

PBHL 5334: Finance and Resourcing for Public Health Organizations

Course Number: PBHL 5334

Course Name: Finance and Resourcing for Public Health Organizations

Credit Hours: 3

Format: Online (Asynchronous)

Semester: Spring 2026

Course Faculty: Vanessa Casanova, PhD, MS

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Office Hours: Virtual office hours by appointment (Wednesdays, 9:00–12:00)

Course Description

This course is designed to provide students with tools to identify, obtain, and strategically utilize available and appropriate financial and cross-sectoral resources for the implementation and maintenance of public health and health/wellness–focused programs, projects, and services. Course content includes public health finance and budgeting strategies, proposal writing in response to federal, state, and local Requests for Applications (RFAs) and Notices of Funding Opportunities (NOFOs), private foundation funding, and inter-institutional collaboration to optimize service delivery and expand funding opportunities.

Course Prerequisites

None.

Course Objectives and Expected Learning Outcomes

By the end of this course, students will be able to: 1. Identify population, community, or agency needs and prepare a mock presentation for stakeholders. 2. Identify funding resources for public health programs, projects, and services. 3. Identify collaborative partners for resourcing and provision of services, and for development and/or implementation of community-focused public health programs or projects. 4. Develop a

budget for funding applications or contracts. 5. Generate a proposal appropriate for requesting financial support of a public health program or project.

Course Materials

There is no required textbook for this course. All readings and resources are open-access and will be provided in Canvas. Core materials include CDC guidance on public health finance and infrastructure, funding opportunity examples, budgeting tools, and applied case materials.

Course Structure and Instructional Methods

This course is delivered fully online and asynchronously. Each weekly module includes: - Recorded lectures or narrated slide presentations - Required readings and applied resources - Discussion board participation - Written assignments and applied exercises

Students are expected to engage with course materials regularly and complete all assignments within the scheduled time frame.

Course Schedule (Weekly Overview)

Week 1: Introduction to Public Health Finance and Infrastructure (CDC Public Health Finance & Infrastructure Support Framework)

Week 2: Identifying Community, Population, and Agency Needs

Week 3: Public Health Funding Sources (Federal, State, Local, and Private)

Week 4: Evaluating Funding Opportunities (RFAs and NOFOs)

Week 5: Cross-Sector Collaboration and Partnerships

Week 6: Budgeting Fundamentals for Public Health Programs

Week 7: Program Budget Development (Budget Assignment Due)

Week 8: Sustainability Planning and Resource Leveraging

Week 9: Proposal Writing Foundations

Week 10: Developing the Proposal Narrative

Week 11: Budget Alignment and Common Proposal Pitfalls

Week 12: Ethics, Accountability, and Stewardship of Public Funds

Week 13: Communicating with Funders and Stakeholders

Week 14: Mock Stakeholder Presentation (Due)

Week 15: Final Proposal Submission and Course Reflection

A detailed weekly schedule with readings and assignment due dates is provided in Canvas.

Assessments and Grading

Assignment Category	Percentage
Participation (5 Discussions)	25%
Program Budget Assignment	20%
Stakeholder Presentation	15%
Final Written Proposal	30%
Course Reflection	10%

Grading Scale:

A = 90–100%

B = 80–89%

C = 70–79%

F = <70%

Participation Policy

Participation is assessed by discussion online.

You are required to answer each of five (5) discussion questions throughout the course. After you answer the question, you are also required to respond to at least one of your peers' answers. Simply logging on and offering comments such as "Good point" or "I agree" will not receive credit for participation. The content of each posting should reveal a solid understanding of the topic. Students are expected to react to and critically analyze existing posted ideas or introduce a different interpretation with justification and explanation. Active participation enhances the learning of the class, as sharing experiences and perspectives is a key strength of the online format.

Late Work Policy

Generally, late work will not be accepted except in the case of emergencies or circumstances outside of the student's control. In such instances, students must contact the instructor as soon as possible. Alternate assignments or assessments may be assigned when appropriate.

Academic Integrity

UT Tyler is committed to academic honesty. Students are expected to adhere to the university's Academic Integrity Policy. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, submission of work that is attributable to another person or source without appropriate credit, falsifying academic records, or any act designed to give unfair academic advantage. Violations of academic integrity will be addressed in accordance with university policy.

AI Use Policy

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. Discussion of AI tools' ethical, societal, philosophical, and disciplinary implications is encouraged. All uses of AI must be acknowledged, consistent with the UT Tyler Honor Code.

Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. AI tools rely on predictive models that may generate content that appears correct but may be incomplete, inaccurate, biased, or lack proper attribution. AI tools should not be considered a substitute for traditional research methods. Students are ultimately responsible for the quality, accuracy, and integrity of all submitted work.

Students may use AI platforms to assist with preparation for assignments and projects, including editing and revision (e.g., identifying flaws in reasoning, clarifying writing, or correcting citations). Any writing, text, or media generated by AI must be clearly identified. In this course, AI-generated sections should appear in a different colored font, and students must include a brief cover statement describing how AI was used and how it relates to their own contributions.

Misuse of AI tools in violation of these guidelines constitutes a breach of academic integrity and will be handled according to UT Tyler policy.



Accessibility and Accommodations

In accordance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and the ADA Amendments Act (ADAAA), UT Tyler provides reasonable accommodations to students with learning, physical, and/or psychological disabilities. Students who require accommodations, including those with non-visible diagnoses such as learning disorders, chronic illness, PTSD, ADHD, or a history of academic accommodations, are encouraged to contact Student Accessibility and Resources (SAR) as early as possible to initiate the accommodation process. Approved accommodations will be implemented as outlined by the university.

Communication Expectations

All course-related communication should be conducted via UT Tyler email. Students can expect a response within 24–48 business hours.

Course Evaluations

Please take the time to complete the course evaluation at the end of the semester. Student feedback is highly valued and is used to improve the course for future students. Course evaluations are completed online and responses are anonymous.

Syllabus Revision

The course faculty reserves the right to modify any portion of this syllabus. A best effort will be made to provide students with advance notice and an opportunity to comment on proposed changes before they take effect.