion. Once you have read the case and turned in your write-up, you will have the opportunity to comment on these questions. Alternatively, you can also make as substantive comments on someone else's post (much like you would in a classroom discussion). You will need to participate in the discussion even if you do not choose to write up the case. This means you need to read all the cases as they are part of the class and thus will appear on the exams. The third opportunity will be the week in which you complete the EI simulation and write-up. The final opportunity will be the week in which you are assigned view a video clip from the film "The Dirty Dozen". We will be treating the video clip as a case.

What do I mean by substantive? This means that you add to the discussion, carry it forward, and contribute new and meaningful content to the direction of the 'conversation'. Do not simply restate the thoughts of another student, or just say that you agree with what has been said. Do not merely respond by repeating the case facts. Effective participation can be accomplished by offering comments or develop insights not immediately discernable from the case or readings. On the discussion boards, you can chose whether you address the question posed by the instructor or respond to someone else's post. The only exception is the first one in which you are to respond to at least two other persons' introductory posts.

QUIZZES (TOTAL 24%)

You are required to take a ten question quiz each week on the lecture material. I would suggest you at least skim the assigned chapter for the week prior to watching the lectures. The lectures are about 30 minutes long. If you prefer, you could watch them in two segments of 15 minutes. The questions purposefully draw on examples in the lectures to try to encourage you to watch the lectures. I will count your highest eight quizzes.

EXAMS (TOTAL 40%)

There are two tests in this class, both worth 200 points. Students will have two hours for the exam and can take it any time during the week in which it is scheduled. Respondus Lockdown browser will be used. There will be a practice quiz available before the first exam which will be set to the same settings as the exams so you can be sure you will be successful with Honor Lock during the exam. The quiz will not count towards your total grade.

Tests will be based on reading assignments and material presented in class. Exam format will consist of a combination of some of the following: multiple choice, true-false, fill-in-the blanks, short answer, and essay. For each exam, the essay questions will be based on the cases (including the video clip of "The Dirty Dozen") for that half of the class.

Classroom Etiquette Policy

It is important to keep in mind that although we are in a "virtual" environment, we still need to interact properly with each other and maintain an appropriate level of etiquette. The term **netiquette** is used to refer to online etiquette. By following these rules, you will improve the readability of your messages and you will help others handle the large volume of information in an online classroom:

- **Be inclusive.** It's important to be intentional about making sure we "see" each other in an online community.
  - You can do this by making sure on our discussion boards that everyone has at least one response.
    - Tip: If you are unsure who to respond to, try looking for posts that have not yet received a reply.
- Also, be sure to reply back to people who post questions or comments to you.
- **Be on time.** Your contributions to our discussions are important, but our learning community will not benefit from them unless you post on time.
  - Tip: Set calendar reminders to make sure you contribute on time.
- **Disagree respectfully.** Disagreement and different ideas are essential parts of learning, problem-solving, and creativity. However, in order for different ideas to be heard and shared, it is important to maintain a respectful stance even through vehement disagreement; otherwise communication may break down.
  - Tip: You might start the conversation with a question to clarify or get more information before you explain your different perspective.
    - For example, "Nathan, can you tell me more about what you meant when you said that recycling programs are a waste of public resources?"
  - Tip: Refrain from using judgmental evaluations of what someone posted, and instead present your own perspective supported by factual information.
    - For example, instead of "Jamal, your analysis makes no sense," you can say, "Jamal, I interpreted the results of the study differently. As I see it, there was no statistically significant difference in the children's test scores, which implies that the new program is not working."
- **Be concise.** Lengthy paragraphs are difficult for readers to digest. Keep your paragraphs short and your writing concise.
  - Tip: Consider using bullet points to help highlight your main points or headings if your post needs to be lengthy.
- **Stay on topic.** Off-topic comments can derail our conversation.

- **NO YELLING.** When you write in upper case letters in online communication, it is usually interpreted as yelling.
- **Use humor carefully.** Sarcasm in particular does not translate well in an online environment. It's best to avoid the potential pitfalls of misunderstood messages.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work. FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [Policy 12.16 Artificial Intelligence].

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, Regulation 4.001.

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit https://fau.edu/ai/citation

AI Flexible Policy:
The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines.

CHEATING Cheating on exams or submitting the work of others as your own is justification for an F in the course and possible suspension or termination from the university.

Common forms of cheating:

1. Unauthorized assistance: The presentation of material that has been obtained through someone else's efforts and utilized as part of an examination, course assignment, or project. The unauthorized possession or use of an examination or course related material may also constitute cheating.

2. Plagiarism: The deliberate use of another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own. Any student failing to properly credit ideas or materials taken from another is guilty of plagiarism. Any student who knowingly helps another violate academic standards is also in violation of the standards.

Religious Accommodation Policy Statement

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices, observances, and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments.

For further information, please see FAU Regulation 2.007 at: FAU Regulation 2.007.

University Approved Absence Policy Statement

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the course instructor at least one week prior to missing any course assignment.

Withdrawals

Any student who decides to drop is responsible for completing the proper process required to withdraw from the course.

Required technological skills:

- Basic Skills in computer use
- Access to the internet
- Basic Blackboard LMS skills
- Basic Skills for Office programs (word processing and presentation programs)

Required Software:

- Microsoft 365 Suite Link to download
- Reliable web browser (recommended Chrome or Firefox)
- Java – Link to download and/or Link to verify Java on your computer

- Adobe Flash Player: Link to download
- Mobile App: Instructions on how to download the Canvas App on an iOS device (Link for iOS Instructions) or Android device (Link for Android instructions).

Internet Connection

- Recommended: Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- To check your Internet speed, click here.

Minimum Technical Skills Requirements

The general and course-specific technical skills a student must have to succeed in the course include but are not limited to:

1. Accessing Internet.
2. Using Canvas (including taking tests, attaching documents).
3. Using email with attachments.
4. Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
5. Copying and pasting functions.
6. Downloading and installing software.
7. Using presentation, graphics, and other programs.
8. Posting and commenting in an online discussion.
9. Searching the FAU library and websites.

Computer Requirement - Basic computer specifications for Canvas Link to Specifications

Operating System

- A computer that can run Mac OSX or Win 7.0 or higher.

Peripherals

- A backup option should be available to minimize the loss of work, such as an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Software

- Once logged in to Canvas, make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

Technical Support

In the online environment, technical issues are always possible (e.g., lost connection, hardware

or software failure). Many of these occurrences can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased; please plan appropriately. If a problem occurs, it is essential that you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem.

Most issues in Canvas can be resolved by clicking on the "Help" tab located on the menu bar.

Upon clicking the "Help" tab, you will be able to:

- Report a problem
- Search Canvas guides

Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: 561-297-3590
2. If you can, take a Print Screen image of the monitor when the problem occurs. Save the image as a .jpg file. If you are unfamiliar with creating a Print Screen image, visit Link to Print Screen Instructions.
3. Complete a Help Desk ticket (Link to Help Desk). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. The process includes the following steps:
    a. Select "Canvas (Student)" for the Ticket Type.
    b. Input the Course ID.
    c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
    d. Attach the Print Screen file, if available.
4. If you do not hear back from a Help Desk representative in a timely manner (48 hours), it is your responsibility to follow up with an appropriate staff member until a resolution is reached.
5. Once you have submitted a Help Desk Ticket, inform your instructor. Include all pertinent information of the incident (steps 3b-d above). Keep your instructor informed of the status.

Questions about Assignments or Course Material

Make sure you read the entire syllabus and Start Here Module first. If you have questions about the assignments or course material, contact me through my Canvas Inbox.

Technical Problem Resolution Procedure

In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential that you take immediate action to document the issue so your instructors can verify and take appropriate action

to resolve the problem.

It is your responsibility to obtain the necessary information and skills to manage the hardware and software systems of this course. In addition, if your personal computer becomes unavailable for any reason, you are responsible for locating and operating other adequate computer resources to meet the course deadlines.

Remember, you can always go to any FAU computer lab to complete your work!

Recommended Browsers

Canvas supports the latest two versions of the most widely used browsers. We have learned that Canvas works better with Google Chrome and Mozilla Firefox than with Internet Explorer. If Internet Explorer is currently your only browser, consider installing Chrome or Firefox.

We highly recommend updating to the **newest version** of whatever browser you are using as well as updating to the most recent Flash plug-in.

For more details, see Which Browsers Does Canvas Support?

Getting Help

FAU has purchased Tier 1 support, provided by Canvas. What does this mean for you?

Canvas support is available **24/7, 365 days a year** in various forms. You can use the Canvas Guides to search for answers, call the support hotline to talk to a person, hit the chat link to message a Canvas support technician, or report an issue directly to Canvas.

You can access all of these help options by clicking on the **Help** link in the bottom-left corner of the Canvas window and then selecting your preferred method of assistance.

If you call FAU's Help Desk, please be sure to select the option for Canvas.

Questions about Assignments or Course Material

Make sure you read the entire syllabus and Start Here Module first. If you have questions about the assignments or course material, contact me through my Canvas Inbox.