



PHLT 3304 - Public Health Systems

Fall 2026 Syllabus, Section 180, CRN 18333

Instructor Information

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Office Hours:

Monday-Thursday by appointment only.

Times and Location

Does Not Meet Face-to-Face

Course Description

This course provides an overview of the organization of health care within the context of the public health. There is an emphasis on the political, social, and cultural influences affecting the community. The structure, objectives, and trends of major health and health related programs and systems in the United States will be examined. Prerequisites: Junior Standing and admission into the BSPH program.

Health Sciences Department, College of Nursing&Health Sci

Additional Course Information

Description of Assessments

Case Studies (12%)

During the semester, students will respond to six case studies. Please follow the instructions and rubric below:

- Answer the questions thoroughly in a report that is at least 1.5 pages long.
- Provide an in-depth written analysis and critique of the assigned case.
- Ensure that your answers are in paragraph format.
- Follow APA style and include a reference page.
- Submit your report on or before the scheduled date and time.

Discussions (3%)

Online engagement will serve as the platform for learning, feedback, and accumulating points toward your final grade.

There will be two discussions throughout the semester, each requiring a post of no less than 200 words. You are expected to review a study question and post your response on the course Discussion Board. These posts will be accessible to the entire class. It is essential to demonstrate reflective thought, support your position with evidence from literature, and engage respectfully with other opinions. Include at least one reference with in-text citations in APA format.



Students are required to respond to at least two different discussion participants. Each response must be a minimum of 75 words and should aim to continue the conversation by making inquiries and asking questions. Do not attach your post as a Word document.

Think of these posts not as busy work but as an opportunity to explore and build on the readings, thereby enhancing your learning. Participation is assessed not only by the quantity of posts but also by their quality. High-quality participation includes:

- Substantive content: While brief feedback such as “thanks” or “good idea” is appreciated, it does not count toward your graded contributions.
- Concise, engaging dialogue: Avoid drafting mini-essays or monologues, as they tend to reduce interaction.
- Evidence-based examples and opinions: Support your arguments with sufficient evidence to convince your reader.
- Thoughtful composition: Discussions should be well-composed, with attention to spelling and grammar.

Ensure that all posts are submitted on or before the scheduled date and time.

Quizzes (20%)

There will be two scheduled quizzes throughout the semester. The quizzes may contain multiple-choice, fill-in-the-blank, true/false, and short/long answer questions related to the assigned book readings for the relevant chapters.

Students are allowed to use personal and class notes, as well as the textbook, to assist with quiz completion. All quizzes will be taken online. Please refer to the tentative course schedule listed below for due dates.

Quizzes must be taken on the scheduled date unless prior arrangements have been made, and a documented reason for needing to complete the quiz at a different time has been provided.

Assignments (20%)

There are two assignments.

Assignment 1: Questions Response

Assignment 1 should be a well-written paper that addresses the questions listed below. Your response should include the following main points:

- Introduction: Provide some background, identify your question(s), and state your interpretation.
- Text Body: After a brief literature search, begin addressing the question based on your literature findings. What did you find in the literature? What information were you able to obtain? This section should answer the reader's questions: What are you answering? Why does this matter? How did you study the issues?
- Analysis: Explain how your findings relate to the question.
- Conclusion: Summarize your findings and discuss the relevance of the questions

Assignment 2: Group Presentation

For this assignment, you and your group will create a PowerPoint presentation and record a 20-minute video addressing the provided questions. Communicate with your colleagues to establish a working relationship and function effectively as a group. This assignment will test your small group communication skills, organizational proficiency, and ability to incorporate necessary information to provide an in-depth understanding of the designated topic.

Presentation Requirements

Each group will be responsible for delivering an informative PowerPoint presentation this semester. This assignment will test your small group communication skills, organizational proficiency, and ability to incorporate necessary information to provide an in-depth understanding of the designated topic. The presentation requirements include:



- **Group Formation and Communication:** Communicate via email and form groups of 3-4 students. Develop a group contract outlining each student's role and expectations for group members. Submit the group listing and names for approval by the 7th week of the course via the online form. Online form link: <https://forms.office.com/r/1EL1hL2SYD>.
- **Presentation Length:** The presentation should be 20 minutes long. Adhere to this length, as a point deduction equal to half a point of the final score will be applied for every 60 seconds over or under the time limit.
- **Content and Visual Aids:** The PowerPoint presentation should integrate facts and data on your selected topic and incorporate effective visual aids (e.g., pictures, graphs). Use the textbook as a base and supplement with external materials from an academic literature search. Cite and reference at least four separate, credible sources in APA format.
- **Submission:** Submit the presentation on the scheduled date and time (refer to the syllabus for the exact date). No late assignments will be accepted.
- **Use of Videos:** Avoid using videos in your presentation. If a short video is necessary to enhance your presentation, ensure it is directly relevant to your content, and explain its purpose in detail. Inform your audience what to look for and avoid showing more film than needed.
- **PowerPoint Design:**
 - Include a title slide with the presenter's name.
 - Each slide must have a title.
 - Appropriately reference any photos that are not your own to avoid plagiarism.
 - The final slide must include a bibliography in APA format listing all your sources.
- **Practice and Familiarity:** Practice your presentation to ensure familiarity with the equipment and tools. Verify that all equipment works properly and know how to start the slideshow and change slides to avoid disruptions if something goes wrong.

By adhering to these guidelines, you will be able to create an effective and engaging group presentation that meets the assignment's requirements.

Midterm Exam (20%)

The midterm exam will encompass all assigned readings from chapters 1 through 7, lecture material, and content from the required textbook. It will include multiple-choice, true/false, and fill-in-the-blank questions. The exam must be taken at the scheduled date and time.

Final Exam (20%)

The final exam will cover all assigned readings from chapters 8 through 14, as well as lecture material and content from the required textbook. It will feature multiple-choice, true/false, and fill-in-the-blank questions. The exam must be taken on the scheduled date and time.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. SL01: Identify and explain the key characteristics of the current U.S. health system.
2. SL02: Describe the funding and administrative structure of the U.S. healthcare and public health system.
3. L03: Compare health systems from low-income, middle-income, and high-income countries around the world.
4. L04: Identify the roles and functions of major global public health and development organizations.
5. L05: Describe the funding and administrative structure for major international public health and development organizations.
6. L06: Discuss the U.S. role in global public health.
7. SL07: Identify and evaluate specific public health and health service delivery problems.



- 8. SLO8: Identify policy and programmatic options for addressing specific public health and health service delivery problems.
- 9. SLO9: Analyze the effects of political, social, and economic policies on public health systems.

Important Dates

Visit the Academic Calendar ([tamui.edu](https://www.tamui.edu/academiccalendar/)) (<https://www.tamui.edu/academiccalendar/>) page to view the term's important dates.

Textbooks

Group	Title	Author	ISBN
Required	Essentials of the U.S. Health Care System Sixth Edition	Leiyu Shi, DrPH, MBA, MPA; Douglas A. Singh, PhD, MBA	9781284235104

Other Course Materials

American Psychological Association. (2020). Publication manual of the *American Psychological Association (7th ed.)*. Washington, D.C. ISBN: 978-1-4338-3217-8

The APA publication will provide student rules for preparation of manuscripts that should contribute to clear communication. Each document and citation will be graded using the APA publication manual.

To go to the bookstore, [click here \(https://www.bkstr.com/texasaminternationalstore/home\)](https://www.bkstr.com/texasaminternationalstore/home).

Grading Criteria

The final course grade will be determined using the following percentage scale:

GRADE	PERCENTAGE
A	89.5-100
B	79.5-89.4
C	69.5-79.4
D	59.5-69.4
F	Below 59.4

Open Boilerplate

Syllabus Acknowledgment (2pts) and Greeting Participation (1pt)	3 Points
Case studies (total 6)	12 Points
Discussions (total 2)	5 Points
Quizzes (total 2)	20 points
Assignments (total 2)	20 Points
Mid-term Exam	20 Points
Final Exam	20 Points
Total Points For Course	100 Points



Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
8/24	Acknowledgment of Syllabus and Policies Meet and Greet Forum L1: Introduction & Characteristics of U.S. Health Care Delivery 1.1 L2: Characteristics of U.S. Health Care Delivery 1.2 Assignment 1 Preview	Getting Started Module 1 Chapter 1	Acknowledgment of Syllabus and Policies August 28, 2026 Meet and Greet Forum Complete by August 28, 2026 Complete Reading by August 29, 2026
8/31	Case Study 1 L3: Foundations of U.S. Health Care Delivery	Module 2 Chapter 2	Case Study 1 Due: September 2, 2026 Complete Reading by September 5, 2026
9/7	Quiz 1 Chapters 1-3 L4: Historical Overview of U.S. Health Care Delivery	Module 3 Chapter 3	Quiz 1 Due: September 11, 2026 Complete Reading by September 12, 2026
9/14	Case Study 2 L5: Health Care Providers and Professionals	Module 4 Chapter 4	Case Study 2 Due: September 16, 2026 Complete Reading by September 19, 2026
9/21	L6: Technology and Its Effects L7: Financing and Reimbursement Methods	Module 5 Chapter 5 & 6	Complete Reading by September 26, 2026
9/28	Case Study 3 L8: Outpatient Services and Primary Care U.S. Healthcare Systems Assignment 1	Module 6 Chapter 7	Case Study 3 Due: September 30, 2026 Assignment 1 Due: October 2, 2026 Complete Reading by October 3, 2026
10/5	Discussion 1 U.S. Role in global public health Responses to Discussion 1 U.S. Role in global public health L9: Hospitals and disparities	Module 7 Chapter 5 & 6	Discussion 1 Due: October 7, 2026 Responses to Discussion 1 Due: October 9, 2026 Complete Reading by October 10, 2026
10/12	Mid-term Exam L10: Managed Care and Integrated Systems	Module 8 Chapter 5 & 6	Mid-term Exam Due: October 12, 2026 Complete Reading by October 17, 2026
10/19	Case Study 4 L11: Long-Term Care Services	Module 9 Chapter 10	Case Study 4 Due: October 21, 2026 Complete Reading by October 24, 2026
10/26	Quiz 2 Chapters 8-11 L12: Populations with Special Health Needs	Module 10 Chapter 11	Quiz 2 Due: October 30, 2026 Complete Reading by October 31, 2026
11/2	Case Study 5 L13: Cost, Access, and Quality	Module 11 Chapter 12	Case Study 5 Due: November 4, 2026 Complete Reading by November 7, 2026
11/9	L14: Health Policy L15: Public Health and Medical Care Systems	Module 12 Chapter 13	Complete Reading by November 14, 2026
11/16	Case Study 6 Last Day to Drop Course L16: The Future of Health Services Delivery	Module 13 Chapter 14	Case Study 6 Due: November 18, 2026 Drop Date: November 19, 2026 Complete Reading by November 21, 2026
11/23	Discussion 2 Aging of the Population Responses to Discussion 2 Aging of the Population Thanksgiving Holiday	Module 14	Discussion 2 Due: November 23, 2026 Responses to Discussion 2 Due: November 24, 2026 November 26 & 27, 2026
11/30	Group Collaborative Last day of Class	Module 14	Last day of Class: December 1, 2026 Assignment 2 Due: December 1, 2026
12/7	Study Break/Revision Final Exam	Module 15	Study Break/Revision : December 2 to December 6, 2026 Final Exam Due: December 7, 2026



University/College Policies

Please see the University Policies below.

COVID-19 Related Policies

If you have tested positive for COVID-19, please refer to the Student Handbook, Appendix A (Attendance Rule) for instructions.

Required Class Attendance

Students are expected to attend every class in person (or virtually, if the class is online) and to complete all assignments. If you cannot attend class, it is your responsibility to communicate absences with your professors. The faculty member will decide if your excuse is valid and thus may provide lecture materials of the class. According to University policy, acceptable reasons for an absence, which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Students are responsible for providing satisfactory evidence to faculty members within seven calendar days of their absence and return to class. They must substantiate the reason for the absence. If the absence is excused, faculty members must either provide students with the opportunity to make up the exam or other work missed, or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence. Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their instructors with as much advance notice as possible.

Classroom Behavior (applies to online or Face-to-Face Classes)

In the classroom, students are expected to listen attentively, participate respectfully, and adhere to established rules. Behavior that interferes with the class lecture may result in disciplinary action, ensuring a productive and respectful learning environment for everyone. Any disputes over academic matters should be addressed calmly and constructively, ideally during designated times such as office hours or after class. If a student does not agree with a decision, they can request a meeting with the instructor to discuss their concerns in more detail. Should further resolution be needed, the student may escalate the matter to the department head or use formal grievance procedures as outlined in the sections below. (please refer to Student Handbook Article 4 (<https://www.tamui.edu/handbook/article-04.shtml>)).

TAMUI Honor Code: Plagiarism and Cheating

As a TAMUI student, you are bound by the TAMUI Honor Code to conduct yourself ethically in all your activities as a TAMUI student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at Student Handbook (<https://www.tamui.edu/handbook/index.shtml>).

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence



and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMIU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.
 - **Caution:** Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.
 - **Caution:** Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W."
 - **Caution:** Chat groups that start off as "study groups" can easily devolve into "cheating groups." Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student's TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.

TAMIU E-Mail and SafeZone

Personal Announcements sent to students through TAMIU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to SafeZone (<https://www.tamiu.edu/adminis/police/safezone/index.shtml>) for more information.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright

may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Office of Disability Services for Students located in Student Center 124. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Office of Disability Services for Students.

For accommodations or assistance with disabilities, contact the Disability Coordinator, Karla Pedraza, at karla.pedraza@tamiu.edu, call 956.326.2763, or visit Student Center 124.

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (URL: Student Handbook (<https://www.tamiu.edu/handbook/index.shtml>)).

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. Students who experience or observe alleged or suspected discrimination due to their pregnant/parenting status, should report to the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamiu.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site, *Report It*, at <https://www.tamiu.edu/reportit> (<https://www.tamiu.edu/reportit/index.shtml>).

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Compliance (Lorissa M. Cortez, lorissam.cortez@tamiu.edu) can assist the student and professor in working out the reasonable accommodation. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students, contact the Title IX Coordinator. In the event that a student needs a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU *Student Handbook*.#As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOAs for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule.#Both rules can be found in the TAMIU *Student Handbook*.

For parenting-related rights, accommodations, and resources, contact the Parenting Liaison, Mayra Hernandez, at mghernandez@tamiu.edu, call 956.326.2265, or visit Student Center 226.

For pregnancy-related rights, accommodations, and resources, contact the TIX Coordinator, Lorissa Cortez, at lorissam.cortez@tamiu.edu, call 956.326.2857, or visit Killam Library 159.

Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, TitleIX@tamiu.edu, 956.326.2857, via the anonymous electronic reporting website, *ReportIt* (<https://www.tamiu.edu/reportit>) and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a “W.” To qualify for an “incomplete” and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a “W”, and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an “Incomplete Grade Contract” and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the “I” to automatically be converted to an “F”; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an “incomplete” may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar’s Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamiu.edu) (<https://www.tamiu.edu/counseling/telus/>) or from the Apple App Store and Google Play.

Distance Education Courses

Online Courses and On-Campus Meetings

Texas Administrative Code (TAC), Title 19, Part 1, Chapter 2, Subchapter J, Section 2.202 ([https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202)), defines distance education as the formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50%) of instruction. Distance education includes hybrid and 100% online courses and programs as defined by the Texas Higher Education Coordinating Board (THECB):



- **Hybrid Course** - A distance education course in which more than 50 percent but less than 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations.
- **100-Percent Online Course** - A distance education course in which 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations. **Requirements for on-campus or in-person orientation, testing, academic support services, internships/fieldwork, or other non-instructional activities do not exclude a course from this category.**

In this online course, be sure to confirm what in-person meetings may be required of you (if applicable).

Course Structure

Approaching the Online Public Health Systems Course

Welcome to the Online Public Health Systems course! This guide will help you understand how to approach and navigate the course materials, activities, and assessments effectively.

Course Description

This course offers a comprehensive overview of healthcare organization within the context of public health, emphasizing political, social, and cultural influences on communities. You will examine the structure, objectives, and trends of major health and health-related programs and systems in the United States. By the end of the course, you will have a deep understanding of these systems and their global counterparts, as well as the ability to analyze and address public health challenges.

Course Structure

The course is organized into weekly modules, each covering specific topics through various materials and activities. Here's how you should approach the materials each week:

Weekly Approach

Readings and Lecture Material

- **Assigned Readings:** Begin by completing the assigned readings for the week. These readings will provide the foundational knowledge needed for other activities and assignments.
- **Lecture Videos:** Watch the lecture videos provided. These will offer additional insights and explanations on the week's topics.

Discussions

- **Initial Post:** Engage in online discussions by responding to study questions posted on the course Discussion Board. Your initial post should be **at least 200 words** and demonstrate reflective thought, supported by evidence from the literature.
- **Responses:** Respond to at least two classmates' posts, with each response being **a minimum of 75 words**. Ask questions and continue the conversation in a respectful and meaningful way. Include in-text citations in APA format when referencing sources.

Assignments

- **Case Studies:** Respond to six case studies throughout the semester. Each response should be at least 1.5 pages, providing an in-depth analysis and critique of the assigned case. Follow APA style and include a reference page.
- **Papers:** Complete written assignments that address specific questions. These should include an introduction, body text with literature findings, analysis, and a conclusion.

Quizzes

- **Format:** Quizzes will contain multiple-choice, fill-in-the-blank, true/false, and short/long answer questions. They cover material from chapters 1-7, lecture content, and the textbook.
- **Preparation:** Use personal and class notes, as well as the textbook, to prepare for and complete quizzes. Ensure you take quizzes on the scheduled dates unless prior arrangements have been made.



Exams

- Content: The exam will cover all assigned readings, lecture material, and required textbook content for chapters 1-7.
- Format: Expect multiple-choice, true/false, and fill-in-the-blank questions.
- Timing: The exam must be taken on the scheduled date and time, unless you have made prior arrangements.

Group Presentation

- Collaboration: Form groups of 3-4 students and develop a PowerPoint presentation and a 20-minute video. Communicate effectively with your group members and establish a group contract outlining roles and expectations.
- Content: Integrate facts and data on your selected topic, incorporating effective visual aids and citing at least four credible sources in APA format.
- Submission: Submit your presentation on the scheduled date and time. Practice to ensure smooth delivery and familiarity with the equipment.

Course Expectations

- Engagement: Regularly participate in online discussions and group activities. Your contributions should be substantive and respectful.
- Timeliness: Submit all assignments, quizzes, exams, and presentations on time. Late submissions will not be accepted without prior arrangements and a documented reason.
- Quality: Ensure your work is well-written, follows APA style, and is free of plagiarism. High-quality participation includes thoughtful, evidence-based posts and responses.

By following this guide, you will be well-prepared to navigate the course and succeed in your studies. Engage actively, manage your time effectively, and make the most of the learning opportunities provided. Good luck

Student-Instructor Communication Policy and Response Time

Announcements/Course Messages/Emails

To ensure you stay informed and engaged throughout the course, the following communication guidelines will be in place. Announcements will be posted every Monday via email, direct messages, and the course Discussion Board. These announcements will include important updates, reminders, and any changes to the schedule or course materials.

For any questions or concerns, you can reach out to me via course messages or email. I will respond to all messages within 72 hours of receipt. For urgent matters, please indicate the urgency in your message, and I will do my best to respond as soon as possible.

Regular communication is essential for your success in this course. Please check your email and the Discussion Board regularly for updates and announcements. If you have any questions or need clarification on any course-related matters, do not hesitate to reach out.

Assignments and Assessments

To ensure you receive timely and constructive feedback on your assignments and assessments, I have established the following expectations. During the initial weeks of the course, feedback will be provided to every student within 72 hours of submission. This prompt feedback is intended to help coach you and guide you toward achieving the maximum grade possible. As the course progresses and you become more proficient in your work, the frequency of feedback will taper off. This gradual reduction in feedback corresponds with your increasing mastery of the course material and attention to detail.

Course Communication Guidelines (Netiquette)

There are course expectations concerning etiquette or how we should treat each other online. We must consider these values as we communicate with one another. Visit **Instructional Technology and Distance Education Services' web page on Netiquette** (<http://www.tamui.edu/distance/students/netiquette.shtml>) for further instruction.



Accommodations/Accessibility Policy

Texas A&M International University seeks to provide reasonable accommodation for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodation. For more information, contact the online at **Office of Disability Services for Students (DSS)**, via phone at 956.326.3086 or by visiting the staff at the Student Center, room 118. A link to the Disabilities Services for Students site has also been included under the "Resources" tab inside the course.

Student Support Resources

The University wishes to have all students succeed in their courses. To provide support to our students, an array of services in the areas of technology support, academic support, student support, and accessibility support may be found at the University. For more information, visit the Instructional Technology and Distance Education Services page on **University Resources and Support Services**.

Computer/Technology Requirements

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Online students will need regular access to a personal computer that runs on a broadband Internet connection.

It is recommended that you meet the technical requirements listed on the Instructional Technology and Distance Education Services' webpage when using the learning management system (LMS) of the University.

Additional Hardware. Recently purchased laptops may have these built-in web cameras. If you do not have this equipment, it is recommended to purchase a stand-alone webcam, microphone, or a webcam with a built-in microphone from your local electronic store or any online store.

NOTE: Instructional Technology and Distance Education Services may check out available webcams to students on a first-come, first-served basis. To check out a webcam, please stop by Killam Library, Room 259, and request an available webcam.

TAMU Students may access online versions of this software through their Dusty Office 365 account at <https://dusty.tamui.edu/>. This site also provides students access to download the Microsoft suite for educational use. **See instructions for downloading the Microsoft Office suite.**

Note: Students, if you do not own the required hardware or software or do not have access to the Internet, it will be highly challenging for you to make any progress in this class. However, my goal is to assist you in finding solutions and guide you appropriately most of the required materials can either be found free of charge at TAMU's library, classrooms, and available computer labs. **Visit Media Services' web page on the availability of on-campus computer labs.** In addition, you may also purchase any of these items at any electronic store.

Learning Management System (Blackboard)

Students are provided with an orientation (*eLearning (Blackboard) Student Orientation*) and access to guides on how to use the Blackboard LMS. Guides may be available at **Instructional Technology and Distance Education Services' Student eLearning Tutorial Videos page** or by contacting the eLearning team at elarning@tamui.edu.

Minimum Technical Skills Expected

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Students in distance education should have knowledge of basic computer and Internet skills, as mentioned on the **Instructional Technology and Distance Education Services' webpage**.

Technical Support Services

Because of the nature of distance education courses, the Office of Information Technology (OIT) computing and information services are vital to the success of online students. This webpage covers contact information for Distance Education Services (Blackboard Support), the OIT Help Desk, and E-mail support: **Technical Support Services**.

Grading Scale/Schema (after Grade Breakdown section)

In determining the final course grade, the following scale is used in percentage or point value.

- 89.5 to 100 = A
- 89.4 to 79.5 = B
- 79.4 to 69.5 = C
- 69.4 to 59.5 = D
- 59.4 and below = F



Late Work Policy

Timely submission of assignments and assessments is crucial for your success in this course. As such, **no late work will be accepted** unless there are extreme life circumstances or situations that prevent you from meeting the deadline. These circumstances must be documented and are subject to my approval.

If you find yourself in such a situation, please contact me immediately to discuss your circumstances and make any necessary arrangements. This policy is in place to ensure fairness and consistency for all students, and to help you stay on track with the course schedule.

Thank you for understanding and adhering to this policy. If you have any questions or concerns, please reach out to me at your earliest convenience.

Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

Turnitin Policy Or Other Types of Assignments in Other Systems

[Instructor's policy on assignments held within the Turnitin system.]

Turnitin Requirement

Turnitin is an award-winning, web-based solution that prevents plagiarism, saves instructors time, and engages students with rich, multi-faceted feedback on written work. All written assignments will be submitted through Turnitin. Please review the Turnitin Story on Vimeo, as well as the guides on submitting a paper, originality reports, and the user manual.

Digital Receipts

Once you submit your paper successfully, a digital receipt with a PaperID will be displayed on screen and emailed to your @dusty.tamui.edu address. Be sure to locate this receipt. If a receipt is not generated, resubmit the assignment until a receipt is created.

Accessibility and Privacy Statements

Students should review the accessibility and privacy policies for all course technologies. Instructors are recommended to provide links to these statements in their syllabi. For Turnitin, you can find the updated statements on the following pages:

- Accessibility Statements of Course Technologies
- Privacy Policy Statements of Course Technologies

These links provide important information regarding the accessibility and privacy features of Turnitin, ensuring that all students can use the tool effectively and with confidence.

Proctoring

All online exams must be taken using the Respondus LockDown Browser. If you are off-campus without direct faculty proctoring, you must also use the Respondus Monitor, which includes a webcam feature. There is a one-time fee of \$15 per semester for the Respondus Monitor, regardless of how many courses require this product.

To get a basic understanding of LockDown Browser and Respondus Monitor, watch a short video.

Download Instructions:

1. Click the **Student Support** tab located at the top-middle of Blackboard.
2. Scroll down to the **Instructional Technologies** section.
3. Click on the **Respondus LockDown Browser** icon to download it for free.

Once Installed:

1. Open LockDown Browser.
2. Log into Blackboard Learn.
3. Navigate to the test and begin.

Note: You won't be able to access tests with a standard web browser. If you try, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the exam to continue.



Contact elearning@tamiu.edu for the syllabus statement and other information.]

Accessibility and Privacy Statements on Course Technologies

At Texas A&M International University, we believe that all students should have equal technology opportunities in the classroom. These technologies/sites may also require user data, such as the creation of a username and password. You may find the accessibility and privacy policies of the technologies used in this class on the following pages: **Accessibility Statements and Privacy Statements**.

Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.