Course Changes
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions
1. Course request type:  □ Undergraduate  ✔ Graduate  □ First Professional (DOS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  International Studies
3. Course prefix, number and complete title of course:  FREN 601 Introduction to Scientific French

4. Change requested
   a. Prerequisite(s):  From:  ____________________________  To:  ____________________________
   b. Withdrawal (reason):
   c. Cross-list with:  ____________________________

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?
   ☐ Yes  ☑ No
6. If grade type is changing for existing course, indicate the new grade type:  □ Grade
7. If this course will be stacked, please indicate the course number of the stacked course:  ____________________________
   ☐ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education)
8. Complete current course title and current catalog course description:
   Introduction to Scientific French. Intensive course to prepare graduate students to read scientific material, technical vocabulary and translation. May not count for hours in a supporting field.

   Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   French for Research. Intensive course to prepare graduate students to read and translate scholarly material and discipline-specific vocabulary. May not count for hours in a supporting field.

9. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN</td>
<td>601</td>
<td>Intro to Scientific French</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CHF and Fund Code</th>
<th>Admin. Unit</th>
<th>EICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3.00</td>
<td>1609010001</td>
<td>1663</td>
<td>0 0 3 6 3 2 5</td>
</tr>
</tbody>
</table>

b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN</td>
<td>601</td>
<td>French for Research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CHF and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>EICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3.00</td>
<td>1609010001</td>
<td>1663</td>
<td>16 - 17 0 0 3 6 3 2</td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:
Robert R. Shandley
Department Head or Program Chair (Type Name & Sign) Date: 11/15/15

Chair, College Review Committee Date: 11/15/15
Dean of College Date: 11/10/05
Chair, GC Site UCR Date: 11/10/05

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
Supporting statement for changes to FREN 601:

The previous course title, “Introduction to Scientific French,” is too narrow and leads graduate students to believe that the course is geared only to students in the natural sciences. The new title, “French for Research,” more accurately describes the content and the intent of the course.

The change in the catalog course description likewise broadens the description beyond scientific material and technical vocabulary in order to address the interests of students performing research in a wide range of fields.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions:
1. Course request type: □ Undergraduate □ Graduate □ First Professional (DOS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): International Studies
3. Course prefix, number and complete title of course: GERM 603 Introduction to Scientific German

4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? □ Yes □ No
6. If grade type is changing for existing course, indicate the new grade type: □ Grade □ S/U □ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course: ___________________________
8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
9. Complete current course title and current catalog course description:
   introduction to Scientific German. Intensive course to prepare graduate students to read scientific material, technical vocabulary and translation. May not count for hours in a supporting field.
10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    German for Research. Intensive course to prepare graduate students to read and translate scholarly material and discipline-specific vocabulary. May not count for hours in a supporting field.

11. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERM</td>
<td>603</td>
<td>Intro to Scientific German</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Emu Code</th>
<th>Admin. Unit</th>
<th>HICE Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3.00</td>
<td>1605000001</td>
<td>1663</td>
<td>0 0 3 6 3 2 5</td>
<td></td>
</tr>
</tbody>
</table>

b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERM</td>
<td>603</td>
<td>German for Research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Emu Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HICE Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3.00</td>
<td>1605000001</td>
<td>1663</td>
<td>0 0 3 6 3 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
  
Approval recommended by:
Robert R. Shandalley
Department Head or Program Chair (Type Name & Sign) Date: 3/19/15

Chair, College Review Committee
Dean of College Date: 3/14/15

Chair, QEP or UCC Date: 10-1-15

Submitted to Coordinating Board by:
Associate Director, Curriculum Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
Supporting statement for changes to GERM 603:

The previous course title, “Introduction to Scientific German,” is too narrow and leads graduate students to believe that the course is geared only to students in the natural sciences. The new title, “German for Research,” more accurately describes the content and the intent of the course.

The change in the catalog course description likewise broadens the description beyond scientific material and technical vocabulary in order to address the interests of students performing research in a wide range of fields.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type:  □ Undergraduate  □ Graduate  □ First Professional (ODS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  Environmental and Occupational Health - School of Public Health
3. Course prefix, number and complete title of course:  PHEO-601 Principles of Basic Medical Sciences

Change requested
a. Prerequisite(s): From:  
To:  
b. Withdrawal (reason):  PHEO-601 course has not been taught in over 10 years. It is not cross-listed with MSC1-601.
c. Cross-list with:
   Cross-listed courses require the signature of both department heads:
d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b. For a change in title.
   Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course?  □ Yes  □ No
6. If grade type is changing for existing course, indicate the new grade type:  □ Grade  □ S/U  □ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:  ❌
8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

11. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHEO</td>
<td>601</td>
<td>PRINCIPLES OF BASIC MEDICAL $C</td>
</tr>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>Other</td>
</tr>
<tr>
<td>5.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>Other</td>
</tr>
<tr>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Approval recommended by:  

Department Head or Program Chair (Type Name & Sign)  Date  
Chair, College Review Committee  Date
Department Head or Program Chair (Type Name & Sign)  Date  
Dean of College  Date
Submitted to Coordinating Board by:  
Associate Director, Curricular Services  Date  
Chair, GC or UCC  Date  
Effective Date  

Questions regarding this form should be directed to Sandra Williams at 845-6201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate  
Graduate  
Professional  
*Submit original form and attachments*

**Form Instructions**

1. Course request type:  
   - [ ] Undergraduate  
   - [x] Graduate  
   - [ ] First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Environmental and Occupational Health - School of Public Health

3. Course prefix, number and complete title of course: PHEO-605 Chemical Hazard Risk Assessment

4. Change requested
   a. Prerequisite(s): From:  
      To:  
   b. Withdrawal (reason):  
   c. Cross-list with: remove cross-list with VAPH-605 (VIHS 605) (email from VIHS agreeing with this change is attached)

- Cross-listed courses require the signature of both department heads.
   - Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

5. Is this an existing core curriculum course?  
   - [ ] Yes  
   - [ ] No

6. If grade type is changing for existing course, indicate the new grade type:  
   - [ ] Grade  
   - [ ] S/U  
   - [ ] P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:  
   - I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

8. Complete current course title and current catalog course description:  
   - Chemical Hazard Risk Assessment. (3-0). Credit 3. Chemical and biological methods for testing hazardous chemicals and complex mixtures; chemical analysis; microbial bioassays; developmental toxicity; enzyme induction; mammalian cell culture. Cross-listed with VAPH 605.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):  
   - Chemical Hazard Exposure (3-0). Credit 3. Methods for sampling hazardous chemicals in various environmental media, planning the sample collection, and analytical process to ensure that data quality is sufficient to meet project objectives; Data Quality Objectives; development of a QAPP and QA/QC protocols including data validation.

10. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
<th>Units</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin Unit</th>
<th>HCL Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHEO</td>
<td>605</td>
<td>Chemical Hazard Risk Assessment</td>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3.00</td>
<td>512202</td>
<td>1057</td>
<td>0 0 3 6 3 2</td>
<td></td>
</tr>
</tbody>
</table>

b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
<th>Units</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin Unit</th>
<th>HCL Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHEO</td>
<td>605</td>
<td>CHEMICAL HAZARD EXPOSURE</td>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3.00</td>
<td>512202</td>
<td>1057</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:  

[Signature] 6/15

Associate Director, Curricular Services  

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
From: Daniel, Deborah [mailto:DDaniel@cvm.tamu.edu]
Sent: Tuesday, June 09, 2015 4:24 PM
To: McDonald, Thomas J.
Cc: Castiglioni, Evelyn; Rusyn, Ivan
Subject: RE: need to chat about VIBS-605 below. Thanks Tommy

Dr. McDonald:

This email is to let you know that VIBS-605 will no longer be crossed reference with your PHEO course.

Please let me know if there is any additional information you may need.

Deborah

---

Deborah Daniel | Business Coordinator III
I'm an HR Liaison
Veterinary Integrative Biosciences | Texas A&M University
4458 TAMU College Station, Texas 77843-4458
Ph: 979 845-2820 | ddaniel@cvm.tamu.edu
Fax: 979 847-8981

From: Rusyn, Ivan
Sent: Tuesday, June 02, 2015 11:54 AM
To: Daniel, Deborah
Cc: Castiglioni, Evelyn; 'McDonald, Thomas J. (tmcdonald@sph.tamhsc.edu)'
Subject: FW: need to chat about VIBS-605 below. Thanks Tommy

Dear Deborah,

Dr. McDonald is going to make changes to the title and description of the course below (it is a PHEO course cross-listed in VIBS) and I would appreciate you coordinating with him the changes on the VIBS side.

Thank you!

Ivan

From: McDonald, Thomas J. [mailto:tmcdonald@sph.tamhsc.edu]
Sent: Tuesday, June 02, 2015 10:30 AM
To: Rusyn, Ivan
Subject: need to chat about VIBS-605 below. Thanks Tommy
Chemical Hazard Assessment. (3-4). Credit 3. Chemical and biological methods for testing hazards: chemicals and complex mixtures; chemical analysis; microbial bioassays; developmental toxicity; enzyme induction; mammalian cell culture. Prerequisites: Graduate classification

Thomas J. McDonald, PhD
Professor, Environmental and Occupational Health
Assistant Dean for Academic Affairs
School of Public Health | Texas A&M Health Science Center

MS 1266 | 277 Administration Building, College Station, TX 77843-1266
ph: 979.436.9425 | Fax: 979.436.9500 | Cell: 979.220.3621 | tmcdonald@tamhsc.edu
www.tamhsc.edu | Transforming Health

*"It’s amazing what you can accomplish if you do not care who gets the credit* Harry S. Truman
**PHEO 605 – Chemical Hazard Exposure**  
**Fall 2015**  
**Thursday 9:00 AM – 12:00 PM, SPH Classroom Bldg. Room 108**

**INSTRUCTOR**

Dr. Thomas J. McDonald  
277 SPH Administration Building  
Phone: 979-436-9425  
*tmcdonald1@tamhsc.edu*

**Office Hours:** Before and after class on Thursday and anytime by appointment.

**COURSE DESCRIPTION**

This course presents methods for sampling hazardous chemicals in various environmental media, planning the sample collection, and analytical process to ensure that data quality is sufficient to meet project objectives. Students will become familiar with the Data Quality Objectives; will develop a QAPP and QA/QC protocols including data validation.

**COURSE OBJECTIVES**

*At the conclusion of this course students will be able to:*

<table>
<thead>
<tr>
<th>SPH EOH Core Competencies:</th>
<th>Associated Student Learning Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.</td>
<td>Characterize the biological, chemical and physical hazards affecting human and ecosystem health.</td>
</tr>
<tr>
<td>Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety in both urban and rural settings.</td>
<td>Introduction to field collection skills to help solve practical problems in identification and quantification of chemicals in environmental and biological media.</td>
</tr>
<tr>
<td>Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.</td>
<td>Describe the steps in the regulatory process, in terms of risk assessment and risk management.</td>
</tr>
<tr>
<td>Describe the synergistic and multiplicative factors involved with coming up with solutions for environmental health hazards.</td>
<td>Develop and implement field sampling plans for sediment, water, and wildlife.</td>
</tr>
<tr>
<td>Acquire knowledge of the context of</td>
<td>Discuss quality assurance, control methods,</td>
</tr>
<tr>
<td>environmental health. and control samples.</td>
<td>Apply theoretical and conceptual models and skills relevant to the discipline.</td>
</tr>
</tbody>
</table>

**Textbooks that may be used in the class include:**

- Introduction to Environmental Forensics. B.L. Murphy and R.D. Morrison (2002).

**Journals that will be used in the class include:**

COURSE SCHEDULE (maybe subject to change):

<table>
<thead>
<tr>
<th>Date</th>
<th>Weekly Topic</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course introduction&lt;br&gt;Introduction to Chemical Hazards, Environmental&lt;br&gt;Monitoring, and QAPPs</td>
<td>McDonald</td>
</tr>
<tr>
<td>Week 2</td>
<td>Data mining, library searches</td>
<td>Shurtz</td>
</tr>
<tr>
<td>Week 3</td>
<td>Sample handling and custody requirements, sample handling and preservation, sample&lt;br&gt;shipping and receiving.</td>
<td>McDonald</td>
</tr>
<tr>
<td>Week 4</td>
<td>Water, Soil, Sediment, and Wildlife Sampling</td>
<td>McDonald</td>
</tr>
<tr>
<td>Week 5</td>
<td>Data Validation</td>
<td>McDonald</td>
</tr>
<tr>
<td>Week 6</td>
<td>Instrumental QC</td>
<td>McDonald</td>
</tr>
<tr>
<td>Week 7</td>
<td>Project Assessment and Oversight</td>
<td>McDonald</td>
</tr>
<tr>
<td>Week 8</td>
<td>Exam (Take Home)</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Organics</td>
<td>McDonald</td>
</tr>
<tr>
<td>Week 10</td>
<td>Radiation/NORM</td>
<td>McDonald</td>
</tr>
<tr>
<td>Week 11</td>
<td>Trace Metals</td>
<td>Taylor</td>
</tr>
<tr>
<td>Week 12</td>
<td>Class Presentation</td>
<td>McDonald</td>
</tr>
<tr>
<td></td>
<td>University Holiday</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Class Presentations</td>
<td>McDonald</td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
<td>McDonald</td>
</tr>
</tbody>
</table>

* Note Nov. 26 is a University Holiday.

COURSE EVALUATION

Please note that additional unit-based exercises/self-tests/discussion questions may be included as appropriate. One test and a final exam will be given. The students will be required to give one oral presentation (15 - 20 minutes) and write one research paper (8 to 10 pages). Satisfactory class participation means that you come to class prepared and have made a good faith effort to read the materials and contribute meaningfully to the class discussion. If you are not prepared for class participation your class participation grade will be affected. Attendance is a part of class participation. Let me know ahead of time if you are unable to attend class. No more than two (2) pre-excused university approved absences will be allowed without a reduction in grade.

The grades in this course will be based on

Homework/Quizzes 15%
Exam 25%
Class Presentation and Research Paper 25%
Final Exam 25%
Class Participation 10%

**Grades**

Once grades are posted, late submittals are impossible. If your grade is not posted, or if you would like to appeal your posted grade, contact Dr. McDonald within 7 days to initiate a review/appeal. After 7 days, no grade changes will be considered.

**Grading Scale**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 60</td>
<td>F</td>
</tr>
</tbody>
</table>

**Course Ground Rules**

**Attendance and Make-up Policies**

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

Makeup examinations will be granted only for excused absences (prior approval of the instructor for required travel, or verifiable medical doctor’s excuse). **Makeups for exams must be scheduled within forty-eight hours of the originally scheduled exam time.** Failure to contact the instructor (Dr. McDonald) within this forty-eight hour period with a valid medical/travel excuse will result in a zero for that examination.

**Other Pertinent Course Information**

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Bb course webpage. E-mail contact will be initiated with all students the first week of class through your TAMHSC e-mail account.

**Blackboard (Bb Statement)**

Blackboard (Bb): This course will be delivered via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you
will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to https://tamhsc.blackboard.com or look for Quick Links on the bottom of the School’s homepage. Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School’s Office of Academic Assessment and Instructional Technology website). Please note that the Blackboard emails and the SPH emails are the same. If you continue to have trouble accessing the course web site please contact John Lingsweiler in the School’s Office of Academic Assessment and Instructional Technology. John may be reached at (979) 436-9409 or at lingsweiler@tamhsc.edu. You will need to possess the required computing technology to be successful in an online course. All computing problems or other technical issues can be routed to the TAMHSC Help Desk at helpdesk@tamhsc.edu via E-mail, or phoned to 979-862-8029 or 1-800-799-7472 Important!!! Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on Blackboard E-Learning. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@SPH.tamhsc.edu for additional information.

End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School’s courses as part of your professional responsibility.

SPH Mission

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state of Texas, nationally, and globally.

Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

**Academic Integrity**

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

**Remember:**

"An Aggie does not lie, cheat, or steal, or tolerate those who do."

**FERP.A**

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

By enrolling in this course you agree to the following statement: “I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”

**Equal Opportunity Statement**

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.
DISCLAIMER

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.

Copyright Statement

The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions

1. Course request type:
   - Undergraduate [ ]
   - Graduate [ ]
   - First Professional (DDS, MS, ID, PharmD, DVM) [ ]

2. Request submitted by (Department or Program Name): School of Public Health- Environmental & Occupational Health

3. Course prefix, number and complete title of course:
   - PHEO 610, Basic Environmental Toxicology

4. Change requested
   a. Prerequisite(s): From: no change To: no change
   b. Withdrawal (reason): no change
   c. Cross-list with: no change

5. Is this an existing core curriculum course?
   - Yes [ ]
   - No [ ]

6. If grade type is changing for existing course, indicate the new grade type:
   - Grade [ ]
   - S/U [ ]
   - P/F [ ]

7. If this course will be stacked, please indicate the course number of the stacked course:
   - [ ]

8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://www.tamu.edu/resource/export-control/export-control-basics-for-distance-education).

9. Complete current course title and current catalog course description:
   - Current course title: Basic Environmental Toxicology
   - Catalog Course Description: Examines basic concepts of toxicology in environmental and occupational surroundings. Distribution, absorption, metabolism and elimination of toxicants are discussed. Mechanisms of injury for various classes of toxicants following exposure to toxic chemicals are explored at the systemic, organ and cellular level. Prerequisite: PHEO 630 or approval of instructor.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    - Proposed course title: Toxicology in Public Health
    - Proposed Catalog Course Description: Concepts of toxicology in public health, with emphasis on environmental and occupational exposures; distribution, absorption, metabolism and elimination of toxicants; mechanisms of injury at the cellular, organ and systemic level following exposure to toxic chemicals; exposure assessment/risk assessment for non-toxicologists and the use of toxicology in decision-making. Prerequisite: PHEO 630 or approval of instructor.

11. a. As currently in course inventory:

   Prefix: PHEO
   Course # 610
   Title (including punctuation): BASIC ENVIRONMENTAL TOXICOLOGY

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin Unit</th>
<th>FEE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>0.00</td>
<td>3.00</td>
<td>512202</td>
<td>1057</td>
<td>0 0 3 6 3 2</td>
<td>5</td>
</tr>
</tbody>
</table>

   b. Change to:

   Prefix: PHEO
   Course # 610
   Title (including punctuation): TOXICOLOGY IN PUBLIC HEALTH

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin Unit</th>
<th>Acad. Year</th>
<th>FEE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>512202</td>
<td>1057</td>
<td>-</td>
<td>0 0 3 6 3 2</td>
<td>5</td>
</tr>
</tbody>
</table>

Approval recommended by:

Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Department Head or Program Chair (Type Name & Sign) (If cross listed course) Date

Dean of College Date

Submitted to Coordinating Board by:

Chair, GC JF UCC Date

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.

Curricular Services - 08/14
Supporting Statement for changes to PHED 610

The proposed changes would make this course more relevant to the public health students, who may use toxicology as a tool to support decision-making regarding management of chemicals or waste from occupational or environmental sources. The students will benefit from a greater emphasis on environmental and occupational exposures, as well as a discussion of how toxicology is used for informed decision-making and promotion of public safety and health.
**Instructor Information**

- **Course title and number**: Toxicology in Public Health, PHEO 610
- **Term**: Spring 2016
- **Meeting times and location**: Wednesday, 9am-12pm; Room 109, SRPH Classroom Building
- **Instructor Name(s)**: Leslie Cizmas, PhD
- **Teaching Assistant(s)**: TBA
- **Telephone number**: (979)-436-9324
- **Email address**: LHCizmas@sph.tamhsc.edu
- **Office hours**: By appointment
- **Office location**: Room 102, SPH Administration Building

**Course Description**

Examines concepts of toxicology in public health, with emphasis on environmental and occupational exposures. Distribution, absorption, metabolism and elimination of toxicants are discussed. Mechanisms of injury for various organs following exposure to toxic chemicals are explored. Exposure assessment/risk assessment for non-toxicologists and the use of toxicology in decision-making are covered.

**Prerequisites**

PHEO 630 or approval of instructor

**Course Competencies and Course Objectives**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the direct and indirect human health and safety effects of major</td>
<td>1. Describe the major classes of environmental contaminants and their potential toxic effects.</td>
</tr>
<tr>
<td>environmental and occupational agents. (#B1)</td>
<td>2. Describe genetic and physiologic factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.</td>
</tr>
<tr>
<td>Describe genetic, physiologic and psychosocial factors that affect</td>
<td>3. Explain the major concepts of human health risk assessment.</td>
</tr>
<tr>
<td>susceptibility to adverse health outcomes following exposure to</td>
<td></td>
</tr>
<tr>
<td>environmental hazards. (#B2)</td>
<td>Describe the mechanisms of toxicity of several classes of chemicals including metals, pesticides, foodborne toxic agents, and petroleum hydrocarbons.</td>
</tr>
<tr>
<td>Specify current environmental risk assessment methods. (#B4)</td>
<td>5. Explain the impact of absorption, distribution, metabolism, and excretion on the toxic effect of chemicals.</td>
</tr>
<tr>
<td>Explain the general mechanisms of toxicity in eliciting a toxic response</td>
<td>6. Describe the nature and causes of various toxicant-induced diseases of organ systems as well as non-organ directed toxicity.</td>
</tr>
<tr>
<td>to various environmental exposures.</td>
<td></td>
</tr>
<tr>
<td>Explain the impact of absorption, distribution, metabolism, and excretion</td>
<td></td>
</tr>
<tr>
<td>on the toxic effect of chemicals. (#B8)</td>
<td></td>
</tr>
<tr>
<td>Describe the nature and causes of various toxicant-induced diseases of</td>
<td></td>
</tr>
<tr>
<td>organ systems as well as non-organ directed toxicity. (#B10)</td>
<td></td>
</tr>
</tbody>
</table>
Grading Policies

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>33%</td>
</tr>
<tr>
<td>Exam II</td>
<td>33%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>34%</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.0-100</td>
<td>A</td>
</tr>
<tr>
<td>80.0-89.9</td>
<td>B</td>
</tr>
<tr>
<td>70-79.9</td>
<td>C</td>
</tr>
<tr>
<td>60-69.9</td>
<td>D</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
</tr>
</tbody>
</table>

Attendance and Makeup Policies

Students are expected to attend all class presentations. The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). It is the student's responsibility to provide satisfactory evidence to the instructor to substantiate the reason for absence. Only the reasons specified by the university for being absent from an exam will be accepted. They include:

1. Participation in an activity appearing on the Univ. Authorized Activity List;
2. Confinement because of injury or illness that is too severe or contagious for the student to attend class;
3. Death or major illness in a student's immediate family;
4. Illness of a dependent family member;
5. Participation in legal proceedings or administrative procedures that require the student to be present;
6. Religious holy day;
7. Required participation in military duties;
8. Mandatory admission interviews for professional or graduate school that cannot be rescheduled.

To be excused from an exam for one of these reasons, the student must make arrangements with the instructor before the test is given. For authorized absences, the instructor will choose to either give a make-up test or modify the grading procedure to adjust for a missing test grade in a way that does not reduce the credits previously earned. For unauthorized absences, the instructor will decide on a course of action depending on the circumstances. Loss of credit for the missed test is a possible course of action.

Other Pertinent Course Information

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Bb course webpage. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned TAMHSC e-mail account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made. You are expected to use Blackboard e-mail address for all official correspondence.

eCampus (Blackboard)

If this course uses eCampus: Within the course's eCampus site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to login into Howdy and then click the eCampus button on the top right or look for Quick Links on the bottom of the School's homepage or go to
http://ecampus.tamu.edu Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School's Office of Academic Assessment and Instructional Technology website), or contact John C. Lingsweller in the School's Office of Academic Assessment and Instructional Technology. John may be reached at (979) 436-9409 or at lingsweller@sph.tamhsc.edu For login issues (password not working), please contact TAMU Help Desk at helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300. Your eCampus login is the same as your Howdy login (NetID).

Computer Requirements for Online Courses
For this and all online courses we recommend the minimum technical requirements outlined on our "SPH Computer Requirements for Online Courses" web page, located at http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html#distance-education/technical-specifications.html

All computing problems or other technical issues not related to eCampus, please contact:

- TAMHSC related account: helpdesk@tamhsc.edu via E-mail, or phone to (979) 862-8029
- TAMU related account: helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300

Important!!! Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble.

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on eCampus. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@sph.tamhsc.edu for additional information.

Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School's courses as part of your professional responsibility.

SPH Mission

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state of Texas, nationally, and globally.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation
requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Academic Integrity

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student's responsibility to have a clear understanding of how to reference other individuals' work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

Remember:
"An Aggie does not lie, cheat, or steal, or tolerate those who do."

Copyright Statement

The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted by the instructor.

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

By enrolling in this course you agree to the following statement: "I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor."

Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.
Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-438-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
* Submit original form and attachments *

Form Instructions
1. Course request type:  
   - Undergraduate  [ ] Graduate  [X] First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Environmental and Occupational Health – School of Public Health
3. Course prefix, number and complete title of course: PHEO-614 Biodegradation and Bioremediation

4. Change requested
   a. Prerequisite(s): From: To:
   b. Withdrawal (reason): PHEO-614 course has not been taught in over 10 years. It is not cross-listed with SCSC 614 or VAPH 614.
   c. Cross-list with:
      Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course?  
   - Yes  [ ] No  [X]
6. If grade type is changing for existing course, indicate the new grade type:  
   - Grade  [ ] S/U  [ ] P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:
   - I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
8. Complete current course title and current catalog course description: Biodegradation and Bioremediation (Credit 3.0). Processes affecting the biodegradation of organic chemicals in the environment; assessment of the utility of various remedial procedures, including biodegradation and bioremediation in site specific situations; methods of site assessment and quantitative risk characterization. Prerequisite: Organic chemistry or approval of instructor.
9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

11. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (including punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHEO</td>
<td>614</td>
<td>BIODEGRADATION AND BIOREMED</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin Unit</th>
<th>FIC Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3.00</td>
<td>512202</td>
<td>1057</td>
<td>0 0 3</td>
<td>6 3 2</td>
</tr>
</tbody>
</table>

b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (including punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin Unit</th>
<th>Year</th>
<th>FIC Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3.00</td>
<td>0 0 3 6 3 2</td>
<td>0 0 3</td>
<td>6 3 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:  
Department Head or Program Chair (Type Name & Sign)  
Date  

Chair, College Review Committee  
Date  

Dean of College  
Date  

Chair, GC or UCC  
Date  

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services - 08/14
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate + Graduate + Professional  
Submit original form and attachments  

**Form Instructions**  
1. Course request type: [ ] Undergraduate [x] Graduate [ ] First Professional (DVM, MD, JD, PharmD, DPA)  
2. Request submitted by (Department or Program Name): Department of Health Policy and Management  
3. Course prefix, number and complete title of course: PHPM 608: Health Systems Management  

4. Change requested:  
   a. Prerequisite(s): From: _______ To: _______  
   b. Withdrawal (reason): _______  
   c. Cross-list with: _______  
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b. Attach a course syllabus.  
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.  

5. Is this an existing core curriculum course? [ ] Yes [ ] No  
6. If grade type is changing for existing course, indicate the new grade type: [ ] Grade [ ] S/U [ ] PHF (CBA)  
7. If this course will be stacked, please indicate the course number of the stacked course: _______  
8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://exr.tamu.edu/resources/export-controls/export-control-basics-for-distance-education).  
10. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Introduction to Health Policy and Management. Credit 3 to 4.  

11. a. As currently in course inventory:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title:</th>
<th>Credit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHPM 608</td>
<td>Intro to Health Policy &amp; Mgmt</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP Code</th>
<th>Transfer Code</th>
<th>Volume Unit</th>
<th>ECTS Code</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3.00</td>
<td>5122110014</td>
<td>1431</td>
<td>0 0 3 6 3 2</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

b. Change to:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title:</th>
<th>Credit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHPM 608</td>
<td>Intro to Health Policy &amp; Mgmt</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP Code</th>
<th>Transfer Code</th>
<th>Volume Unit</th>
<th>ECTS Code</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00</td>
<td>0.00</td>
<td>0.00</td>
<td>4.00</td>
<td>5122110014</td>
<td>1431</td>
<td>15 - 15</td>
<td>0 0 3 6 3 2</td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:  

Dr. Michael Morrissey  
Department Chair or Program Chair (Type Name & Sign)  
Date  

Chair, College Review Committee  
Date  

Department Chair or Program Chair (Type Name & Sign)  
(If cross-listed course)  
Date  

Submitted to Coordinating Board by:  

Chair, GC or LCC  
Date  

Associate Director, Curricular Services  
Date  

Effective Date  

Questions regarding this form should be directed to Sandra Williams at 845-8291 or sandra.williams@tamu.edu.  
Curricular Services - 09/14
Instructor Information

Course title and number: EMHA 606: Introduction to Health Policy and Management
Term: Fall 2015
Meeting times and location:

Instructor Name(s): James Alexander, PhD
Teaching Assistant(s):
Telephone number: 979-458-1592
Email address: jalexander@sph.tamhsc.edu
Office hours: SPH A-388B
Office location:

Course Description

This course supports effectiveness of health services professionals by providing knowledge of the structure of the health services systems; a wide range of health organizations, professionals, and services; and associated management and policy issues. (For Executive MHA Students only)

Prerequisites

Admission to the EMHA program.

Course Objectives

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US. (Systems Thinking)</td>
<td>Knowledge: At the conclusion of this course students will be able to:</td>
</tr>
<tr>
<td>Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.</td>
<td>a. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.</td>
</tr>
<tr>
<td></td>
<td>b. Describe the underlying assumptions and relationships that characterize the historical evolution and current state of public health services delivery.</td>
</tr>
<tr>
<td></td>
<td>c. Identify and describe the basic economic concepts involved in health services delivery to include payment sources, revenue generation and financial control functions.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>d.</td>
<td>Identify and describe the basic terms and concepts involved in the management of health organizations in the areas of human resources, health information technology, quality, change, control, and planning.</td>
</tr>
<tr>
<td>e.</td>
<td>Understand the basic roles, functions and decision making of public health and health service delivery organization management in the context of leadership styles and characteristics.</td>
</tr>
<tr>
<td>f.</td>
<td>Apply quality and performance improvement concepts to address organizational performance issues.</td>
</tr>
<tr>
<td>g.</td>
<td>Apply principles of strategic planning and marketing to public health.</td>
</tr>
<tr>
<td>h.</td>
<td>Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.</td>
</tr>
<tr>
<td>i.</td>
<td>Identify and describe the characteristic organizational, functional, and structural elements of health services delivery organizations with an emphasis on hospitals.</td>
</tr>
<tr>
<td>j.</td>
<td>Identify and describe the characteristic organizational, functional, and structural elements of public health organizations and related non-profit health organizations.</td>
</tr>
<tr>
<td>k.</td>
<td>Identify key stakeholders in the development and support of public health and health services delivery systems, and describe the likely implications of policy changes for each.</td>
</tr>
<tr>
<td>l.</td>
<td>Demonstrate leadership skills for building partnerships.</td>
</tr>
</tbody>
</table>
| Describe the legal and ethical bases for public health and health services. | **Skills:** At the conclusion of this course students will be able to:
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>m.</strong> Explain methods of ensuring community health safety and preparedness.</td>
<td><strong>a.</strong> perform selected management activities such as conduct a break-even analysis;</td>
</tr>
<tr>
<td><strong>n.</strong> Communicate health policy and management issues using appropriate channels and technologies.</td>
<td><strong>b.</strong> write effective memos presenting clearly reasoned analysis of key management issues;</td>
</tr>
<tr>
<td><strong>o.</strong> Describe the problems and promises of emerging technologies on the delivery of public health and health care services with an emphasis on rural settings.</td>
<td><strong>c.</strong> perform in a small group to complete project assignments in a short period of time;</td>
</tr>
</tbody>
</table>
| **p.** Differentiate and understand major ethical and legal dimensions underlying public health and health services and their management and delivery. | **Values:** At the conclusion of this course students will be able to:
| **q.** Apply "systems thinking" for resolving organizational problems. | **a.** identify, describe, and apply to case studies the basic values that underlie management decision making in health services organizations. |
| **Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.** (Leadership) Describe the attributes of leadership in public health. Demonstrate transparency, integrity, and honesty in all actions. (Systems Thinking) Analyze the effects of political, social and economic policies on public health systems at the | **b.** identify important ethical considerations in the policy debates and day-to-day conduct of management in health services settings. |
| **local, state, national and international levels.** | **c. demonstrate commitment to analysis of public health and health services issues.** |
| **Apply quality and performance improvement concepts to address organizational performance issues.** | **d. demonstrate appreciation of alternative points of view on such issues.** |
| *(Diversity and Culture)* Discuss the importance and characteristics of a sustainable diverse public health workforce. *(Program Planning)* Differentiate the purposes of formative, process, and outcome evaluation. | |
| *(Professionalism)* Promote high standards of personal and organizational integrity, compassion, honesty and respect for all people. Value commitment to lifelong learning and professional service including active participation in professional organizations | |
| **Apply quality and performance improvement concepts to address organizational performance issues.** | |
| **Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.** *(Leadership)* Articulate an achievable mission, set of core values, and vision. | |
| **Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.** *(Program Planning)* Explain the contribution of logic models in program development, implementation, and evaluation. | |
| Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US. | |
| Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US. *(Diversity and Culture)* Differentiate among availability, acceptability, and accessibility of health care across diverse | |
| Populations.  
  *(Program Planning)* |  
|---|---|
| In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs.  
  *(Systems Thinking)* |  
| Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems. |  
| Discuss the policy process for improving the health status of populations.  
  *(Diversity and Culture)* |  
| Differentiate among availability, acceptability, and accessibility of health care across diverse populations.  
  *(Leadership)* |  
| Describe alternative strategies for collaboration and partnership among organizations, focused on public health goals. |  
| Use collaborative methods for achieving organizational and community health goals  
  *(Program Planning)* |  
| In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs.  
  *(Systems Thinking)* |  
| Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems. |  
| Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems. |  
| Demonstrate leadership skills for building partnerships.  
  *(Diversity and Culture)* |  
| Explain how professional ethics and practices relate to equity and accountability in diverse community settings. |  
| Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.  
  *(Leadership)* |  
| Use collaborative methods for achieving organizational and community health goals  
  *(Professionalism)* |  
<p>| Embrace a definition of public health that captures the unique characteristics of the field (e.g., population-focused, community-oriented). |</p>
<table>
<thead>
<tr>
<th><strong>Prevention-motivated and rooted in social justice</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>and how these contribute to professional practice. <strong>(Systems Thinking)</strong></td>
<td></td>
</tr>
<tr>
<td>Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems.</td>
<td></td>
</tr>
<tr>
<td>Analyze inter-relationships among systems that influence the quality of life of people in their communities.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Explain methods of ensuring community health safety and preparedness.</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate health policy and management issues using appropriate channels and technologies.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Describe the legal and ethical bases for public health and health services.</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the policy process for improving the health status of populations. <strong>(Diversity and Culture)</strong></td>
<td></td>
</tr>
<tr>
<td>Explain how professional ethics and practices relate to equity and accountability in diverse community settings.</td>
<td></td>
</tr>
<tr>
<td>Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served. <strong>(Leadership)</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrate transparency, integrity, and honesty in all actions.</td>
<td></td>
</tr>
<tr>
<td>8. Apply social justice and human rights principles when addressing community needs. <strong>(Professionalism)</strong></td>
<td></td>
</tr>
<tr>
<td>Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field.</td>
<td></td>
</tr>
<tr>
<td>Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy.</td>
<td></td>
</tr>
<tr>
<td>Promote high standards of personal and organizational integrity, compassion, honesty and respect for all people.</td>
<td></td>
</tr>
<tr>
<td>Analyze the potential impacts of legal and regulatory environments on the conduct of ethical public health research and practice.</td>
<td></td>
</tr>
<tr>
<td>Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Apply &quot;systems thinking&quot; for resolving organizational problems.</strong> <strong>(Systems Thinking)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify characteristics of a system.</td>
<td></td>
</tr>
</tbody>
</table>
Identify unintended consequences produced by changes made to a public health system. Provide examples of feedback loops and "stocks and flows" within a public health system. Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems.

Textbook and/or Resource Material

(LD) Longest & Darr, Managing Health Services Organizations and Systems, 6th Ed. 2014

(GG) Griffin, Don. Outside the Hospital: The Delivery of Health Care in Non-Hospital Settings, 2009

Students should complete all required (assigned) readings by the corresponding class date. This will enable students to gain maximum benefit from discussions, lectures, and speakers. Exams and papers will be based on all of these required readings along with the content of lectures, discussion, and speaker presentations.

Suggested/Supplemental Readings:

The instructor has identified additional readings that students may voluntarily pursue. As Health Professionals, students should be interested in current news articles about health, healthcare, public health, and health policy in newspapers such as the New York Times, Wall Street Journal, or other major dailies as well as local media. In addition, the student should be interested in other periodicals or health & healthcare articles in other major publications. The following books are used as background and/or context for topics and concepts presented during the course.


Covey, Stephen R. The 7 Habits of Highly Effective People. 1989

Johnson, Steven, The Ghost Map. 2006


Jared Diamond, Guns, Germs, and Steel (1997)

Thomas L. Friedman, The World Is Flat. (2005)

Daniel H. Pink, A Whole New Mind (2006)

Course Topics, Calendar of Activities, Major Assignment Dates:

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Topics</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introductions</td>
<td>LD Chapter 1</td>
</tr>
<tr>
<td>Day 2</td>
<td>Topics</td>
<td>Assigned Reading</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td></td>
<td>First Assignment Due</td>
<td>Outside The Hospital, Griffin</td>
</tr>
<tr>
<td></td>
<td>Second Group Assignment</td>
<td>LD Chapter 2, 5,13</td>
</tr>
<tr>
<td></td>
<td>Due Third Day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review First Assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Structure of Healthcare</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Systems Outside The Hospital</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• TEST</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The Three-Legged Stool of HealthCare Organizations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GB Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medical Staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Structure of Health Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• System Integration – class illustrations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management, Motivation &amp; Leadership</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 3</th>
<th>Topics</th>
<th>Assigned Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Second Assignment Due</td>
<td>LD Chapters: 3, 6, 11, 12, 14</td>
</tr>
<tr>
<td></td>
<td>Third Group Assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Due Fourth Day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review Assignment</td>
<td></td>
</tr>
<tr>
<td>Day 4</td>
<td>Topics</td>
<td>Assigned Reading</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Organizational Design &lt;br&gt;• Classical Concepts &lt;br&gt;• Informal Groups</td>
<td>Introduction and Sections 2, 3, 4 (only) in: Ready or Not? Protecting The Public’s Health From Diseases, Disasters, and Bioterrorism</td>
</tr>
<tr>
<td></td>
<td>Technology &lt;br&gt;• Clinical &lt;br&gt;• IT &lt;br&gt;• Tele-</td>
<td>LD Chapter 7, 8, 4</td>
</tr>
<tr>
<td></td>
<td>• Problem Solving &amp; Decision Making &lt;br&gt;Review Assignment &lt;br&gt;Problem Solving Model &lt;br&gt;Influencing Factors &lt;br&gt;Group Problem Solving &lt;br&gt;Decision Making Heuristic</td>
<td>The following readings are posted on the course website:</td>
</tr>
<tr>
<td></td>
<td>• Communication &amp; Emotional Intelligence &lt;br&gt;Communication Model &lt;br&gt;Faces &lt;br&gt;Personal Space &lt;br&gt;• Emotional Intelligence</td>
<td>Hospital Quality Comparison &lt;br&gt;Is P4P Really FFS &lt;br&gt;Wisdom and Justice of Not Paying</td>
</tr>
<tr>
<td></td>
<td>• Control &lt;br&gt;Control Model &lt;br&gt;Control Considerations &lt;br&gt;Risk Management &lt;br&gt;• Control and $$$ &lt;br&gt;Budgeting &lt;br&gt;BREAKEVEN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• HR</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Topics</strong></td>
<td><strong>Assigned Reading</strong></td>
</tr>
<tr>
<td></td>
<td>Third Assignment Due &lt;br&gt;Review Assignment &lt;br&gt;Preparedness and Planning &lt;br&gt;Guest Speaker TBA &lt;br&gt;Perception and Critical Thinking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quality &amp; Innovation &lt;br&gt;• Problems with Quality &lt;br&gt;Organizations Concerned with Quality &lt;br&gt;IHI &lt;br&gt;NCOA &lt;br&gt;Joint Commission</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Measuring Quality &lt;br&gt;• Improving Quality &lt;br&gt;Patient Safety &lt;br&gt;Six Sigma &lt;br&gt;Lean &lt;br&gt;Quint Studer</td>
<td></td>
</tr>
</tbody>
</table>
Student performance will be evaluated through exams (3 during class and a final exam); completion of 3 major group assignments, 2 group assignments during days in attendance; and class participation.

Exams: (25% total) There will be 3 short in-class exams each worth 5% plus a final exam worth 10%. The 3 in-class exams will be content specific, detailed, factual and designed to indicate familiarity with assigned readings. The final exam will be an in-class open book exam consisting of essay questions or short case studies designed to be completed in 120 minutes. The final will be graded for correctness, for ability to link multiple elements of course content (readings, lectures, speakers) and for demonstration of elements of cognition, analysis, and synthesis as called for by the particular exam items.

Group Assignments or topics (3 x 15% = 45 %) Written responses will be submitted by assigned groups of students on three occasions during the course as assigned in the first week of class. Students will work in small groups to prepare a single written response to the assignment of 2-3 single space pages prepared in the “608 Memo” format found later in this syllabus. The group’s written response must be submitted electronically to the instructor in advance of class by the students responsible for submitting work on the specific sets of readings assigned. Students’ written answers as well as in-class discussion of these and related items will be graded for grammar, style, and clarity of writing as well as for Intellectual completeness, insightfulness, clarity, thoughtfulness in Interpretation, and integration of points from readings and lectures. Responses to the assignment should answer the question directly and include at least a few statements that provide a rationale for the answer. The rationale should include some clear references to points made in previous lectures and/or readings for the course. The answers should not simply repeat or quote what appears in the book. There will be group assignments made on Days 1 and 3 to be turned in prior to meeting on Days 2 and 4. The third group assignment will be made during day 2 and must be completed overnight and turned in on the morning of Day 3.
In-class Group Assignments (2 x 10% = 20%) During Days 1 & 4 groups will receive an assignment that must be prepared in a matter of a few hours and presented to the class for discussion and evaluation. The evaluation criteria will be the same as for the other Group Assignments (above).

It is expected that all students will contribute to and participate in the development of the group’s response. As each group assignment is turned in, each student will evaluate the performance of the other students in the group. This within group evaluation will be part of the class participation grade.

Participation (10%) will be graded according to in-class quality of questions posed to the instructor or outside speakers, responsiveness to questions posed to students by the instructor or speakers and positive contribution to class discussions. Note that this grade includes the student’s in-class discussion of the three study questions/topics assigned during the semester. Participation in other assorted class activities will be included here. The evaluation(s) received by each student from the other members of the assignment group as well as the students’ skill and acumen in making the evaluations will also be considered in determining this grade.

Written Assignments All written assignments are expected to be prepared in business style and memo format (see attachment), be grammatically correct, error free, on time, and well written as well as thoughtful, responsive to the assignment, and include thinking that reflects mastery of the material. All written assignments are to be prepared as a MS Word (.doc) document and turned in electronically attached to an email at least 48 hours in advance of class time. All assignments are not to exceed 2-3 pages. Use a 12-point, standard font and single space.

Grading Method: Letter grades will be assigned to each graded assignment, these letter grades will be converted to numerical grades, the grade for each component will be weighted as indicated, and the components will be summed to arrive at an overall course grade.

<table>
<thead>
<tr>
<th>In-class exams</th>
<th>15% (3 x 5%)</th>
<th>Major Group Assignments</th>
<th>45% (3 x 15% ea.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class Group Assignments</td>
<td>20% (2 x 10%)</td>
<td>Final exam</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All assignments will be given a letter grade from A+ to F (a 12-point scale, not counting zero). The grades will be posted by their numerical equivalent using the following table:

<table>
<thead>
<tr>
<th>A+ = 12</th>
<th>B+ = 9</th>
<th>C+ = 6</th>
<th>D+ = 3</th>
<th>F = 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 11</td>
<td>B = 8</td>
<td>C = 5</td>
<td>D = 2</td>
<td></td>
</tr>
<tr>
<td>A- = 10</td>
<td>B- = 7</td>
<td>C- = 4</td>
<td>D- = 1</td>
<td></td>
</tr>
</tbody>
</table>

The posted numerical equivalent grades are weighted as indicated (e.g.: Final Exam = 10% of final grade) so that your final grade will appear as a number on the 12-point scale. To make an A in the course, your weighted composite score must be at least a 10

<table>
<thead>
<tr>
<th>Exams</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Assignments</td>
<td>45%</td>
</tr>
<tr>
<td>In-class Group Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Attendance and Make-up Policies**

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. There will be no excused absences in this course. Attendance is required at all 4 “in-class” Days.
Other Relevant Course Information

Students are assumed to have a professional interest in the subject matter, to attend class, and to be willing to complete reading and course assignments by the due dates. A body of factual material must be mastered, understood, and integrated in order to appreciate the management and policy problems/issues associated with the delivery of health services. Participation in class discussion and optional opportunities is encouraged and expected. Students are required to bring to each class a laptop computer capable of producing MS Office Word and PowerPoint files/documents.

Blackboard (Bb Statement)

Blackboard (Bb): This course will be delivered via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to https://tamhsce.blackboard.com or look for Quick Links on the bottom of the School's homepage. Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School's Office of Academic Assessment and Instructional Technology website). Please note that the Blackboard emails and the SPH emails are the same. If you continue to have trouble accessing the course web site please contact John Lingsweiler in the School’s Office of Academic Assessment and Instructional Technology. John may be reached at (979) 458-3032 or at lingsweiler@tamhsce.edu. You will need to possess the required computing technology to be successful in an online course. All computing problems or other technical issues can be routed to the TAMHSC Help Desk at helodesk@tamhsce.edu via E-mail, or phone to 979-862-8029 or 1-800-799-7472. Important!!! Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang up!! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble.

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on Blackboard E-Learning. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you have plagiarized your document. Please see Phuong Huynh: phuong@SPH.tamhsce.edu for additional information.

End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School’s courses as part of your professional responsibility.

SPH Mission

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state of Texas, nationally, and globally.

Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Calm Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Academic Integrity

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding of the general rules of academic dishonesty. A tutorial on this issue is available at: http://sph.tamhsc.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

Remember:
"An Aggie does not lie, cheat, or steal, or tolerate those who do."

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: "I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor."

Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual
violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.

MEMORANDUM

To: Addressee (me for this class)
From: Sender (you) Depending upon the degree of formality of the memo & its purposes, titles or positions may or may not be used. For 606 assignments, do not bother with titles/positions but be sure to ID the group & name all group members; e.g.:
Group B
Billy Bob Jones
Betty Sue Smith
Use this list format for multiples in the To/From/CC lines
Use the tab key to keep this margin uniform

CC: Use if appropriate. For 606 assignments this can usually be omitted.

Date: The date prepared or transmitted.

RE: Subject Matter or Topic (very brief, never to exceed one line)

Begin body of text here. Use single space with blank lines between paragraphs and a standard 12-point pitch font (such as this one, no script, etc.). If the total length is more than 2 pages, use pagination. Attach charts, tables, footnotes, references, etc. on separate pages at the end. For 606 memos, if your only reference is to the text(s), do not use a reference page; I assume you have read the text. You may fiddle just a bit with margins in order to cram more words into a page limitation or to make brevity appear longer but do not use a larger or smaller pitch type or increase the single spacing. For 606 Group Assignments where there are multiple questions to address, use some sort of heading to indicate which question is being addressed.

You will use this "606 Memo" format again for your Practicum and it would be appropriate for any of your memos here at SPH. Pay attention to the MS Word "helpers", spell check and grammar check. If you have any red or green lines in your text, fix it. I don’t always agree with the green lines, so use your judgment.

One of my pet peeves is the inappropriate use of the word "which". Far more often than not, when I see a "which" in a student assignment it is being used to create a run-on sentence or as a way to make an incomplete sentence sound better. By far the most frequent appropriate use of "which" is in conjunction with a preposition; e.g.; by which, for which, of which, etc. I recommend that before turning in a written assignment, go on a "which hunt". It is usually best to rephrase/rewrite any sentence containing a "which".
William Safire's Rules for Writers:

Remember to never split an infinitive.
The passive voice should never be used.
Do not put statements in the negative form.
Verbs have to agree with their subject.
Proofread carefully to see if you words out.

If you reread your work, you can find on rereading a great deal of repetition can be avoided by rereading and editing.

A writer must not shift your point of view.
And don't start a sentence with a conjunction. 
(Remember, too, a preposition is a terrible word to end a sentence with.)

Don't overuse exclamation marks!!!!

Place pronouns as close as possible, especially in long sentences, as of 10 or more words, to their antecedents.

Writing carefully, dangling participles must be avoided.

If any word is improper at the end of a sentence, a linking verb is.

Take the bull by the hand and avoid mixing metaphors.

Avoid trendy locutions that sound flaky.

Everyone should be careful to use a singular pronoun with singular nouns in their writing.

Always pick on the correct idiom.

The adverb always follows the verb.

Last but not least, avoid clichés like the plague; seek viable alternatives.

Words per sentence:

Tests have shown that a sentence of eight words is very easy to read; of 11 words, easy; of 14 words, fairly easy; of 17 words, standard; of 21 words, fairly difficult; of 25 words, difficult; of 29 or more words, very difficult; so this sentence with 52 words is ranked impossible.
(source unknown)
Do you think English is easy?

Can you read these correctly the first time?

1) The bandage was wound around the wound.
2) The farm was used to produce produce.
3) The dump was so full that it had to refuse more refuse.
4) We must polish the Polish furniture.
5) He could lead if he would get the lead out.
6) The soldier decided to desert his dessert in the desert.
7) Since there is no time like the present, he thought it was time to present the present.
8) A bass was painted on the head of the bass drum.
9) When shot at, the dove dove into the bushes.
10) I did not object to the object.
11) The insurance was invalid for the invalid.
12) There was a row among the oarsmen about how to row.
13) They were too close to the door to close it.
14) The buck does funny things when the does are present.
15) A seamstress and a sewer fell down into a sewer line.
16) To help with planting, the farmer taught his sow to sow.
17) The wind was too strong to wind the sail.
18) Upon seeing the tear in the painting, I shed a tear.
19) I had to subject the subject to a series of tests.
20) How can I intimate this to my most intimate friend?
Texas A&M University
Departmental Request for a Change in Course
Undergraduate  Graduate  Professional
* Submit original form and attachments *

Form Instructions
1. Course request type:  □ Undergraduate  ✓ Graduate  □ First Professional (DVM, A.T., J.D., Pharm.D., D.P.M.)
2. Request submitted by (Department or Program Name): Department of Health Policy and Management
3. Course prefix, number and complete title of course: PHPM 614; Strategic Planning and Marketing

4. Change requested:
   a. Prerequisite(s): From: __________________________ To: __________________________
   b. Withdrawal (reason): __________________________
   c. Cross-list with: __________________________

5. Change in course title and description. Enter complete current course title and current course description in Item 9; enter proposed course title and proposed course description in Item 10. Complete Items 11a and b. Attach a course syllabus.
6. Is this an existing core curriculum course? □ Yes  ✓ No
7. If grade type is changing for existing course, indicate the new grade type: □ Grade  □ S/U  □ P/F (CLAD)
8. If this course will be stacked, please indicate the course number of the stacked course: [Signature]
9. Complete current course title and current catalog course description:
   Strategic Planning and Marketing I. (3-0). Credit 3.

10. Complete proposed course title and proposed catalog course description (not to exceed 30 words):
    Strategic Planning and Marketing. Credit 3 to 4.

11. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Lab</th>
<th>Other</th>
<th>SCHH</th>
<th>CIP Code</th>
<th>Main Topic</th>
<th>CIC Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PHPM</td>
<td>614</td>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3.00</td>
<td>5122110014</td>
<td>1431</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Lab</th>
<th>Other</th>
<th>SCHH</th>
<th>CIP Code</th>
<th>Main Topic</th>
<th>CIC Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PHPM</td>
<td>614</td>
<td>4.00</td>
<td>0.00</td>
<td>0.00</td>
<td>4.00</td>
<td>5122110014</td>
<td>1431</td>
<td>15</td>
<td>16</td>
</tr>
</tbody>
</table>

Approval recommended:

Dr. Michael Montes
Department Head or Program Chair (Type Name & Sign) Date 8-28-15

Chair, Course Advisory Committee Date 6-3-15

Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date 10-1-15

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 08/14
Instructor Information
Course title and number  EMHA 614: Strategic Planning and Marketing I
Term (e.g., Fall 200X)
Meeting times and location
Instructor Name(s)  Bita A. Kash, PhD, MBA, FACHE
Teaching Assistant(s)
Telephone number  979-458-0652
Email address  bakaash@srph.tamhsc.edu
Office hours
Office location

Course Description
This course offers an introduction to strategic planning and management in health services organizations. Processes and formats employed in strategic planning are presented and applied in case studies. Elements of market assessment, environmental analysis, strategy evaluation and development are presented and applied to practice cases. (For Executive MHA students only)

Prerequisites
Must match course catalog.

Course Objectives

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply “system thinking” for resolving organizational problems</td>
<td>Become knowledgeable about the theoretical aspect of healthcare strategic planning and management</td>
</tr>
<tr>
<td><strong>Level of Learning: Knowledge</strong></td>
<td>Understand strategic management process</td>
</tr>
<tr>
<td>Information Seeking and Innovative Thinking</td>
<td>Become familiar with empirical techniques associated with strategic positioning research, strategic alternatives, evaluation and planning</td>
</tr>
<tr>
<td><strong>Level of Learning: Comprehension, Application</strong></td>
<td>Apply theoretical framework of strategic planning and marketing to case studies and article presentations</td>
</tr>
<tr>
<td>Critical Thinking and Analytical Thinking</td>
<td>Analyze market data used in strategic planning</td>
</tr>
<tr>
<td>Use collaborative methods for achieving</td>
<td>Conduct and practice SWOT analyses in class</td>
</tr>
<tr>
<td></td>
<td>Understand and discuss the significance of culture relative to strategic planning and</td>
</tr>
</tbody>
</table>

Notes
<table>
<thead>
<tr>
<th>Organizational and Community Health Goals</th>
<th>Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Level of Learning: Application and Analysis</em></td>
<td>Understand and address key issues related to rural population needs and organizational responsibility</td>
</tr>
<tr>
<td>Articulate an achievable mission, set of core values and vision</td>
<td>Organizational mission and values should reflect values in the community, considerations related to rural populations and access to healthcare services</td>
</tr>
<tr>
<td><em>Level of Learning: Application, Evaluate, and Synthesis</em></td>
<td>Practice cases to facilitate application of theory</td>
</tr>
<tr>
<td>Identify characteristics of a system and describe alternative strategies for collaboration and partnership (growth)</td>
<td>Analyze market data used in strategic planning</td>
</tr>
<tr>
<td><em>Level of Learning: Analysis, Synthesis and Evaluate</em></td>
<td>Apply findings to develop specific, action-oriented objectives, goals and strategies</td>
</tr>
<tr>
<td>Report writing and professional presentation – effective communication</td>
<td>Develop effective team work and project management skills</td>
</tr>
<tr>
<td>Apply basic principles of ethical analysis</td>
<td>Understand ethical issues associated with growth strategies and marketing in the healthcare industry, including special needs of rural populations</td>
</tr>
<tr>
<td><em>Level of Learning: Evaluate and Synthesis</em></td>
<td></td>
</tr>
</tbody>
</table>

Textbook and/or Resource Material

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grading Policies

(Policies or grading rules should cover late work, grade assignment and weighting, attendance policy, and make-up guidelines. Must include a grading scale (A=90-100, B=80-89, etc.). Changing grading policies should occur only under extraordinary circumstances. If more than 10% of grade is based on participation, syllabus should explicitly define and outline how grade is determined. No statement on a syllabus may contradict university rules regarding attendance, approved absence, etc. You may wish to refer to the Student Rules regarding Academics at http://student-rules.tamu.edu. THIS INFORMATION HAS BEEN PLACED HERE FOR REFERENCE ONLY. PLEASE REMOVE BEFORE PREPARING SYLLABUS.)

☐ Satisfactory/Unsatisfactory

<table>
<thead>
<tr>
<th>Points</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

☐ Grading Scale

<table>
<thead>
<tr>
<th>Points</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>B</td>
</tr>
<tr>
<td>Points</td>
<td>C</td>
</tr>
<tr>
<td>Points</td>
<td>D</td>
</tr>
<tr>
<td>Points</td>
<td>F</td>
</tr>
</tbody>
</table>

Ex. Quizzes 30%

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Attendance and Make-up Policies

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Must include attendance and make-up policy, especially if attendance/class participation will count as a grade. Policies should detail excused absences, unexcused absences, and make-up policies. Attendance and make-up policies should not contradict student rules.(THIS INFORMATION HAS BEEN PLACED HERE FOR REFERENCE ONLY. PLEASE REMOVE BEFORE PREPARING SYLLABUS.)

Other Pertinent Course Information

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Bb course webpage. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned TAMHSC e-mail account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made. You are expected to use Blackboard e-mail address for all official correspondence. (THIS SECTION IS NOT REQUIRED. THIS INFORMATION HAS BEEN PLACED HERE FOR REFERENCE ONLY. PLEASE REMOVE BEFORE PREPARING SYLLABUS.)
Blackboard (Bb Statement)

Blackboard (Bb): This course will be delivered via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to https://tamhsc.blackboard.com or look for Quick Links on the bottom of the School's homepage. Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School's Office of Academic Assessment and Instructional Technology website). Please note that the Blackboard emails and the SPH emails are the same. If you continue to have trouble accessing the course web site please contact John Lingsweller in the School's Office of Academic Assessment and Instructional Technology. John may be reached at (979) 456-3032 or at lingsweller@tamhsc.edu. You will need to possess the required computing technology to be successful in an online course. All computing problems or other technical issues can be routed to the TAMHSC Help Desk at helpdesk@tamhsc.edu via E-mail, or phoned to 979-862-8029 or 1-800-799-7472 Important!!! Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble.

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on Blackboard E-Learning. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@SPH.tamhsc.edu for additional information.

End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School's courses as part of your professional responsibility.

SPH Mission

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state of Texas, nationally, and globally.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or cell 845-1637. For additional information visit http://disability.temu.edu

Academic Integrity
Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student's responsibility to have a clear understanding of how to reference other individuals' work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

Remember:
"An Aggie does not lie, cheat, or steal, or tolerate those who do."

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: "I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor."

Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu
The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions

1. Course request type: □ Undergraduate  ✓ Graduate  □ First Professional (MD, MJ, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Health Policy and Management/ Master of Health Administration
3. Course prefix, number and complete title of course: PHPM 618: Introduction to Management of Human Resources

4. Change requested:
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): ____________________________
   c. Cross-list with: ____________________________

5. Changes to course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b. Attach a course syllabus.
6. Is this an existing core curriculum course? □ Yes  ✓ No
7. If grade type is changing for existing course, indicate the new grade type: □ Grade  □ S/U  □ P/F (CPA)
8. If this course will be stacked, please indicate the course number of the stacked course:
   I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://www.tamu.edu/resources/exports/complete-export-control-basics-for-distance-education).
9. Complete current course title and current catalog course description:
   Introduction to Management of Human Resources. (3-0). Credit 3.
10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Management of Human Resources. Credit 3 to 4.

11. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course Title</th>
<th>Integree Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHPM</td>
<td>618</td>
<td>Intro to Mgmt of Hmn Resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Lab</th>
<th>Other</th>
<th>CID</th>
<th>CIP and Trim Code</th>
<th>Academic Unit</th>
<th>HEC Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3.00</td>
<td>5122110014</td>
<td>1431</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

   b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course Title</th>
<th>Integree Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHPM</td>
<td>618</td>
<td>Management of Human Resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Lab</th>
<th>Other</th>
<th>CID</th>
<th>CIP and Trim Code</th>
<th>Academic Unit</th>
<th>HEC Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.00</td>
<td>0.00</td>
<td>0.00</td>
<td>4.00</td>
<td>5122110014</td>
<td>1431</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

Approval recommended by:

Dr. Michael Morris
Department Chair of Program Chair (Type Name of Sign) Date 9-30-15
Chair, College Academic Committee Date

Department Chair or Program Chair (Type Name of Sign) Date 9-31-15
Dean of College Date 10-1-15

Submitted to Coordinating Board by:

Chair, GC or UCC Date 10-1-15

Questions regarding this form should be directed to Sandra Williams at 845-2301 or sandra.williams@tamu.edu
Curricular Services – 08/14
EMHA 616: Management of Human Resources

Course Title and Number
Term (e.g., Fall 200X)
Meeting Times and Location
TBA
TBA
TBA
TBA
TBA
TBA

Instructor Information

Course Description
Management of Human Resources is a course examining the theory, principles, and practical application of HR management with a special focus on health systems and health laws. Throughout this course we will examine common human resource issues facing health care administrators. (For Executive MHA Students only)

Prerequisites
Must match course catalog.

Course Objectives

Week 1 Objectives [Introduction to Course & HR Theory & Practice]
- Describe the “structural”, “behavioral” and “HR Process” components of HR management;
- Identify how firms can gain an advantage through effective HR management;
- Understand the importance of change management
- Discuss the impact of cost pressures on HR policies;
- Examine the primary demographic and employee concerns pertaining to HRM
- Discuss roles and “core” competencies of today’s HR managers;
- Understand the responsibilities of HR managers.

Week 2 Objectives [HRM in Perspective, Importance of HR Managers]
- Identify how firms gain sustainable competitive advantage through people.
- Explain how globalization is influencing human resources management.
- Describe the impact of information technology on managing people.
- Identify the importance of change management.
- State HR’s role in developing intellectual capital.
- Differentiate how TQM and reengineering influence HR systems. Discuss the impact of cost pressures on HR policies.
- Discuss the primary demographic and employee concerns pertaining to HRM.
- Provide examples of the roles and competencies of today’s HR managers.
Week 3 Objectives: [Personnel Planning & Recruitment]
- Identify the advantages of integrating human resources planning and strategic planning.
- Describe the basic approaches to human resources planning.
- Explain the advantages and disadvantages of recruiting from within the organization.
- Explain the advantages and disadvantages of external recruitment.
- Describe how recruitment activities are integrated with diversity and equal employment opportunity initiatives.

Week 4 Objectives Interviewing and Selecting the Right Employees
- Discuss how to define jobs accurately & know skills and talents required for a job
- Explain how to evaluate resumes fully
- Explore how to ask the right questions effectively
- Understand how to keep score and quantify results of an employee interview

Week 5 Objectives [Job Analysis & Design]
- Discuss the relationship between job requirements and the performance of HRM functions.
- Indicate the methods by which job analysis typically is completed.
- Identify and explain the various sections of job descriptions.
- Provide examples illustrating the various factors that must be taken into account in designing a job.
- Discuss the various job characteristics that motivate employees. Describe the different group techniques used to maximize employee contributions.
- Differentiate and explain the different adjustments in work schedules.

Week 6 Objectives: [Employee Benefits, Compensation, Incentives, Insurance]
- Explain employer concerns in developing a strategic compensation program.
- Indicate the various factors that influence the setting of wages.
- Differentiate the mechanics of each of the major job evaluation systems.
- Explain the purpose of a wage survey.
- Define the wage curve, pay grades, and rate ranges as parts of the compensation structure.
- Identify the major provisions of the federal laws affecting compensation.
- Discuss the current issues of equal pay for comparable worth, pay compression, living-wage laws, and low wage budgets. Identify the types of, and reasons for implementing, individual incentive plans.
- Describe the characteristics of a sound benefits program.
- Indicate management concerns about the costs of employee benefits and discuss ways to control those costs.
- Identify and explain the employee benefits required by law.

Week 7 Objectives: [Performance Appraisals & Improving Performance]
- Explain the purposes of performance appraisals and the reasons they can sometimes fail.
- Identify the characteristics of an effective appraisal program.
- Describe the different sources of appraisal information.
- Explain the various methods used for performance evaluation.
- Outline the characteristics of an effective performance appraisal interview.
Week 8 Objectives [Principles of Discipline & Discharge]
- Explain the concepts of employee rights and employer responsibilities.
- Explain the concepts of employment-at-will, wrongful discharge, implied contract, and constructive discharge.
- Identify and explain the privacy rights of employees.
- Explain the process of establishing disciplinary policies, including the proper implementation of organizational rules.
- Discuss the meaning of discipline and how to investigate a disciplinary problem.
- Differentiate between the two approaches to disciplinary action.
- Identify the different types of alternative dispute resolution procedures.
- Discuss the role of ethics in the management of human resources.

Week 9 Objectives [Equal Employment Opportunity/Federal & State Laws]
- Explain the reasons behind passage of EEO legislation.
- Prepare an outline describing the major laws affecting equal employment opportunity. Describe bona fide occupational qualification and religious preference as EEO issues.
- Discuss sexual harassment and immigration reform and control as EEO concerns.
- Explain the use of the Uniform Guidelines on Employee Selection Procedures. Provide examples illustrating the concept of adverse impact and apply the four-fifths rule.
- Discuss significant court cases impacting equal employment opportunity.
- Illustrate the various enforcement procedures affecting equal employment opportunity.
- Describe affirmative action and the basic steps in developing an affirmative action program.
- Examine the Wal-Mart Class Action Case

Week 10 Objectives [Title VII, Discrimination & Other Employee Rights]
- Discuss steps of an EEOC Hearing
- Examine purpose and requirements of the FMLA (Family & Medical Leave Act)
- Discuss Sexual Harassment & HR Responsibilities to avoid occurrence of this problem.
- Discuss how to avoid pregnancy discrimination
- Examine legal cases worth remembering.
- Examine ADA & ADEA in the context of Health Organizations.

Week 11 Objectives: [Labor Relations & Bargaining with Unions]
- Identify and explain the principal federal laws that provide the framework for labor relations.
- Explain the reasons employees join unions.
- Describe the process by which unions organize employees and gain recognition as their bargaining agent.
- Discuss the bargaining process and the bargaining goals and strategies of a union and an employer.
- Differentiate the forms of bargaining power that a union and an employer may utilize to enforce their bargaining demands.
- Describe a typical union grievance procedure and explain the basis for arbitration awards.

Week 12 Objectives [Fraud and Abuse Laws—Becoming Compliant]
- Describe Fraud and Abuse laws that apply to health care organizations;
- Discuss how to conduct federally mandated screening of all potential employees in order to avoid sanctions from Medicare and Medicaid programs
- Examine ways to develop effective compliance programs to avoid criminal and/or civil penalties.
Week 14 Objectives [HR-Management & Medical Staff Credentialing]
- Examine what happens in a peer-review meeting.
- Review the concepts of Due Process, Equal Protection and 14th Amendment Liberty Interests as applied to physician credentialing;
- Evaluate the applicability of HCQIA and other federal Healthcare Laws;
- Discuss when reports and inquiry must be made to the NPDB.

Week 15 Finals Week—Remaining student presentations

SRPH Competencies

<table>
<thead>
<tr>
<th>PHPM 616 Management of Human Resources</th>
<th>NCHL and SRPH Competency Areas</th>
<th>Apply quality and performance improvement concepts to address organizational performance issues.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Describe changing trends in the management of human resources. (Comprehension)</td>
<td>9.2 Human Resources Management: Is familiar with basic employment processes and law.</td>
<td>Demonstrate leadership skills for building partnerships and marketing to public health.</td>
</tr>
<tr>
<td>2. Human Resources Management: Is familiar with basic employment processes and law.</td>
<td>15.3 Interpersonal Understanding: Commits to understanding others.</td>
<td>Apply principles of program planning, organizational performance issues, and marketing to public health.</td>
</tr>
<tr>
<td>3. Analytical Thinking: Develops complex plans or analyses.</td>
<td>24.2 Strategic Orientation: Develops strategy to address environmental forces.</td>
<td>Apply systems thinking for resolving organizational problems.</td>
</tr>
<tr>
<td>(Comprehension)</td>
<td>financial analyses and investments</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td>8. Recognize the major legal issues in human resources management including labor relations, fraud and abuse compliance, discrimination laws, and other issues. (Knowledge)</td>
<td>9.1 Human Resources Management: is familiar with basic employment processes and law</td>
<td>Apply systems thinking for resolving organizational problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe the legal and ethical bases for public health and health services</td>
</tr>
</tbody>
</table>

Textbook and/or Resource Material


Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>DATES</th>
<th>LECTURE TOPIC</th>
<th>READING ASSIGNMENT</th>
<th>OTHER ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 8/29</td>
<td>Introduction to Course and HR Management Theory</td>
<td>Handouts posted online</td>
<td>Review of Course Syllabus</td>
</tr>
<tr>
<td>Week 2 8/5</td>
<td>HRM In Perspective; Strategic Role and Importance of HR Managers</td>
<td>Bohlander</td>
<td>Bohlander Chapters 1 - 2</td>
</tr>
<tr>
<td>Week 3 8/12</td>
<td>Personnel Recruitment &amp; Employee Selection.</td>
<td>Bohlander</td>
<td>Bohlander Chapter 5</td>
</tr>
<tr>
<td>Week 4 8/19</td>
<td>The Selection Process: How to Interview and Hire the Right People</td>
<td>Bohlander</td>
<td>Bohlander Chapter 6</td>
</tr>
<tr>
<td>Week 6 8/26</td>
<td>Job Analysis &amp; Design;</td>
<td>Bohlander</td>
<td>Bohlander Chapter 4</td>
</tr>
<tr>
<td>Week 6 10/3</td>
<td>Employee Compensation, Benefits Incentives</td>
<td>Bohlander</td>
<td>Bohlander Chapters 9 - 10</td>
</tr>
<tr>
<td>Week 7 10/10</td>
<td>Employee Insurance &amp; Retirement</td>
<td>Bohlander</td>
<td>Bohlander Chapter 11</td>
</tr>
<tr>
<td>Week 7 10/10</td>
<td>Employee Insurance &amp; Retirement</td>
<td>Bohlander</td>
<td>Group Presentations Start Group 1</td>
</tr>
<tr>
<td>Week 8 10/17</td>
<td>Performance Appraisals Performance Improvement</td>
<td>Bohlander</td>
<td>Group Presentations Start Group 2</td>
</tr>
<tr>
<td>Week 9 10/24</td>
<td>Principles of Discipline And Discharge</td>
<td>Bohlander</td>
<td>Supplemental video</td>
</tr>
<tr>
<td>Week 10 10/31</td>
<td>The EEO Act and other federal and State Laws that Affect Employee Rights.</td>
<td>Bohlander Ch. 3 and posted readings</td>
<td>Group 3</td>
</tr>
<tr>
<td>Week 11 11/7</td>
<td>Title VII, Discrimination &amp; Employment Rights Laws</td>
<td>Readings posted on Blackboard site</td>
<td>Exam 2 (Covers Weeks 6 – 10)</td>
</tr>
<tr>
<td>Week 12</td>
<td>Labor Relations; History &amp; Bohlander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter/Reading</td>
<td>Group</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td>-----------------------</td>
<td>-------</td>
</tr>
<tr>
<td>11/14</td>
<td>Principles of Labor Relations</td>
<td>Chapter 14</td>
<td>Group 4</td>
</tr>
<tr>
<td>Week 13</td>
<td>Fraud and Abuse &amp; HR Compliance Issues</td>
<td>Readings posted</td>
<td>Group 5</td>
</tr>
<tr>
<td>11/21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/28</td>
<td>THANKSGIVING HOLIDAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>HRM &amp; Medical Staff Credentialing &amp; High Performance Work Systems</td>
<td>Bohlander Ch 16 &amp; Posted Readings</td>
<td></td>
</tr>
<tr>
<td>12/5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Finals Week No Content</td>
<td>Exam 3 (Covers Weeks 11 – 15)</td>
<td></td>
</tr>
<tr>
<td>12/12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grading Policies

**COURSE REQUIREMENTS:** Grading will be based on the following:

a. Exams (3—20 points each) (60 points total).

b. Group Presentation (20 points).

c. Attendance & Participation (20 points).

**METHOD OF GRADING:**

Final grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Exams</td>
<td>20 points each</td>
<td>90 – 100 points A</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20 Points total</td>
<td>80 – 89 points B</td>
</tr>
<tr>
<td>Attendance &amp; Discussion</td>
<td>20 points total</td>
<td>70 – 79 points C</td>
</tr>
<tr>
<td>Total</td>
<td>100 points possible</td>
<td>64 – 69 points D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt; 64 points F</td>
</tr>
</tbody>
</table>

**Students' Responsibilities:**

1. Complete all required exams and assignments on time.
2. Prepare, participate, and present a Group Presentation.
3. Participate in weekly discussion issues as moderators and/or discussants.
Adhere to all university policies regarding academic honesty and classroom conduct as outlined below (and as described in The Student Handbook).

EXAMS: Three exams will be given, each worth 20 points. Exams will be during the class period during the dates and times listed on page 4 (schedule). Each exam will contain its own unique bank of questions, (T/F/ multiple choice/ short answer), and you will have 1.5 hours (90 minutes) to complete the exam online. If an exam is missed, you will lose the points assigned to that exam. Exceptions to this requirement will be made only on an individual basis and must be requested in writing to the instructor at least 12 hours in advance of the assigned exam time.

CLASS PARTICIPATION: (20 points)
Participation will be worth 20 points or 20 percent of the overall grade. Each week I will assign a discussion topic question that we will cover the first 20 minutes of class. Students assigned that topic are expected to come to class prepared to offer information of a substantive nature. Satisfactory class participation means that you come to class prepared and have made a good faith effort to read the materials and contribute meaningfully to the class discussion. Students may be called upon in class in the Socratic tradition. If you are not prepared for class discussion or participation your class participation grade will be affected. Attendance is a part of class participation. Let me know ahead of time if you are unable to attend class. No more than two (1) pre-excused absence will be allowed without a reduction in grade.

GROUP PRESENTATION: (20 points)
The group presentation assignment will consist of a team presentation to the class regarding a selected HR Management topic. Each team will have a different topic assignment, and the assignment will include a case problem. The format of presentation should be by powerpoint and should not last longer than 45 minutes with every student playing a contributing role. Your powerpoints should be submitted to me at least 3 days in advance for checking. Final powerpoints must be sent to me (instructor) no later than the morning of class. It will be assumed for purposes of the grade that everyone has contributed equally to the group presentation. Peer evaluations will count for 33% of your group presentation grade and may result in reduction of individual grades of group members. Peer evaluation forms are available on the Blackboard website.

POSSIBLE TOPICS FOR GROUP PRESENTATIONS (You can submit your own proposal)
The following topics are appropriate for group presentations that are scheduled to start on Week 7. However, you may have another topic of interest—and if so, please talk with me because I will likely approve it if the topic is relevant to our course of study.

1. HR and legal effects of New Affordable Care Act on patient care and health organization management
2. DOMA ruled unconstitutional—impact on employee benefits?
3. Tats, piercings, tank tops, and body art: regulating employee culture and behaviors
4. Knock-Knock: “It’s the FBI at your door” Preparing for a fraud and abuse inspection or raid
5. Mean Nurses & Workplace Bullies: Forest Gump and other demeaning code words
6. Employees who divert narcotics & other substance abuse: Employer responsibilities
7. FMLA, ADA, and Leave Policies—Legitimate leave vs. abuse by employees.
8. Creating benefits and incentives for the highly educated in your organization
9. English-only office policies & requirements for bilingual translators
Each group will be responsible for leading a plenary discussion of their topic for 45 minutes. Relevant legal issues or cases should be raised and discussed. The group should research and be prepared to discuss 3 – 5 relevant cases, recent regulations or other noteworthy information about their topic. Every member of the group will confidentially evaluate their peers’ participation and overall contribution to the group presentation. Your peer evaluation will count for 33% % of the Presentation grade for each individual. **Peer Evaluations MUST be turned in at the time of your presentation.**

**Attendance and Make-up Policies**

**Attendance & Discussion Requirements:** Please note that 20% of your grade is for participation which means attending class and participating meaningfully. You should not miss a class without prior authorization from the instructor. Each week I will post a unique HR Management discussion question on our Blackboard website that we will discuss in class. Students are expected to come prepared to discuss the question for that week. I will designate 2 – 3 discussion moderators to help lead the discussion and provide reading information about that week’s discussion question. Discussion question leadership, preparation and participation will be graded by the instructor.

**Blackboard (Bb Statement)**

Blackboard (Bb): This course will be delivered via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to [https://tamhsc.blackboard.com](https://tamhsc.blackboard.com) or look for Quick Links on the bottom of the School’s homepage. Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School's Office of Academic Assessment and Instructional Technology website). Please note that the Blackboard emails and the SPH emails are the same. If you continue to have trouble accessing the course web site please contact John Lingsweiler in the School's Office of Academic Assessment and Instructional Technology. John may be reached at (979) 458-3032 or at lingsweiler@tamhsc.edu. You will need to possess the required computing technology to be successful in an online course. All computing problems or other technical issues can be routed to the TAMHSC Help Desk at helpdesk@tamhsc.edu via E-mail, or phoned to 979-862-8029 or 1-800-798-7472 Important!!! Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have “proof” and save yourself time and trouble!

**End of Course Evaluation**

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School’s courses as part of your professional responsibility.

**SPH Mission**

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state of Texas, nationally, and globally.
Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B1 18, or call 845-1837. For additional information visit http://disability.tamu.edu

Academic Integrity

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student's responsibility to have a clear understanding of how to reference other individuals' work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at:
http://isph.tamhs.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu

Remember:
"An Aggie does not lie, cheat, or steal, or tolerate those who do"

<table>
<thead>
<tr>
<th>DATES</th>
<th>LECTURE TOPIC</th>
<th>READING ASSIGNMENT</th>
<th>OTHER ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 8/29</td>
<td>Introduction to Course and HR Management Theory</td>
<td>Handouts posted online</td>
<td>Review of Course Syllabus</td>
</tr>
<tr>
<td>Week 2 9/5</td>
<td>HRM in Perspective; Strategic Role and Importance of HR Managers</td>
<td>Bohlander: Chapters 1 - 2</td>
<td></td>
</tr>
<tr>
<td>Week 3 9/12</td>
<td>Personnel Recruitment &amp; Employee Selection.</td>
<td>Bohlander Chapter 5</td>
<td></td>
</tr>
<tr>
<td>Week 4 9/19</td>
<td>The Selection Process: How to Interview and Hire the Right People</td>
<td>Bohlander Chapter 6</td>
<td>Supplemental Video</td>
</tr>
<tr>
<td>Week 5 9/26</td>
<td>Job Analysis &amp; Design;</td>
<td>Bohlander Chapter 4</td>
<td></td>
</tr>
<tr>
<td>Week 6 10/3</td>
<td>Employee Compensation, Benefits Incentives</td>
<td>Bohlander Chapters 9 - 10</td>
<td>Exam 1 (Covers Weeks 1 – 6)</td>
</tr>
<tr>
<td>Week 7 10/10</td>
<td>Employee Insurance &amp; Retirement.</td>
<td>Bohlander Chapter 11</td>
<td>Group Presentations Start Group 1</td>
</tr>
<tr>
<td>Week 8 10/17</td>
<td>Performance Appraisals Performance Improvement</td>
<td>Bohlander Chapter 8</td>
<td>Group Presentations Start Group 2</td>
</tr>
<tr>
<td>Week 9 10/24</td>
<td>Principles of Discipline And Discharge (Dr. Bolin Out of town—video lecture posted)</td>
<td>Bohlander Chapter 13</td>
<td>Supplemental video</td>
</tr>
<tr>
<td>Week 10 10/31</td>
<td>The EEO Act and other federal and State Laws that Affect Employee</td>
<td>Bohlander Ch. 3</td>
<td>Group 3</td>
</tr>
<tr>
<td>Week 11</td>
<td>Rights</td>
<td>and posted readings</td>
<td>Exam 2 (Covers Weeks 6 – 10)</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>11/7</td>
<td>Title VII, Discrimination &amp; Employment Rights Laws</td>
<td>Readings posted on Blackboard site</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Labor Relations: History &amp; Principles of Labor Relations</td>
<td>Bohlander Chapter 14</td>
<td>Group 4</td>
</tr>
<tr>
<td>11/14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Fraud and Abuse &amp; HR Compliance Issues</td>
<td>Readings posted</td>
<td>Group 5</td>
</tr>
<tr>
<td>11/21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/28</td>
<td>THANKSGIVING HOLIDAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>HRM &amp; Medical Staff Credentialing &amp; High Performance Work Systems</td>
<td>Bohlander Ch 16 &amp; Posted Readings</td>
<td></td>
</tr>
<tr>
<td>12/5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Finals Week No Content</td>
<td></td>
<td>Exam 3 (Covers Weeks 11 – 16)</td>
</tr>
<tr>
<td>12/12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FERPA**

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement. "I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor."

**Equal Opportunity Statement**

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

**Disclaimer**

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

**Title IX**

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.
WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
- Submit original form and attachments -

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (MED, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Health Policy and Management
3. Course prefix, number and complete title of course: PHPM 617: Health Care Quality Evaluation and Utilization Management

4. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? □ Yes □ No

6. If grade type is changing for existing course, indicate the new grade type: □ Grade □ SU □ P/F (clmr)

7. If this course will be stacked, please indicate the course number of the stacked course:
   □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vti.tamu.edu/resources/export-control-basics-for-distance-education).

8. Complete current course title and current catalog course description:
   Health Care Quality Evaluation and Utilization Management. (3-0). Credit 3.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Quality and Process Improvement. Credit 3 to 4.

10. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course No.</th>
<th>Title (including pronunciation)</th>
<th>Credit</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CLP and Credit Code</th>
<th>ADMT Unit</th>
<th>HCC Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHPM</td>
<td>617</td>
<td>Hlth Care Cty Eval &amp; Uttz Mgmt</td>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3.00</td>
<td>5122110014</td>
<td>1431</td>
<td>0 0 3 6 3 2 5</td>
</tr>
</tbody>
</table>

11. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course No.</th>
<th>Title (including pronunciation)</th>
<th>Credit</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CLP and Credit Code</th>
<th>ADMT Unit</th>
<th>HCC Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHPM</td>
<td>617</td>
<td>Quality &amp; Process Improvement</td>
<td>4.00</td>
<td>0.00</td>
<td>0.00</td>
<td>4.00</td>
<td>5122110014</td>
<td>1431</td>
<td>0 0 3 6 3 2 5</td>
</tr>
</tbody>
</table>

Approval recommended by:
Dr. Michael Montes

Department Chair or Program Chair (Type Name & Signature) Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 08/14
SYLLABUS

Instructor Information
Course title and number: Health Care Quality Evaluation and Utilization Management: EMHA 617
Term (e.g., Fall 200X)
Meeting times and location

Instructor Name(s)

Teaching Assistant(s)
Telephone number
Email address
Office hours
Office location

Course Description
This course will examine techniques to identify, measure, and improve quality and productivity in health service organizations. A range of practical issues related to quality management will also be considered, including teamwork, leadership, and the role of information technology in the support of quality initiatives.
(For Executive MHA Students only)

Prerequisites
Must match course catalog.

Course Objectives

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply principles of strategic planning and marketing to public health.</td>
<td></td>
</tr>
<tr>
<td>Apply systems thinking for resolving organizational problems</td>
<td></td>
</tr>
<tr>
<td>Apply principles of strategic planning and marketing to public health.</td>
<td></td>
</tr>
<tr>
<td>Apply principles of strategic planning and marketing to public health.</td>
<td></td>
</tr>
<tr>
<td>Apply principles of program planning, budgeting management to org. Initiatives</td>
<td></td>
</tr>
<tr>
<td>Apply quality and performance improvement concepts to address organizational performance issues.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate leadership skills for building partnerships.</td>
<td></td>
</tr>
<tr>
<td>Apply principles of program planning, budgeting management to org. Initiatives</td>
<td></td>
</tr>
<tr>
<td>Apply systems thinking for resolving organizational problems</td>
<td></td>
</tr>
<tr>
<td>Textbook and/or Resource Material</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Topics, Calendar of Activities, Major Assignment Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week</strong></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Grading Policies

(Policies or grading rules should cover late work, grade assignment and weighting, attendance policy, and make-up guidelines. Must include a grading scale (A=90-100, B=80-89, etc.). Changing grading policies should occur only under extraordinary circumstances. If more than 10% of grade is based on participation, syllabus should explicitly define and outline how grade is determined. No statement on a syllabus may contradict university rules regarding attendance, approved absence, etc. You may wish to refer to the Student Rules regarding Academics at [http://student-rules.tamu.edu. THIS INFORMATION HAS BEEN PLACED HERE FOR REFERENCE ONLY. PLEASE REMOVE BEFORE PREPARING SYLLABUS.]

☐ Satisfactory/Unsatisfactory

<table>
<thead>
<tr>
<th>Points</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

☐ Grading Scale

<table>
<thead>
<tr>
<th>Points</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>B</td>
</tr>
<tr>
<td>Points</td>
<td>C</td>
</tr>
<tr>
<td>Points</td>
<td>D</td>
</tr>
<tr>
<td>Points</td>
<td>F</td>
</tr>
</tbody>
</table>

Ex. Quizzes 30%

Attendance and Make-up Policies

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07.]

Must include attendance and make-up policy, especially if attendance/class participation will count as a grade. Policies should detail excused absences, unexcused absences, and make-up policies. Attendance and make-up policies should not contradict student rules. (THIS INFORMATION HAS BEEN PLACED HERE FOR REFERENCE ONLY. PLEASE REMOVE BEFORE PREPARING SYLLABUS.)

Other Pertinent Course Information

Every effort will be made to ensure that PowerPoint lecture files, notes, articles, and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Bb course webpage. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned TAMHSC e-mail account, it is your responsibility to make the instructor aware of
that fact so that other arrangements may be made. You are expected to use Blackboard e-mail address for all official correspondence. (THIS SECTION IS NOT REQUIRED. THIS INFORMATION HAS BEEN PLACED HERE FOR REFERENCE ONLY. PLEASE REMOVE BEFORE PREPARING SYLLABUS.)

Blackboard (Bb) Statement

Blackboard (Bb): This course will be delivered via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to https://tamhsc.blackboard.com or look for Quick Links on the bottom of the School’s homepage. Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School’s Office of Academic Assessment and Instructional Technology website). Please note that the Blackboard emails and the SPH emails are the same. If you continue to have trouble accessing the course web site please contact John Lingswelter in the School’s Office of Academic Assessment and Instructional Technology. John may be reached at (979) 458-3032 or at lingswelter@tamhsc.edu. You will need to possess the required computing technology to be successful in an online course. All computing problems or other technical issues can be routed to the TAMHSC Help Desk at helpdesk@tamhsc.edu via E-mail, or phoned to 979-862-8029 or 1-800-799-7472. Important!!! Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang up! You may want to also make hard copies of your work to have “proof” and save yourself time and trouble!

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on Blackboard E-Learning. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under “Content.” In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuqc@SPH.tamhsc.edu for additional information.

End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School’s courses as part of your professional responsibility.

SPH Mission

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state of Texas, nationally, and globally.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an
accommodation, please contact Disability Services, in Cain Hall, Rcom B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Academic Integrity

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

Remember:  
"An Aggie does not lie, cheat, or steal, or tolerate those who do."

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: "I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor."

Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 458-6208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77843.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:  
James Nachlinger,
The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
Submit original form and attachments

1. Course request type:
   □ Undergraduate  ✔ Graduate  □ First Professional (MD, D.O., Pharm.D, DPA)

2. Request submitted by (Department or Program Name): Department of Health Policy and Management

3. Course prefix, number and complete title of course: PHPM 620: Operations Management

4. Change requested
   a. Prerequisite(s): From: _____________________ To: _____________________
   b. Withdrawal (reason): _____________________
   c. Cross-list with: _____________________

5. Is this an existing core curriculum course? □ Yes  ✔ No

6. If grade type is changing for existing course, indicate the new grade type: □ Grade  □ S/U  □ P/F (CLAS)

7. If this course will be stacked, please indicate the course number of the stacked course: _____________________

   ✔ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vet.tamu.edu/education/export-control/export-control-basics-for-distance-education).

8. Complete current course title and current catalog course description:
   Operations Management. (3-0). Credit 3.

9. Complete proposed course title and proposed catalog course description (not to exceed 30 words):
   Operations Management. Credit 3 to 4.

10. Complete additional form to support the request for original documentation.

11. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Title</th>
<th>Description</th>
<th>Effetive Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHPM 620</td>
<td>3.00</td>
<td>Operations Management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit</th>
<th>SCH</th>
<th>Effetive Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>5122110014</td>
<td>1431</td>
</tr>
</tbody>
</table>

   b. Change to:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Title</th>
<th>Description</th>
<th>Effetive Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHPM 620</td>
<td>4.00</td>
<td>Operations Management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit</th>
<th>SCH</th>
<th>Effetive Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00</td>
<td>5122110014</td>
<td>1431</td>
</tr>
</tbody>
</table>

   Approval recommended by:
   Dr. Michael 
   Department of Program Chair (Name & Date) 10-1-15

   Chair, College Review Committee 2-31-15

   Chair, GC or UCC 10-1-15

   Submitted to Coordinating Board by:
   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
**Instructor Information**

- **Course title and number**: Operations Management: EMHA 620
- **Term (e.g., Fall 200X)**
- **Meeting times and location**

- **Instructor Name(s)**: Murray J. Cole, PhD
- **Teaching Assistant(s)**
- **Telephone number**: (878) 458-3031
- **Email address**: cote@sph.tamhsed.edu
- **Office hours**
- **Office location**: SRPH Administration Building, Room 368D

**Course Description**

EMHA 620 covers techniques to support quantitative managerial decision-making in healthcare. Analytical tools are examined to aid problem solving and decision-making in healthcare organizations. Spreadsheets will be used to ease computational work, facilitate analysis, and aid in the presentation of results. (For Executive MHA Students only)

**Prerequisites**

Must match course catalog.

**Course Objectives**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Textbook and/or Resource Material**

**Course Topics, Calendar of Activities, Major Assignment Dates**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grading Policies

(Policies or grading rules should cover late work, grade assignment and weighting, attendance policy, and make-up guidelines. Must include a grading scale (A=90-100, B=80-89, etc.). Changing grading policies should occur only under extraordinary circumstances. If more than 10% of grade is based on participation, syllabus should explicitly define and outline how grade is determined. No statement on a syllabus may contradict university rules regarding attendance, approved absence, etc. You may wish to refer to the Student Rules regarding Academics at http://student-rules.tamu.edu. THIS INFORMATION HAS BEEN PLACED HERE FOR REFERENCE ONLY. PLEASE REMOVE BEFORE PREPARING SYLLABUS.)

☐ Satisfactory/Unsatisfactory
  Points | Satisfactory
  Points | Unsatisfactory

☐ Grading Scale
  Points | A
  Points | B
  Points | C
  Points | D
  Points | F

<table>
<thead>
<tr>
<th>Ex. Quizzes</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Attendance and Make-up Policies

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.
Must include attendance and make-up policy, especially if attendance/class participation will count as a grade. Policies should detail excused absences, unexcused absences, and make-up policies. Attendance and make-up policies should not contradict student rules. (THIS INFORMATION HAS BEEN PLACED HERE FOR REFERENCE ONLY. PLEASE REMOVE BEFORE PREPARING SYLLABUS.)

**Other Pertinent Course Information**

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Bb course webpage. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned TAMHSC e-mail account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made. You are expected to use Blackboard e-mail address for all official correspondence. (THIS SECTION IS NOT REQUIRED. THIS INFORMATION HAS BEEN PLACED HERE FOR REFERENCE ONLY. PLEASE REMOVE BEFORE PREPARING SYLLABUS.)

**Blackboard (Bb Statement)**

Blackboard (Bb): This course will be delivered via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to [https://tamhs.blackboard.com](https://tamhs.blackboard.com) or look for Quick Links on the bottom of the School’s homepage. Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School’s Office of Academic Assessment and Instructional Technology website). Please note that the Blackboard emails and the SPH emails are the same. If you continue to have trouble accessing the course web site please contact John Lingsweller in the School’s Office of Academic Assessment and Instructional Technology. John may be reached at (979) 458-3032 or at lingsweller@tamhs.edu. You will need to possess the required computing technology to be successful in an online course. All computing problems or other technical issues can be routed to the TAMHSC Help Desk at helpdesk@tamhs.edu via E-mail, or phoned to 979-882-6029 or 1-800-799-7472 Important!! Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang up! You may want to also make hard copies of your work to have “proof” and save yourself time and trouble!

**Plagiarism Virtual Course**

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on Blackboard E-Learning. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under “Content.” In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuynh@SPH.tamhs.edu for additional information.

**End of Course Evaluation**

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback
on the School's courses as part of your professional responsibility.

**SHP Mission**

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state of Texas, nationally, and globally.

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, In Calh Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Integrity**

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student's responsibility to have a clear understanding of how to reference other individuals' work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at [http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html](http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html). A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

**Remember:**

*An Aggie does not lie, cheat, or steal, or tolerate those who do.*

**FERPA**

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

By enrolling in this course you agree to the following statement: "I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor."

**Equal Opportunity Statement**

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Office by phone at (979) 436-9206, email hrt@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

**DISCLAIMER**

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the Institution. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.
Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tshsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
Submit original form and attachments

Form Instructions
1. Course request type:
   □ Undergraduate  ✔ Graduate  □ First Professional (MD, MD/PhD, DDS, DVM)
2. Request submitted by (Department or Program Name): Department of Health Policy and Management
3. Course prefix, number and complete title of course: PHPM 623 Health Care Financial Management I
4. Change requested:
   a. Prerequisite(s): From: __________________________ To: __________________________
   b. Withdrawal (reason): __________________________________________________________________________
   c. Cross-list with: ______________________________________________________________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course?
   □ Yes  □ No
6. If grade type is changing for existing course, indicate the new grade type:
   □ Grade  □ S/U  □ PF (calc)
7. If this course will be stacked, please indicate the course number of the stacked course:
   I certify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vsc.tamu.edu/resources/export-control/basics-for-distance-education)
8. Complete course title and current catalog course description:
9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Health Care Financial Management I. Credit 3 to 4.

10. As currently in course inventory:

<table>
<thead>
<tr>
<th>Pre: PHPM 623</th>
<th>Health Care Finc Mgmt I</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

b. Change to:

<table>
<thead>
<tr>
<th>Pre: PHPM 623</th>
<th>Health Care Finc Mgmt I</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Approval recommended by:

Dr. Michael Montes
Department Head or Program Chair (Type Name & Sign) Date 8-31-15
Chair, Curriculum Committee Date 8-31-15

Department Head or Program Chair (Type Name & Sign) Date
(for cross-listed course)

Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date 10-1-15

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8301 or sandra.williams@tamu.edu.
Curricular Services – 08/14
### Instructor Information

**Course title and number**  
EMHA 623- Health Care Financial Management I

**Term (e.g., Fall 200X)**

**Meeting times and location**

**Instructor Name(s)**

**Teaching Assistant(s)**

**Telephone number**

**Email address**

**Office hours**

**Office location**

### Course Description

Course is designed as an overview of health financing and techniques for financial management in health services settings, blending theory and practice through lecture, discussion and case analysis. This course also examines major sources of public and private health services funding. (For Executive MHA Students only)

### Prerequisites

Must match course catalog.

### Course Objectives

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.6.1 Financial Skills: Explains the Organization’s Financial Metrics and Reports</td>
<td>Understand basic accounting principles and concepts and their application (Knowledge, Comprehension)</td>
</tr>
<tr>
<td>L.6.1 Communication Skills: Uses Generally Accepted English Grammar</td>
<td>Describe the role of management accounting in health services organizations and apply basic managerial accounting concepts (Knowledge)</td>
</tr>
<tr>
<td>L.8.1 Financial Skills: Explains the Organization’s Financial Metrics and Reports</td>
<td>Understand health care business basics and payment for health care services (Knowledge, Comprehension)</td>
</tr>
<tr>
<td>L.8.2 Financial Skills: Manages Budgets and Assets</td>
<td>Understand basic cost estimation techniques and distinguish between full costs and differential costs (Comprehension)</td>
</tr>
<tr>
<td>L.3.2 Analytical Thinking: Identifies Basic Relationships</td>
<td>Define and understand cost-volume-profit and contribution margin analysis and know how to prepare such analyses, grasping their uses and limitations (Comprehension, Application)</td>
</tr>
<tr>
<td>L.8.1 Financial Skills: Explains the Organization’s</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Metrics and Reports</td>
<td>Define a responsibility center and the management control process (Comprehension)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>L.8.2 Financial Skills: Manages Budgets and Assets</td>
<td>Identify and understand management performance reports and variance analysis (Comprehension, Application)</td>
</tr>
<tr>
<td>L.8.1 Financial Skills: Explains the Organization's Financial Metrics and Reports</td>
<td>Understand the use of net present value analysis and determining returns on capital investments (Comprehension, Analysis, Application)</td>
</tr>
<tr>
<td>L.8.2 Financial Skills: Manages Budgets and Assets</td>
<td>Describe the basic forms of business financing and summarize the capital structure decision process (Knowledge, Comprehension)</td>
</tr>
<tr>
<td>L.3.2 Analytical Thinking: Identifies Basic Relationships</td>
<td>Explain basic current asset management techniques (Knowledge, Comprehension)</td>
</tr>
<tr>
<td>L.8.4 Financial Skills: Evaluates Financial Analyses and Investments</td>
<td>Explain the format and contents of a business's financial statements (Knowledge, Application)</td>
</tr>
<tr>
<td>L.3.2 Analytical Thinking: Identifies Basic Relationships</td>
<td>Assess the financial condition of an organization (Application, Comprehension, Analysis)</td>
</tr>
<tr>
<td>L.8.4 Financial Skills: Evaluates Financial Analyses and Investments</td>
<td></td>
</tr>
<tr>
<td>L.3.2 Analytical Thinking: Identifies Basic Relationships</td>
<td></td>
</tr>
<tr>
<td>L.8.4 Financial Skills: Evaluates Financial Analyses and Investments</td>
<td></td>
</tr>
<tr>
<td>L.3.2 Analytical Thinking: Identifies Basic Relationships</td>
<td></td>
</tr>
<tr>
<td>L.8.4 Financial Skills: Evaluates Financial Analyses and Investments</td>
<td></td>
</tr>
</tbody>
</table>

**Textbook and/or Resource Material**


Optional
In an effort to provide students with connections, resources, and opportunities to be successful in their studies and ultimately in their careers, HFMA offers FREE e-memberships to students. HFMA has created an online section for students where they can learn more and register for membership.
## Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1: Financial Statements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Sunday</td>
<td>Financial Statements</td>
<td>Gapinski Ch. 1-4</td>
</tr>
<tr>
<td>Week 1</td>
<td>Income Statement</td>
<td>Ch. 3 - Q: 3.1-3.8 P: 3.2-3.5</td>
</tr>
<tr>
<td>Week 2</td>
<td>Balance Sheet &amp; Statement of Cash Flows</td>
<td>Ch. 4 - Q: 4.1, 4.5-4.9 P: 4.1, 4.3-4.4</td>
</tr>
<tr>
<td>Week 3</td>
<td>Financial Statement Analysis</td>
<td>Ch. 17 Individual Statement Analysis Assignment</td>
</tr>
<tr>
<td><strong>Part 2: Costs and Profit</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>Financial Statement Case Study</td>
<td>Ch. 17 Group Case #1 or #2</td>
</tr>
<tr>
<td>Sunday</td>
<td>Cost and Profit Behavior</td>
<td>Ch. 5, Case 3 or 4</td>
</tr>
<tr>
<td>Week 5</td>
<td>Cost Allocation</td>
<td>Ch. 6 P: 6.1-6.9 Q: 6.3-6.7</td>
</tr>
<tr>
<td>Week 6</td>
<td>Pricing and Service Decisions</td>
<td>Ch. 7 P: 7.3</td>
</tr>
<tr>
<td>Week 7</td>
<td>Budgeting</td>
<td>Ch. 8 Q: 8.1-8.5 P: 8.3</td>
</tr>
<tr>
<td><strong>Part 3: Time Value of Money</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td>Time Value of Money</td>
<td>Ch. 9 Q: 9.2, 9.6 P: 9.7, 9.8, 9.11 Case #12</td>
</tr>
</tbody>
</table>

**Individual Homework Assignments**
Assignments are a combination of Questions and Problems from assigned chapters in Gapinski (2012). These assignments are intended to be completed individually during the weeks in between our in-person sessions.

**Group Case Study Assignments and Presentations**
There are 3 case studies during the semester. Groups will be assigned at the beginning of the semester, and will remain fixed for the remainder of the semester. Each group will prepare answers to the case questions, and be prepared to discuss the case facts, analyses conducted, and to lead a discussion of case answers during the three case study sessions. Cases will be worked as groups during our in-person meeting sessions. Cases will be drawn on those in Gapinski (2010) and some supplementary materials may be posted on Blackboard (e.g. case data in excel format).

**Financial Statement Analysis (Individual Assignment)**
Students will conduct an analysis of their organization's most recent annual financial statements, using the concepts in Gapinski chapters 1-4 and 17. These analyses should include all financial statements and include commentary on key performance indicators and changes from the prior periods. A detailed discussion of the assignment will be posted on Blackboard, and reviewed in-person during the first course session.
Grading Policies

(Policies or grading rules should cover late work, grade assignment and weighting, attendance policy, and make-up guidelines. Must include a grading scale (A=90-100, B=80-89, etc.). Changing grading policies should occur only under extraordinary circumstances. If more than 10% of grade is based on participation, syllabus should explicitly define and outline how grade is determined. No statement on a syllabus may contradict university rules regarding attendance, approved absence, etc. You may wish to refer to the Student Rules regarding Academics at http://student-rules.tamu.edu. THIS INFORMATION HAS BEEN PLACED HERE FOR REFERENCE ONLY. PLEASE REMOVE BEFORE PREPARING SYLLABUS.)

☐ Satisfactory/Unsatisfactory
  800  Satisfactory
<800  Unsatisfactory

☐ Grading Scale
  900+  A
  800-899  B
  700-799  C
  600-699  D
  <600  F

<table>
<thead>
<tr>
<th>Individual Assignments</th>
<th>500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Statement Analysis</td>
<td>100</td>
</tr>
<tr>
<td>Group Case Assignments</td>
<td>300</td>
</tr>
<tr>
<td>Course Participation</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>1000 pts</td>
</tr>
</tbody>
</table>

Attendance and Make-up Policies

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Must include attendance and make-up policy, especially if attendance/class participation will count as a grade. Policies should detail excused absences, unexcused absences, and make-up policies. Attendance and make-up policies should not contradict student rules. (THIS INFORMATION HAS BEEN PLACED HERE FOR REFERENCE ONLY. PLEASE REMOVE BEFORE PREPARING SYLLABUS.)

Other Pertinent Course Information

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Bb course webpage. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned TAMHSC e-mail account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made. You are expected to use Blackboard e-mail address for all official correspondence. (THIS SECTION IS NOT REQUIRED. THIS INFORMATION HAS BEEN PLACED HERE FOR REFERENCE ONLY. PLEASE REMOVE BEFORE PREPARING SYLLABUS.)
Blackboard (Bb) Statement

Blackboard (Bb): This course will be delivered via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to https://tamhsc.blackboard.com or look for Quick Links on the bottom of the School's homepage. Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School's Office of Academic Assessment and Instructional Technology website). Please note that the Blackboard emails and the SPH emails are the same. If you continue to have trouble accessing the course web site please contact John Lingsweller in the School's Office of Academic Assessment and Instructional Technology. John may be reached at (979) 458-3032 or at lingsweller@tamhsc.edu. You will need to possess the required computing technology to be successful in an online course. All computing problems or other technical issues can be routed to the TAMHSC Help Desk at helpdesk@tamhsc.edu via E-mail, or phoned to 979-862-8029 or 1-800-799-7472 Important!!! Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble.

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on Blackboard E-Learning. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@SPH.tamhsc.edu for additional information.

End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School's courses as part of your professional responsibility.

SPH Mission

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state of Texas, nationally, and globally.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.
Academic Integrity

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on these topics is available at: [http://SPH.tamuhsc.edu/academic-affairs/academic-integrity.html](http://SPH.tamuhsc.edu/academic-affairs/academic-integrity.html). A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at [http://agelshonor.tamu.edu](http://agelshonor.tamu.edu).

Remember:
*“An Aggie does not lie, cheat, or steal, or tolerate those who do.”*

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: “I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”

Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamuhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

Disclaimer

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
Submit original form and attachments

Form Instructions
1. Course request type:
   ☐ Undergraduate  ☑ Graduate  ☐ First Professional
   (DVM, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Health Policy and Management
3. Course prefix, number and complete title of course:  PHPM 633: Health Law and Ethics

4. Change requested:
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): ____________________________
   c. Cross-list with: ____________________________

5. Is this an existing core curriculum course?
   ☐ Yes  ☑ No

6. If grade type is changing for existing course, indicate the new grade type:
   ☐ Grade  ☐ S/U  ☐ P/F (CLTD)

7. If this course will be stacked, please indicate the course number of the stacked course:
   ☐ 1

8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://texas.tamu.edu/resources/exportcontrol/export-control-basics-for-distance-education).

9. Complete current course title and current catalog course description:
   Health Law and Ethics. (3-0). Credit 3.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Health Law and Ethics. Credit 3 to 4.

11. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHPM 633</td>
<td>Health Law and Ethics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

b. Change to:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHPM 633</td>
<td>Health Law and Ethics</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Approval recommended by:
Dr. Michael Morley
Department Head
Program Chair (Type Name & Title)

Date: 9-31-15

Chair, Committee on Law
Affiliation Committee
Date: 8-31-15

Department Head or Program Chair (Type Name & Title)
(If cross-listed course)
Date: 10-1-15

Submitted to Coordinating Board by:
Chair, CC or UCC
Date:

Effective Date:

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions
1. Course request type:
   - Undergraduate
   - Graduate
   - First Professional (DDS, DMD, DVM, PharmD, DNP)
2. Request submitted by (Department or Program Name):
   Department of Health Policy and Management
3. Course prefix, number and complete title of course:
   PHPM 640: Health Policy and Politics

4. Change requested
   a. Prerequisite(s):
      From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this in existing core curriculum course? □ Yes □ No
6. If grade type is changing for existing course, indicate the new grade type: □ Grade □ S/U □ P/F (clear)
7. If this course will be stacked, please indicate the course number of the stacked course:
   □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://ext.tamu.edu/resources/expt-con-trols/export-control-basics-for-distance-education)

9. Complete current course title and current catalog course description:
   Health Policy and Politics. (3-0). Credit 3.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Health Policy and Politics. Credit 3.

11. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Course</th>
<th>Health Policy and Politics</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHPM 640</td>
<td></td>
</tr>
<tr>
<td>Lab</td>
<td>0.00</td>
</tr>
<tr>
<td>Credit</td>
<td>3.00</td>
</tr>
<tr>
<td>Lecture</td>
<td>5122110014</td>
</tr>
<tr>
<td>Min Unit</td>
<td>1431</td>
</tr>
<tr>
<td>HCE Code</td>
<td>0/03/6/3/2</td>
</tr>
<tr>
<td>Level</td>
<td>5</td>
</tr>
</tbody>
</table>

b. Changing to:

<table>
<thead>
<tr>
<th>Course</th>
<th>Health Policy and Politics</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHPM 640</td>
<td></td>
</tr>
<tr>
<td>Lab</td>
<td>0.00</td>
</tr>
<tr>
<td>Credit</td>
<td>4.00</td>
</tr>
<tr>
<td>Lecture</td>
<td>5122110014</td>
</tr>
<tr>
<td>Min Unit</td>
<td>1431</td>
</tr>
<tr>
<td>HCE Code</td>
<td>0/03/6/3/2</td>
</tr>
<tr>
<td>Level</td>
<td>5</td>
</tr>
</tbody>
</table>

Approval recommended by: [Signature] [Date: 8-31-15]

Department Head or Program Chair (Type Name & Title) [Date: 8-31-15]

Chairs of Review Committees [Date: 8-31-15]

Submitted to Coordinating Board by: [Signature] [Date: 10-1-15]

Associate Director, Curricular Services [Date: ] [Effective Date: ]

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services — 08/14
# Syllabus

## Instructor Information
- **Course title and number**: EMHA 640: Health Policy and Politics
- **Term**: Fall 200X
- **Meeting times and location**
- **Instructor Name(s)**: Dr. Darcy McMaughan
- **Teaching Assistant(s)**
- **Telephone number**: 979-458-0831
- **Email address**: dkmcmaughan@asoh.tamhsc.edu
- **Office hours**
- **Office location**: Administration Building Rm. 111

## Course Description
This course will introduce students to the concepts and tools used in health policy analysis. We will focus on the current U.S. health care delivery and financing system in four substantive areas: (1) economics and financing (2) need and demand, (3) politics/ethics/law, and (4) quality/effectiveness. (For Executive MHA Students only)

## Prerequisites
Must match course catalog.

## Course Objectives

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) Describe the historical development of public health policy.</td>
</tr>
<tr>
<td></td>
<td>b) Identify the key components of federal, state, and local health care delivery systems.</td>
</tr>
<tr>
<td></td>
<td>c) To describe the roles played by Congress, the President and executive agencies, and the Courts in the development and implementation of health policy.</td>
</tr>
<tr>
<td></td>
<td>d) Identify key sources of funding for health care delivery systems.</td>
</tr>
<tr>
<td></td>
<td>e) Understand the core health policy functions and essential services.</td>
</tr>
<tr>
<td></td>
<td>f) Discuss the policy process for improving the health status of populations, including rural populations</td>
</tr>
<tr>
<td></td>
<td>g) Describe the legal and ethical bases for public health policy</td>
</tr>
<tr>
<td></td>
<td>h) To describe current health care reform</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td></td>
</tr>
</tbody>
</table>
| a) Critically analyze existing health policy using a rational policy model.  
| b) Propose unbiased policy alternatives to address current public health and health care delivery problems.  
| c) Explain the methods of drafting health policy.  
| d) Identify the underlying assumptions, analyze the strengths and limitations of various elements of health policy proposals, and assess the political feasibility of various health care proposals — given the politics of health.  
| e) Conduct research on a selected health policy issue  
| f) Communicate effectively through written assignments.  
| Values |  
| a) Understand unique characteristics of health policy and politics in the United States.  
| b) Assess the relative importance of federal, state, and local policy in contributing to population health.  
| c) Appreciate the importance of the health policy perspective.  
| d) Understand the future policy needs of local communities in improving overall health status.  
| Knowledge |  
| k) Describe the historical development of public health policy.  
| i) Identify the key components of federal, state, and local health care delivery systems.  
| m) To describe the roles played by Congress, the President and executive agencies, and the Courts in the development and implementation of health policy.  
| n) Identify key sources of funding for health care delivery systems.  
| o) Understand the core health policy functions and essential services.  
| p) Discuss the policy process for improving the health status of populations, including proposals.  
| i) Define health disparities and discuss what health disparities may exist in rural areas.  
<p>| j) Explain how politics can affect the perception of 'deserving populations', and discuss how this in turn influences policies affecting rural populations. |</p>
<table>
<thead>
<tr>
<th>Skills</th>
<th>Values</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>q) Describe the legal and ethical bases for public health policy</td>
<td>e) Understand unique characteristics of health policy and politics in the United States.</td>
<td>u) Describe the historical development of public health policy.</td>
</tr>
<tr>
<td>r) To describe current health care reform proposals.</td>
<td>f) Assess the relative importance of federal, state, and local policy in contributing to population health.</td>
<td>v) Identify the key components of federal, state, and local health care delivery systems.</td>
</tr>
<tr>
<td>s) Define health disparities and discuss what health disparities may exist in rural areas.</td>
<td>g) Appreciate the importance of the health policy perspective.</td>
<td>w) To describe the roles played by Congress, the President and executive agencies, and the Courts in the development and implementation of health policy.</td>
</tr>
<tr>
<td>t) Explain how politics can affect the perception of ‘deserving populations’, and discuss how this in turn influences policies affecting rural populations.</td>
<td>h) Understand the future policy needs of local communities in improving overall health status.</td>
<td>x) Identify key sources of funding for health care delivery systems.</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>y) Understand the core health policy functions and essential services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>z) Discuss the policy process for improving the health status of populations, including rural populations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>aa) Describe the legal and ethical bases for public health policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bb) To describe current health care reform proposals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cc) Define health disparities and discuss what health disparities may exist in rural areas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dd) Explain how politics can affect the perception of 'deserving populations', and discuss how this in turn influences policies affecting rural populations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m) Critically analyze existing health policy using a rational policy model.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n) Propose unbiased policy alternatives to address current public health and health care delivery problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o) Explain the methods of drafting health policy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>p) Identify the underlying assumptions, analyze the strengths and limitations of various elements of health policy proposals, and assess the political feasibility of various health care proposals - given the politics of health.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>q) Conduct research on a selected health policy issue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>r) Communicate effectively through written assignments.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>l) Understand unique characteristics of health policy and politics in the United States.</td>
</tr>
<tr>
<td>j) Assess the relative importance of federal, state, and local policy in contributing to population health.</td>
</tr>
<tr>
<td>k) Appreciate the importance of the health policy perspective.</td>
</tr>
<tr>
<td>l) Understand the future policy needs of local communities in improving overall health status.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>ee) Describe the historical development of public health policy.</td>
</tr>
<tr>
<td>ff) Identify the key components of federal, state, and local health care delivery systems.</td>
</tr>
<tr>
<td>gg) To describe the roles played by Congress, the President and executive agencies, and</td>
</tr>
</tbody>
</table>
the Courts in the development and implementation of health policy.

hh) Identify key sources of funding for health care delivery systems.

ii) Understand the core health policy functions and essential services.

jj) Discuss the policy process for improving the health status of populations, including rural populations

kk) Describe the legal and ethical bases for public health policy

ll) To describe current health care reform proposals.

mm) Define health disparities and discuss what health disparities may exist in rural areas.

nn) Explain how politics can affect the perception of 'deserving populations', and discuss how this in turn influences policies affecting rural populations.

Skills

s) Critically analyze existing health policy using a rational policy model.

t) Propose unbiased policy alternatives to address current public health and health care delivery problems.

u) Explain the methods of drafting health policy.

v) Identify the underlying assumptions, analyze the strengths and limitations of various elements of health policy proposals, and assess the political feasibility of various health care proposals — given the politics of health.

w) Conduct research on a selected health policy issue

x) Communicate effectively through written assignments.

Textbook and/or Resource Material

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grading Policies

(Policies or grading rules should cover late work, grade assignment and weighting, attendance policy, and make-up guidelines. Must include a grading scale (A=90-100, B=80-89, etc.). Changing grading policies should occur only under extraordinary circumstances. If more than 10% of grade is based on participation, syllabus should explicitly define and outline how grade is determined. No statement on a syllabus may contradict university rules regarding attendance, approved absence, etc. You may wish to refer to the Student Rules regarding Academics at http://student-rules.tamu.edu. THIS INFORMATION HAS BEEN PLACED HERE FOR REFERENCE ONLY. PLEASE REMOVE BEFORE PREPARING SYLLABUS.)

☐ Satisfactory/Unsatisfactory

<table>
<thead>
<tr>
<th>Points</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

☐ Grading Scale

<table>
<thead>
<tr>
<th>Points</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>B</td>
</tr>
<tr>
<td>Points</td>
<td>C</td>
</tr>
<tr>
<td>Points</td>
<td>D</td>
</tr>
<tr>
<td>Points</td>
<td>F</td>
</tr>
</tbody>
</table>

Ex. Quizzes 30%

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Attendance and Make-up Policies

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/nle07.

Must include attendance and make-up policy, especially if attendance/class participation will count as a grade. Policies should detail excused absences, unexcused absences, and make-up policies. Attendance and make-up policies should not contradict student rules (THIS INFORMATION HAS BEEN PLACED}
Here for Reference Only. Please remove before preparing Syllabus.

Other Pertinent Course Information

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Bb course webpage. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned TAMHSC e-mail account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made. You are expected to use Blackboard e-mail address for all official correspondence. (This section is not required. This information has been placed here for reference only. Please remove before preparing Syllabus.)

Blackboard (Bb Statement)

Blackboard (Bb): This course will be delivered via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to https://tamhsc.blackboard.com or look for Quick Links on the bottom of the School’s homepage. Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School’s Office of Academic Assessment and Instructional Technology website). Please note that the Blackboard emails and the SPH emails are the same. If you continue to have trouble accessing the course website please contact John Lingewall or the School’s Office of Academic Assessment and Instructional Technology. John may be reached at (979) 458-3032 or at jlingewall@tamhsc.edu. You will need to possess the required computing technology to be successful in an online course. All computing problems or other technical issues can be routed to the TAMHSC Help Desk at helpdesk@tamhsc.edu via E-mail, or phoned to 979-862-8028 or 1-800-769-7472.

Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang up! You may want to also make hard copies of your work to have “proof” and save yourself time and trouble.

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on Blackboard E-Learning. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under “Content.” In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@SPH.tamhsc.edu for additional information.

End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School’s courses as part of your professional responsibility.

SPH Mission

...
Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state of Texas, nationally, and globally.

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 645-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Integrity**

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student's responsibility to have a clear understanding of how to reference other individuals' work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: [http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html](http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html). A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at [http://agghonor.tamu.edu](http://agghonor.tamu.edu).

Remember:

"An Aggie does not lie, cheat, or steal, or tolerate those who do."

**FERPA**

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: "I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor."

**Equal Opportunity Statement**

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9206, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

**DISCLAIMER**

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.
Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-8207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
- Submit original form and attachments -

Form Instructions

1. Course request type:
   - Undergraduate
   - Graduate
   - First Professional (J.D., M.D., Ph.D., D.V.M.)

2. Request submitted by (Department or Program Name): Department of Health Policy and Management

3. Course prefix, number and complete title of course: PHPM 681: Introduction to Health Economics

4. Change requested
   a. Prerequisite(s): From: ________________ To: ________________
   b. Withdrawal (reason): ________________
   c. Cross-list with:

5. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete Item 11a and b for a change in title.

6. Is this an existing core curriculum course?
   - Yes
   - No

7. If grade type is changing for existing course, indicate the new grade type:
   - Grade
   - S/U
   - P/F (CLAR)

8. If this course will be stacked, please indicate the course number of the stacked course:
   - I certify that I have reviewed the FAQ for Export Control Basics for Distance Education (https://twe.tamu.edu/resources/exportcontrols/export-control-basics-for-distance-education).

9. Complete current course title and current catalog course description:
   - Introduction to Health Economics. (3-0). Credit 3.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    - Introduction to Health Economics. Credit 3 to 4.

11. a. As currently in course inventory:
    - PHPM 681 Intro to Health Economics
    - Lect: 3.00 Other: 0.00 CIP: 5122110014 Admin Unit: 1431

   b. Change to:
    - PHPM 681 Intro to Health Economics
    - Lect: 4.00 Other: 0.00 CIP: 5122110014 Admin Unit: 1431

Approval recommended by:
- Dr. Michael Monteforte
- Date: 8-31-15

Department Head or Program Chair (Type Name & Sign)
- Date: 9-31-15

Submitted to Coordinating Board by:
- Chair, SC or UCC
- Date: 10-1-15

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services - 08/14
EMHA 661: Introduction to Health Economics

Instructor Information
Course title and number: EMHA 661: Introduction to Health Economics
Term (e.g., Fall 200X)
Meeting times and location
Instructor Name(s)
Teaching Assistant(s)
Telephone number
Email address
Office hours
Office location

Course Description
This course will develop skills in the application of basic principles of microeconomic theory to issues concerning the organization and delivery of medical care services. Economic theory will be applied to the demand and supply of medical care, health insurance, payment mechanisms, and market structure. (For Executive MHA Students only)

Prerequisites
Must match course catalog.

Course Objectives

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US. (Systems Thinking)</td>
<td>Articulate the relevance and importance of health-related economic analysis (Knowledge)</td>
</tr>
<tr>
<td>Explain how systems (e.g., individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems. Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.</td>
<td>Identify input factors of health production (Comprehension)</td>
</tr>
<tr>
<td>Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US. (Diversity &amp; Culture) Explain why cultural competence alone cannot address health disparity.</td>
<td>Explain the relationship between human capital, education, and health (Analysis)</td>
</tr>
<tr>
<td>Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US. (Biostatistics) 5. Interpret results of statistical analyses found in public health studies.</td>
<td>Discuss the role of information in health care (Comprehension)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Identify the determinants of the demand for health and health care (Analysis)</td>
<td>Evaluate the role of health insurance in the health care market (Synthesis)</td>
</tr>
<tr>
<td>(Diversity &amp; Culture) 1. Describe the roles of, history, power, privilege and structural inequality in producing health disparities.</td>
<td>Describe the organization of hospitals from an economic perspective (Comprehension)</td>
</tr>
<tr>
<td>(Systems thinking) 4. Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems.</td>
<td>Understand the basic behaviors of physicians, patients, and others in the health care marketplace (Knowledge)</td>
</tr>
<tr>
<td>(Systems thinking) 2. Identify unintended consequences produced by changes made to a public health system.</td>
<td>Describe the role of government in health care and public programs (Comprehension)</td>
</tr>
<tr>
<td>(Biostatistics) Apply descriptive techniques commonly used to summarize public health data. 5. Interpret results of statistical analyses found in public health studies. (Systems thinking) Identify unintended consequences produced by changes made to a public health system. Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels. (Program Planning) Differentiate the purposes of formative, process, and outcome evaluation.</td>
<td>Apply the basic principles of economic evaluation tools such as cost-benefit and/or cost-effectiveness analyses (Analysis)</td>
</tr>
<tr>
<td>Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US. (Diversity &amp; Culture) Describe the roles of, history, power, privilege and structural inequality in producing health disparities.</td>
<td>Communicate the role of social insurance in assuring equity (Comprehension)</td>
</tr>
</tbody>
</table>
### Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
</table>
| 1   | Part 1: Overview/Review  
- Course Introduction  
- Why Health Economics?  
- Overview of the U.S. Healthcare System |  
- Phelps Chapter 1 — required (*)  
- Lee Chapters 1-3 — recommended (**)  
- "The Costs of Denying Scarcity" (*) |
| 1   | Part 2: Health Economics Basics - Demand  
- Utility and Health  
- Transforming Medical Care to Health  
- Demand for Medical Care (concept)  
- Demand for Medical Care (application)  
- Demand for Health Insurance |  
- Phelps Chapters 2-6 (*)  
- Lee Chapters 6, 7 (**) |
| 2   | MIDTERM EXAMINATION | |
| 2   | Part 3: Health Economics Basics - Supply  
- Physician and the Physician Firm |  
- Phelps Chapter 6 (*) |
| 2   | Physicians in the Marketplace  
- Medical Malpractice |  
- Phelps Chapters 7,13 (*) |
| 2   | Hospitals as a Supplier of Medical Care  
- Hospitals in the Marketplace |  
- Phelps Chapters 8,9 (*) |
| 3   | Health Insurance Supply & Managed Care  
- Government Insurance Programs |  
- Phelps Chapters 11, 12 (*) |
| 3   | Externalities in Health & Medical Care  
- Regulation, Certification & Quality |  
- Phelps Chapter 14,15 (*)  
- Lee Chapter 12(?)  
- "Tragedy of the Commons" (*)  
- Other readings (*) |
| 4   | Part 4: Special Topics: comparative systems and economic evaluation  
- Health Reform and Comparative Systems  
- Economic Evaluation: Cost-Benefit and Cost-Effectiveness |  
- Phelps Chapter 16 (*)  
- "Tragedy of the Commons" (*)  
- Other readings (*) |

### Grading Policies
(Policies or grading rules should cover late work, grade assignment and weighting, attendance policy, and make-up guidelines. Must include a grading scale (A=90-100, B=80-89, etc.). Changing grading policies should occur only under extraordinary circumstances. If more than 10% of grade is based on participation, syllabus should explicitly define and outline how grade is determined. No statement on a syllabus may contradict university rules regarding attendance, approved absence, etc. You may wish to refer to the Student Rules regarding Academics at http://student-rules.tamu.edu. THIS INFORMATION HAS BEEN PLACED HERE FOR REFERENCE ONLY. PLEASE REMOVE BEFORE PREPARING SYLLABUS.)

- **Satisfactory/Unsatisfactory**
  - Points Satisfactory
  - Points Unsatisfactory

- **Grading Scale**
  - Points A
  - Points B
  - Points C
  - Points D
  - Points F

<table>
<thead>
<tr>
<th>Ex. Quizzes</th>
<th>30%</th>
</tr>
</thead>
</table>
Attendance and Make-up Policies

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Must include attendance and make-up policy, especially if attendance/class participation will count as a grade. Policies should detail excused absences, unexcused absences, and make-up policies. Attendance and make-up policies should not contradict student rules. (THIS INFORMATION HAS BEEN PLACED HERE FOR REFERENCE ONLY. PLEASE REMOVE BEFORE PREPARING SYLLABUS.)

Other Pertinent Course Information

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Bb course webpage. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned TAMHSC e-mail account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made. You are expected to use Blackboard e-mail address for all official correspondence. (THIS SECTION IS NOT REQUIRED. THIS INFORMATION HAS BEEN PLACED HERE FOR REFERENCE ONLY. PLEASE REMOVE BEFORE PREPARING SYLLABUS.)

Blackboard (Bb) Statement

Blackboard (Bb): This course will be delivered via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to https://tamhsc.blackboard.com or look for Quick Links on the bottom of the School’s homepage. Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School’s Office of Academic Assessment and Instructional Technology website). Please note that the Blackboard emails and the SPH emails are the same. If you continue to have trouble accessing the course web site please contact John Lingewaer in the School’s Office of Academic Assessment and Instructional Technology. John may be reached at (979) 458-3032 or at jlingewaer@tamhsc.edu. You will need to possess the required computing technology to be successful in an online course. All computing problems or other technical issues can be routed to the TAMHSC Help Desk at helpdesk@tamhsc.edu via E-mail, or phoned to 979-386-8028 or 1-800-799-7472 Important! Saving your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang up! You may want to also make hard copies of your work to have “proof” and save yourself time and trouble.

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on Blackboard E-Learning. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Tumlun, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@SPH.tamhsc.edu for additional Information.
End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School's courses as part of your professional responsibility.

SPH Mission

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state of Texas, nationally, and globally.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1537. For additional information visit http://disability.tamu.edu

Academic Integrity

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student's responsibility to have a clear understanding of how to reference other individuals' work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

Remember:

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

By enrolling in this course you agree to the following statement: "I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”

Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.
DISCLAIMER

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
* Submit original form and attachments *

Form Instructions
1. Course request type: □ Undergraduate  □ Graduate  □ First Professional (D32, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): School of Public Health
3. Course prefix, number and complete title of course: PHPM 668 Applied Health Services Research

4. Change requested
   a. Prerequisite(s): From: PHPM 671, Grade of C To: Re-Remove PHPM 671 None
   b. Withdrawal (reason): 
   c. Cross-list with: 
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course? □ Yes  □ No
6. If grade type is changing for existing course, indicate the new grade type: □ Grade □ S/U □ P/F (CLAD)
7. If this course will be stacked, please indicate the course number of the stacked course: 
8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control/export-control-basics-for-distance-education).
9. Complete current course title and current catalog course description: Applied Health Services Research I. Provides students with skills to survive and thrive in doctoral study. Topics include searching for and evaluating the research literature. Finding and developing research topics. Identifying sources of health services research data. Understanding the dissertation process.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

11. a. As currently in course inventory:
    
    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | PHPM   | 668      | APPLIED HEALTH SERVICES RESEARCH |
    | Lect.  | Lab      | Other | SCH | CIP and Fund Code | Admin. Unit | HIC Code |
    | 1.00   | 0.00     | 0.00  | 1.00 | 51.2211.00        | 2214        | 0 0 3 6 3 2 8 |

    b. Change to:
    
    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | PHPM   | 668      | APPLIED HEALTH SERVICES RESEARCH |
    | Lect.  | Lab      | Other | SCH | CIP and Fund Code | Admin. Unit | HIC Code |
    | 1.00   | 0.00     | 0.00  | 1.00 | 51.2211.00        | 2214        | 15 - 16 0 0 3 6 3 2 |

   Approval recommended by: [Signature] 9/15/15
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee
   Dean of College
   Chair, GOC or UCC
   Submitted to Coordinating Board by:
   Associate Director, Curricular Services
   Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
We are requesting to remove the Pre-requisite PHPM 671 as this course is no longer required in order to register for PHPM 668.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type:  □ Undergraduate  □ Graduate  □ First Professional (MD, MD, JD, PharmD, DPT)

2. Request submitted by (Department or Program Name):  Department of Health Policy and Management

3. Course prefix, number and complete title of course:  PHPM 680: Health Systems Leadership

4. Change requested
   a. Prerequisite(s):  From:  To:
   b. Withdrawal (reason):
   c. Cross-list with:

5. Is this an existing core curriculum course?  □ Yes □ No

6. If grade type is changing for existing course, indicate the new grade type:  □ Grade □ S/U □ P/F (CLARK)

7. If this course will be stacked, please indicate the course number of the stacked course:
   □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (https://www.tamus.edu/it/solutions/export).

8. Complete current course title and current catalog course description:
   Health Systems Leadership. (3-0). Credit 3.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Health Systems Leadership. Credit 3 to 4.

10. As currently in course inventory:

    | Course | Title | Description |
    |--------|-------|-------------|
    | PHPM 680 | Health Systems Leadership |  |

11. Change to:

    | Course | Title | Description |
    |--------|-------|-------------|
    | PHPM 680 | Health Systems Leadership |  |

   Approval recommended by:
   □ Dr. Michael Movva
   □ Department Head or Program Chair (Type Name & Sign)  Date 8-31-15

   Chair, Coordinating Committee  Date 8-31-15

   Dean of College  Date 10-1-15

   Submitted to Coordinating Board by:
   Chair, GC or UCR

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
SYLLABUS

Instructor Information

Course title and number: EMHA 680: Health Systems Leadership
Term (e.g., Fall 200X)
Meeting times and location

Instructor Name(s)
Teaching Assistant(s)
Telephone number
Email address
Office hours
Office location

Course Description

This course provides the opportunity to integrate essential content presented in health policy and management curriculum by assessing issues confronted by health services organization leaders and employing concepts and other tools acquired in prior courses to address the issues. (For Executive MHA Students only)

Prerequisites:

602,602,606,614,616,617,620,623,631

Course Objectives

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.</td>
<td>1. Integrate problem-solving and complex adaptive systems perspectives in analysis and synthesis in health management</td>
</tr>
<tr>
<td>Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community</td>
<td>2. Choose among strategies for advancing a health care organization via internal change and market responsiveness</td>
</tr>
<tr>
<td>Apply quality and performance improvement concepts to address organizational performance issues.</td>
<td>3. Evaluate financial conditions of health care system and alternative allocations of resources</td>
</tr>
<tr>
<td>Apply &quot;systems thinking&quot; for resolving organizational problems.</td>
<td>4. Illustrate relationship among social, behavioral, epidemiological health factors in healthcare management challenges in communities</td>
</tr>
<tr>
<td>Describe the legal and ethical bases for public health and health services.</td>
<td>5. Discover legal and ethical challenges and remedies in health policy and management</td>
</tr>
<tr>
<td>Explain methods of ensuring community health safety and preparedness.</td>
<td>6. Identify and define alternative strategies for addressing environmental opportunities and threats affecting healthcare organization</td>
</tr>
<tr>
<td>Discuss the policy process for improving the health status of populations. Apply quality and performance improvement concepts to address organizational performance.</td>
<td>7. Evaluate evidence of quality of care and return on investment in health improvement interventions</td>
</tr>
<tr>
<td>Issue</td>
<td>Corresponding Objectives</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Demonstrate leadership skills for building partnerships.</td>
<td>8. Defends desirability of similarities and differences in leadership styles of oneself and others as they relate to individual and team performance</td>
</tr>
<tr>
<td>Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community.</td>
<td>10. Demonstrate persuasive and impactful communication written and oral as part of the business plan development activities</td>
</tr>
<tr>
<td>Apply principles of strategic planning and marketing to public health.</td>
<td></td>
</tr>
<tr>
<td>Communicate health policy and management issues using appropriate channels and technologies.</td>
<td></td>
</tr>
<tr>
<td>Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.</td>
<td>1. Integrate problem-solving and complex adaptive systems perspectives in analysis and synthesis in health management</td>
</tr>
<tr>
<td>Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community.</td>
<td>2. Choose among strategies for advancing a health care organization via internal change and market responsiveness</td>
</tr>
</tbody>
</table>

**Textbook and/or Resource Material**


Additional Reading (articles) will be assigned and posted on a weekly basis.

**Course Topics, Calendar of Activities, Major Assignment Dates**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disruptive Innovation</td>
<td>Assignment 3 (BPT): Team Presentations of Industry Segment Disruption (Send your PPT slides before class via e-mail; have handouts for both professors at the time of presentation; fill out team evaluations and submit to Dr. Alexander)</td>
</tr>
<tr>
<td>Change and Innovation Application</td>
<td>Reading: Kotter Book &quot;Leading Change&quot; Assignment 4: Karl's Hospital Presentations in teams (in class prep and verbal presentations in teams; show creativity; application of Kotter and Kash success)</td>
</tr>
</tbody>
</table>
Grading Policies

The PHPM 680 course emphasizes the ability of the student to integrate and apply knowledge in demonstrating critical thinking and problem solving capabilities. Each class meeting will draw, in part, on students written responses to books, cases, and other readings. The weekly written responses and in class discussion must reflect student mastery of the content from MHA program courses and, in many cases, knowledge garnered from other core areas of public health.

The PHPM 680 course operates as the specialty comprehensive exam for the MHA degree. Many weekly class meetings will include assignments in addition to readings, and/or speakers. Class discussions, assignments, and activities, will frequently call upon content mastered in MHA program courses. Together, these products will form the basis of the course grade and MHA comprehensive.

Numerical grades will be assigned to graded assignment, team evaluations will affect grades only if grades assigned by the instructor has to be adjusted down (not up); these grades will be converted to letter grades and the end of the semester. Class participation is recorded based on participation in discussion of assigned articles, assignments, insights and answers to questions during discussion. Participation is recorded by the second instructor during class. Further, missing more than two class sessions will result in a participation grade of 0 and could affect successful completion of course requirements.

Grading Scale

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100 Points</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89 Points</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79 Points</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69 Points</td>
<td>D</td>
</tr>
<tr>
<td>50 - 59 Points</td>
<td>F</td>
</tr>
</tbody>
</table>

**Business Plan Team (BPT) Project - Status**
Updates include operations plan (5%) and marketing plan (5%); final BP presentation (15%); **Business Plan (15%)**

- Assignments: 4 total @ 10% each 40%
- In Class Participation 10%
- Team Evaluations: a total of 6 submitted to Dr. Alexander 10%
- Total 100%

**Attendance and Make-up Policies**

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).
Must include attendance and make-up policy, especially if attendance/class participation will count as a grade. Policies should detail excused absences, unexcused absences, and make-up policies. Attendance and make-up policies should not contradict student rules. (THIS INFORMATION HAS BEEN PLACED HERE FOR REFERENCE ONLY. PLEASE REMOVE BEFORE PREPARING SYLLABUS.)

Other Pertinent Course Information

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Bb course webpage. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned TAMHSC e-mail account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made. You are expected to use Blackboard e-mail address for all official correspondence. (THIS SECTION IS NOT REQUIRED. THIS INFORMATION HAS BEEN PLACED HERE FOR REFERENCE ONLY. PLEASE REMOVE BEFORE PREPARING SYLLABUS.)

Blackboard (Bb): This course will be delivered via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to https://tamhsc.blackboard.com or look for Quick Links on the bottom of the School’s homepage. Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School’s Office of Academic Assessment and Instructional Technology website). Please note that the Blackboard emails and the SPH emails are the same. If you continue to have trouble accessing the course web site please contact John Lingeweller In the School’s Office of Academic Assessment and Instructional Technology. John may be reached at (979) 468-3032 or at lingeweller@tamhsc.edu. You will need to possess the required computing technology to be successful in an online course. All computing problems or other technical issues can be routed to the TAMHSC Help Desk at helodesk@tamhsc.edu via E-mail, or phoned to 979-862-8029 or 1-800-799-7472 Important!!! Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on Blackboard E-Learning. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@SPH.tamhsc.edu for additional information.

End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School’s courses as part of your professional responsibility.
SPH Mission

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state of Texas, nationally, and globally.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B116, or call 945-1837. For additional information visit http://disability.tamu.edu

Academic Integrity

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student's responsibility to have a clear understanding of how to reference other individuals' work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at http://agliehonor.tamu.edu.

Remember: "An Aggie does not lie, cheat, or steal, or tolerate those who do."

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: "I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor."

Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-6208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.
Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions
1. Course request type: □ Undergraduate  ✔ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Psychology
3. Course prefix, number and complete title of course: PSYC 622 Emotions: Neuroscience, Cognitive, and Social Approaches

4. Change requested
   a. Prerequisite(s): From: To:
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? □ Yes  ✔ No
6. If grade type is changing for existing course, indicate the new grade type: □ Grade □ S/U □ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:
   □ I verify that I have reviewed the FAQ for Export Controls Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

9. Complete current course title and current catalog course description:
   PSYC 622 Emotions: Neuroscience, Cognitive, & Social Approaches Credits 3. 3 Lecture Hours. Overview of the issues in the scientific study of emotions; focus on neuroscience, cognitive, and social approaches; introduction to theory and research in major areas of emotions research. Prerequisite: Graduate classification.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    PSYC 622 Affective Science Credits 3. 3 Lecture Hours. Overview of theories and approaches in the interdisciplinary field of affective science, including historical and contemporary approaches focused on emotional and affective processes. Prerequisite: Graduate classification or instructor approval.

11. a. As currently in course inventory:
    PreReq  Course #  Title (excluding punctuation):
    PSYC  622  Emotions
    Lect  Lab  Other  SCH  CEH  CRF and Fund Code  Admin Unit  FCE Code  Level
    3.00  0.00  0.00  3.00  4227070001  2380  0  3  6  3  2  6
    b. Change to:
    PreReq  Course #  Title (excluding punctuation):
    PSYC  622  Affective Science
    Lect  Lab  Other  SCH  CEH  CRF and Fund Code  Admin Unit  FCE Code  Level
    3.00  0.00  0.00  3.00  4227070001  2380  16 - 17  0  3  6  3  2

Approval recommended by:

Doug Woods, Ph.D.  8/10/15
Department Head or Program Chair (Type Name & Sign)  Date

Chair, College Review Committee  9/14/15
Department Head or Program Chair (Type Name & Sign)  Date
(if cross-listed course)

Chair, GC or UVC  10-1-15

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 08/14
Supporting Statement for Changes to PSYC 622

- The changes to the prerequisites will permit students who are not in graduate classification to register for the course with the approval of the instructor
- The change to the course title and description is to update the description to match course material. The essential focus on emotions has not changed, but the revised description is broader in the sense that it incorporates more approaches to the study of emotion.