



HPEM 6339

Capstone/Culminating Project Experience

Credit Hours: 3

Semester: Spring

Year: 2026

Class Days/Times: Online

Class Location: Canvas

Instructor of Record: Kimberly Elliott PhD

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Office Hours: By appointment

Course Description: The capstone project is a requirement for graduation for students in the MHA program. The capstone is an opportunity for students to work on projects that are developed in consultation with a faculty member.

Prerequisite: Successful completion of all required courses except for the courses taken in conjunction with the capstone course during the last semester prior to graduation or with approval from program director or department chair.

Course Overview: The capstone course is designed to enable the student to apply management skills to specific situations and scenarios in both public and private sectors of health care organizations. The final project presentation is submitted in written form and formally presented orally to a panel of faculty members, and/or health care administrators and/or guest faculty members from parallel academic disciplines.

Final Project : The final capstone project represents the culmination of all of the knowledge and skills that have been presented in the entire curriculum. It serves as both the final examination for the course and as the comprehensive examination for the MHA program.

Reminder: Your host organization must be approved by the instructor or the program director prior to beginning work on the project.

Student Learning Outcomes (SLO or “course objective”): Upon successfully completing this course, the student will be able to:

1. Identify the key factors and issues of the organization, financing, and delivery of health services and public health systems in the US. [A3, A8, C2]
2. Employ the directives of strategic planning and marketing to health care delivery organizations. [A8, C2, C6, D1]
3. Apply the principles of planning, development, accounting, administration and assessment in health care delivery organizations. [A1, A8, C2]
4. Evaluate the relationship between a health care delivery organization and its external environment. [A3, A8, C2, C6, D1]
5. Apply the principles of human resources management to health care delivery organizations.[C1]
6. Apply organizational design techniques to modern health care delivery organizations.[A3, A8]
7. Communicate the major issues challenging the delivery of health care services. [B1,B3]
8. Use quality and performance improvement theories to personnel and organizational performance concerns.[A8, A10]
9. Characterize the legal and ethical bases for public health and health care service.[D1,D3]

Course Assessment/Methods of Evaluation:

Assignments	
Written Strategic Plan	20%
Oral Presentation	70%
Two Progress Reports	10%
Total	100%

Course Grade Scale: Pass (P) or Fail (F)

Linked MHA Program Learning Outcomes:

- PLO A.1- Identify appropriate sources and gather information, effectively and efficiently. (Advanced)
- PLO A. 3 - Develop, understand and use data from performance, surveillance or monitoring systems. (Intermediate)
- PLO A.6- Policy analysis: Understand the policy-making process and the role of public health politics; assess a problem and identify and compare potential policy solutions; and understand and critically assess methods to evaluate policy impact. (Intermediate)
- PLO A.8- Operational analysis: Analyze, design, or improve an organizational process, including the use of quality management, process improvement, marketing and information technology principles and tools. (Advanced)
- PLO A. 10 -Decision Making: Implement a decision-making process that incorporates evidence from a broad analysis that includes uncertainty, risk, stakeholders, and organizational values. (Advanced)
- PLO B. 1- Convey: Speak and write in a clear, logical, and grammatical manner in formal and informal situations; prepare cogent business presentations; facilitate an effective group process. (Advanced)
- PLO B. 3 - Interact: Perceive and respond appropriately to the spoken, unspoken, or partly expressed thoughts, feelings, and concerns of others. (Advanced)
- PLO C.1 - Organizational Vision: Through effective governance, establish an organization's values, vision, and mission; systematically enhance performance and human material and knowledge resources
- PLO C.2 - Accountability: Hold self and others accountable to standards of performance; encourage commitment to the long-term good of the organization. (Advanced)
- PLO C. 6 - Organizational awareness: Understand and learn from governance structures, formal and informal decision making structures, and power relationships in an organization, industry, or community (Advanced)
- PLO D.1 - Use legal reasoning as a tool for analysis, communication, strategy and planning. (Intermediate)
- PLO D. 2 - Behave ethically and promote standards of ethical behavior throughout public and healthcare organizations and professional communities. (Advanced)
- PLO D.3 - Develop an understanding of healthcare state and federal legislation as it affects healthcare organizations (Intermediate)

Required Textbook:

Ginter, P. M., Duncan, W. J., & Swayne, L. E. (2025). Strategic Management of Health Care Organizations. John Wiley & Sons. ISBN: 978-1-394-28897-7

Academic Honesty:

- Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Cheating

- Dishonesty of any kind involving examinations, assignments, alteration of records, wrongful possession of examinations, and unpermitted submission of duplicate papers for multiple classes or unauthorized use of keys to examinations is considered cheating. Cheating includes but is not limited to:
 - Using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class.
 - Falsifying or inventing any information, including citations, on an assigned exercise.
 - Helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism

- Plagiarism is presenting the words or ideas of another person as if they were your own. Materials, even ideas, borrowed from others necessitate full and complete acknowledgment of the original authors. Offering the work of another as one's own is plagiarism and is unacceptable in the academic community. A lack of adequate recognition constitutes plagiarism, whether it utilizes a few sentences, whole paragraphs, articles, books, audio-visual materials, or even the writing of a fellow student. In addition, the presentation of material gathered, assembled or formatted by others as one's own is also plagiarism. Because the university takes such misconduct very seriously, the student is urged to carefully read university policies on Misconduct in Research and Other Scholarly Activity 05.00. Examples of plagiarism are:
 - Submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another.
 - Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
 - Incorporating the words or ideas of an author into one's paper without giving the author due credit.

Adding/Dropping:

The official deadline for adding and dropping courses is as published in the academic calendar and Graduate Bulletin (typically the day before Census Day). However, students are strongly



encouraged to meet with their graduate advisor or the Program Coordinator prior to adding/dropping courses. Movement into and out of classes after the 4th class day requires approval of the Program Director. Students can drop until mid-semester without a WP or WF. Drops after mid-semester require approval of the Dean. Each student is responsible for their own enrollment status with the university.

Disability Accommodations:

UTHSCT abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Student Services Office (located on the UT Tyler Campus). You may call 903-566-7079 for more information.

AI Use:

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

Students can use AI platforms to help prepare for assignments and projects. You can use AI tools to revise and edit your work (e.g., identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or correct citations). **When submitting work, students must identify any writing, text, or media generated by AI. In this course, sections of assignments generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in a cover letter that accompanies the assignment when submitted.**



The instructor retains the right to modify this syllabus.