UTTyler SCHOOL OF HEALTH PROFESSIONS

Health Policy, Administration & Management

Spring 2026 Syllabus

The instructor reserves the right to change the syllabus at any time

Course Information

Health Policy, Administration & Management (PBHL 5330) is a fully online course.

Course description

The course provides a comprehensive introduction and overview to health policy, administration and management with specific emphasis on public health and healthcare organizations that deliver care. An additional focus is on rural communities within the context of health administration. The course context is based on managerial decision making and the practical knowledge, tools, processes and strategies required by organizational management. This course overviews the basics of administration, including public health law, human resources management, budgeting and financing, health information management, performance measurement and improvement, ethics, leadership, communication, media relations, and legislative relations. Emerging areas of public health policy and management are also discussed as contexts to apply practical knowledge, tools, and strategies.

Instructor Information

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Room 243, Building H: Office Hours by appointment	903-877-7397

Course Objectives

As a result of this course, you will
1. Define the main components and issues of the organization, financing, and delivery of public health systems in the U.S and demonstrate an understanding of core concepts related to healthcare quality and safety and their impact on cost and delivery of services. (Program Learning Objective [PLO] Links 1, 2, 6)
2. Describe legal principles, values, and ethical dilemmas in public health and health policy formulation, implementation, modification, and assessment. (PLO Links 2, 4)
3. Describe the principles of performance and evidence-based management as related to public health initiatives. (PLO Links 5, 6)
4. Define principles of strategic planning and marketing and describe how "systems thinking" can contribute to solving public heath organizational problems. (PLO Links 3, 6)
5. Define principle concepts and core functions of public health and how these concepts and functions interact and are made operational at different governmental and nongovernmental levels. (PLO Links 1, 2)

The student learning outcomes listed above address the following MPH Program PLOs:
• PLO1 - The student will demonstrate mastery in each of the five core knowledge areas in public health: Biostatistics, Epidemiology, Social & Behavioral Sciences, Health Policy and
Management, and Environmental Health Sciences.
• PLO2 - The student will demonstrate proficiency in the four core functions of public health, as well as be able to explain the principles and interrelatedness of the ten
• essential public health services.
• PLO3 - The student will demonstrate proficiency in using multiple informational resources to gather, analyze, apply and report solutions to public health problems with a special emphasis on rural community health.
• PLO4 - The student will demonstrate proficiency in English communication in both oral (public speaking) and written forms as they pertain to conveying key concepts in public
• health.
• PLO5 - The student will demonstrate proficiency in using computers and other forms of digital technology and media as they pertain to research, office management and public
• health issues.
• PLO6 - The student will demonstrate independent and critical thinking skills

Course Materials

Novick & Morrow's Public Health Administration: Principles for Population-Based Management

Fourth Edition

Leiyu Shi, DrPH, MBA, MPA; James A. Johnson, PhD, MPA, MSc

ISBN: 9781284195507

Additional required readings will be provided on the learning management system.

Course Assessment/Assignments

Readings & Assignments: Textbook reading assignments are indicated in the course schedule. Additional assignments specific to each lecture will be posted. Please follow the instructions for assignment completion posted within each module. You are responsible for any additional materials provided, so please check with your instructor regularly.

Exams. A total of two exams will be administered. Exam format will be closed book, closed notes and up to two hours in duration. Each exam will be worth 10% of the final grade. Exams may be any combination of true/false, multiple choice, short answer and essay questions. Proctor U will be utilized for the exams. (PLO Links 1, 2, 6)

Assignments – 10%: There will be a total of 5 assignments during this semester. Each will be worth 2% for a total of 10% of the overall grade. The assignments will consist of 1 quiz and 4 discussion boards. Students will be required to post one well-thought-out original response to the posted question and will also be required to read and respond to at least one other classmate's original response. "I agree" is not a sufficient response to another student's post. Each original response must include one outside source and may not include sources such as newspapers, magazines, or television. You should use a peer-

reviewed journal article or a non- partisan organization website which should never be a dot com address but rather a dot org., gov., or edu.

Policy Brief Paper - 20%: Student should develop a Policy Brief (max 10 pages double spaced) describing a health or health-related issue that could be addressed through policy actions. It is recommended that students sign up with a Health Policy list-serv in order to become familiar with current health policy issues. A list of sites is provided below. There is not one standard format for writing a Policy Brief but guidelines on what should be included in a Policy Brief are fairly standard. Some guidelines on developing a Policy Brief can be found at: http://www.fao.org/docrep/014/i2195e/i2195e03.pdf https://www.courses.psu.edu/hpa/hpa301_fre1/IBInstructions_fa02.PDF (PLO 1, 3, 5, 6)

Policy Brief examples can also be found at this site :

SUPPLEMENTARY COURSE RESOURCES

Health Policy List-servs.: Below are links to a sample of health policy websites. Students should periodically access to read content or sign up to at least one to receive periodic e-mails regarding current health policy issues. Some of the sites send weekly e-mails, so, be careful about the number of sites that you select.

- http://www.statehealthfacts.org
- http://profile.kff.org/profile/
- http://www.cbpp.org
- http://www.rand.org
- http://www.rwjf.org
- http://www.nhpf.org
- http://www.urban.org
- http://www.ncpanet.org/
- http://www.academyhealth.org
- http://www.cmwf.org
- http://www.commonwealthfoundation.org/research/
- http://www.brookings.edu/

Group Presentation & Writing Assignment – 30% of Final Grade
This assignment consists of a group presentation and an accompanying written paper, which together make up 30% of your total grade.
Assignment Overview: Each group will attend (in person or virtually) a local or state governmental public meeting related to health policy. Examples include: School board meetings, City council sessions Commissioners' court, Public health district meetings, Legislative hearings.

Task Requirements
1. Identify a Health Policy Issue:
Choose a policy or issue discussed during the meeting that impacts health directly or indirectly.
Research the history, implementation, and impact of the selected policy.

2. Propose Policy Changes: Suggest modifications or improvements to the policy, law, or regulation to enhance public health outcomes.

3. Group Presentation (10-15 minutes):
Record a video presentation summarizing your findings and proposed changes.
Ensure all group members contribute meaningfully.

4. Written Assignment (7-10 pages):
Provide a detailed analysis of the policy issue.
Incorporate at least 5 external references beyond the textbook or course readings. (See discussion board guidelines on outside sources.)

Grading & Individual Accountability: Although this is a group project, each student will be graded individually based on their contributions to both the presentation and the written assignment. This assignment aligns with Program Learning Outcomes (PLOs) 1, 3, 4, 5, and 6.

In-Class Participation: Class participation is an integral part of the learning process. This course requires substantial and informed student participation. General discussion of theory and practice is encouraged and expected of all students. At a minimum, being informed requires class engagement, completion of assigned readings and projects, and attention to healthcare news. Thoughtful participation is important and will be considered for the final grade calculation.

Grading Scale

Assignment	% of Grade
Exam 1	20%
Exam 2	20%
Policy Brief	20%
Assignments	10%
Presentation and Writing Assignment	30%

Class Policies

Student Resources:

- [UT Tyler Student Accessibility and Resource (SAR) Office](#) (provides needed accommodations to students with document needs related to access and learning)
- [UT Tyler Writing Center](#)
- [The Mathematics Learning Center](#)
- [UT Tyler PASS Tutoring Center](#)
- [UT Tyler Supplemental Instruction](#)
- [Upswing (24/7 online tutoring) - covers nearly all undergraduate course areas](#)
- [Robert Muntz Library](#) and [Library Liaison](#)
- [Canvas 101](#) (learn to use Canvas, proctoring, Unicheck, and other software)

- Digital Support Toolkit (for supported courses only. Students are automatically enrolled in the toolkit for supported courses)
- LIB 422 -- Computer Lab where students can take a proctored exam
- The Career Success Center
- UT Tyler Testing Center
- Office of Research & Scholarship Design and Data Analysis Lab

Resources available to UT Tyler Students

- UT Tyler Counseling Center (available to all students)
- MySSP App (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- Student Assistance and Advocacy Center
- Military and Veterans Success Center (supports for our military-affiliated students)
- UT Tyler Patriot Food Pantry
- UT Tyler Financial Aid and Scholarships
- UT Tyler Student Business Services (pay or set up payment plans, etc.)
- UT Tyler Registrar's Office
- Office of International Programs
- Title IX Reporting
- Patriots Engage (available to all students. Get engaged at UT Tyler.)

University Policies and Information

Withdrawing from Class

Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal..

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1**: Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. **CAUTION #2**: All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with

the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the Military and Veterans Success Center.

* Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence Statement

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 is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. For this course, **AI is not permitted in this course at all**. The work submitted by students in this course will be generated by themselves. This includes all process work, drafts, brainstorming artifacts, editing, and final products. This extends to group assignments where students must create collaboratively create the project. Any instance of the following constitutes a violation of UT Tyler's Honor Code: a student has another person/entity do any portion of a graded assignment, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, using a previously submitted assignment and/or using AI tools (such as ChatGPT).

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade *only when **all** of the following conditions are met*: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the Registrar's Form Library.

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler/ and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at https://www.uttyler.edu/disability-services, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

Absence for Pregnant Students

![UT Tyler School of Health Professions logo]

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form.

Campus Carry

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php.

Course Policies:

Communications: Students are responsible for monitoring Canvas Announcements, postings to the Canvas Inbox, and email on a frequent basis. The Patriot account should be used as the primary email account.

Attendance: Regular and punctual attendance is expected. If a student misses a class or lab, the student is responsible for obtaining any information distributed during those times. Make-ups are possible only under certain instances (labs cannot be made up). Arrangements for any make-ups and/or missed labs should be discussed directly with the instructor for that day's class.

Participation: Attendance and participation in class is important. Students will be frequently asked to review concepts and online presentations prior to the scheduled class, so that class time can be used for hands-on activities and work on assignments. Students will often be building Excel, Visio, and simulation models with the Instructor.

Late Work Policy: Assignments are expected to be submitted by the specified deadline. Late submissions will incur the following penalties:

- 1 day late: 10% deduction from the total possible points.

- 2-3 days late: 20% deduction from the total possible points.

- More than 3 days late: Assignments will not be accepted, and a grade of zero will be recorded.

Exceptions to this policy will only be made under extenuating circumstances, such as a documented medical emergency or other significant life events. In such cases, students must notify the instructor as soon as possible to discuss potential accommodations.

Makeup Exam Policy: Makeup exams are generally not offered except in cases of documented emergencies or university-approved absences. If you know in advance that you will miss an exam due to an approved reason, please notify the instructor at least one week prior to the exam to arrange a makeup.

In the event of an emergency on the day of the exam, you must contact the instructor within 24 hours to discuss your situation. Documentation will be required to support your request for a makeup exam.

Please note that makeup exams may differ in format from the original exam and must be completed within one week of the original exam date unless otherwise arranged with the instructor.

Note: The Instructor retains the right to change this syllabus.

Week/Date	Topic	Readings	Assignments
1: 1/12	Introduction to Public Health Administration	Chapters 1-2	
2: 1/20	Social Determinants of Health and Systems Thinking	Chapters 3-4	**Quiz 1 due**
3: 1/26	Organization and Ethics	Chapters 5-6	
4: 2/2	Public Health Law and Policy	Chapters 7-8	**Discussion Board #1**
5: 2/9	Public Health Finance	Chapters 9	
6: 2/16	Public Health Workforce, HR, and Leadership	Chapters 10-12	**Policy brief due**
7: 2/23	**Policy Brief due**		
8: 3/2	**Exam 1**		
8: 3/16	Public Health HIT, GIS and Surveillance	Chapters 13-15	
9: 3/23	Strategic planning and performance management	Chapters 16&17	**Discussion board #2**
10: 3/30	Engaging communities and program evaluation	Chapters 18&19	
11: 4/6	Research and Social Marketing	20&21	**Discussion board #3**
12: 4/13	Health Education, Prevention, and Promotion Global health and disaster preparedness	22-27	**Discussion board #4**
13: 4/20	**Written Paper due**		

14: 4/27	**Exam 2**
5/5	**Grades due**