



TEXAS A&M UNIVERSITY-SAN ANTONIO

College of Arts and Sciences
Health and Behavioral Sciences

THEORIES & MODELS OF HEALTH BEHAVIOR

HLTH 3345- 3 Credit Hours; Fall 2025 Syllabus

Class Meeting Location and Times:

Classroom Hall 219, Monday, Wednesday & Friday 1pm-1:50 pm

Instructor: **Bryan P. Bayles, PhD, MPH**

Office: CAB 351F

bbayles@tamusa.edu (BEST way to contact me)

Office Phone: 210-784-2282

Office hours – Mon and Weds 9:30am-110:45am
and by appointment



Course Description: This course focuses on theoretical and historical foundations of health behavior research: emphasis placed on understanding and predicting behavior, as well as facilitating behavior change programs through health education. This course serves as a practical guide for the key theories, methods, and strategies that students will need to be effective in promoting health behavior change in their schools, workplaces, and communities. Course activities will emphasize the presentation, critical analysis, and application of the role of theory in health promotion interventions and research related to the leading causes of morbidity and mortality in the United States.

TSI Restrictions: Reading, Math, and Writing; **Other Restrictions:** Graduate students may not enroll

Course Prerequisites: N/A

Learning Objectives: Upon successfully completing this course, students will be able to:

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

1. Incorporate the social-ecological framework into health behavior assessment to identify potential measures of health behavior and factors that influence health behaviors at the individual, family, and population levels.
2. Describe psychometric and measurement design characteristics of health behavior instruments, including validity, reliability, sensitivity, and specificity.
3. Understand how social determinants and economic principles, combined with individual behaviors, may explain health behaviors and the various policy tools available to influence health behavior change.
4. Discuss the major components of commonly used theories of health behavior change, including the social cognitive theory (SCT), the health belief model (HBM), the theory of planned behavior (TPB), the transtheoretical model (TTM), and the relapse prevention (RP) model and how these theories are used to guide both correlational and intervention-based research.
5. Identify gaps in knowledge, future directions, and emerging trends in health behavior research and practice, including the potential benefits of technologies such as mobile or electronic technologies for assessment, self-monitoring and behavior change.

6. Acquire critical and creative thinking skills regarding health behavior theory, as well as practice applying foundational knowledge in health behavior assessment and practice.
7. Connect what is learned in this class to other subjects/fields, careers/industries, and other areas of life to become life-long learners.

Course Texts:

- Cradock AI, Lewis KH, & Moore JB (Eds) (2025) *The Handbook of Health Behavior Change. 6th Edition*. Springer Publishing Company, LLC. ISBN: 978-0-8261-4264; ebook ISBN: 978-0-8261-4265-8
- Additional readings/material from academic journals will be provided by the instructor through Blackboard Ultra.

Course Work and Grading Criteria:

a. Participation & Article Discussion (40 points) Your attendance and advance preparation for discussion are essential to your learning and that of others. Assigned readings illustrate key concepts within the lecture material and will enable greater success in group exercises and your written work. Attending class will deepen understanding of course materials and better prepare you for written assignments. Throughout the course, you will be assigned at least one article to present/discuss with the entire class. More details on this assignment will be discussed in class.

b. Assignments (Misc. Activities, Blackboard Discussion Prompts, writing, etc) (4 activities, 30 points each; 120 points) More details on this assignment will be discussed in class. These activities are designed to give you opportunities to think critically and creatively about the course material and apply some of them in practice.

e. 4 Reading Quizzes (80 points; %): There will be 4 brief quizzes (15-20 minutes). These quizzes are to ensure you are keeping up with the readings and assignments. They will help you in making sure you are well-prepared for the mid-term and finals.

f. Mid-term Exam (80 points; %):

g. Final Exam (80 points; %):

Grading Rubrics will be provided for article discussions and assignments/activities

Extra Credit: There will be an opportunity to earn 5 points of extra credit by attending one of several possible guest lectures or public health related events on campus or online. A list will be provided to you and posted on Blackboard

Grading: See the breakdown below.

Assignments	Percentage	Points Possible
a. Participation & Discussions	10%	40
b. Activities	30%	120
e. 4 Quizzes	20%	80
f. Midterm Exam	20%	80
g. Final Exam	20%	80
Extra Credit		5
TOTAL	100%	400

Scale

A	400 – 361	C	320 – 281	F	240 – 0
B	360 – 321	D	280 – 241		

Expectations for Written Work: Please use correct spelling, grammar, and punctuation, as well as a mature writing style. Prior to submitting any written work, please use grammar/spell check software and a trusted person to look for any obvious errors for you to correct. Written assignments with numerous mistakes and/or poor writing style will lose points. If you need support for your writing, please alert me AND consult with the Writing, Language, and Digital Composing Center - <https://www.tamusa.edu/student-resources/writing-center/index.html>.

REFERNECES/BIBLIOGRAPHIES: When preparing references/bibliographies, please use the American Psychological Association (APA) style guide found at <https://apastyle.apa.org>. In addition, all written assignments should follow the format below:

- 1-inch margins
- 11-point or 12-point Arial or Times New Roman font
- 1.5 spacing

Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. **Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI.** In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course **qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.**

NOTE: Guidance for how to cite AI-generators, like ChatGPT, can be found here <https://apastyle.apa.org/blog/how-to-cite-chatgpt> Use of AI-generators like ChatGPT **without proper citation will be considered plagiarism!**

Deadlines: I will not accept late work, with the rare exception of an unanticipated, catastrophic event.

Courteous Conduct: Your individual behavior strongly influences the ability of the class to function as a scholarly community. Please read assignments in advance, come to class on time and stay until the end, be respectful when someone else is sharing an idea, and refrain from using any digital medium that distracts you or others from classroom activities.

****NOTE:** Syllabus potentially subject to change.

Important Dates:

Mon Aug 25: First Day of Class

Mon Sept 1: Labor Day/NO CLASSES

Tues Sept 2: Last Day to Register

Weds Sept 10th: Census Date

Thurs Sept 11: Drop for non-payment

Mon-Fri Oct 6-17: Midterm grading period

Fri Nov 14: Last day to drop with an automatic grade of "W"

Tue Nov 25: Last day to withdraw from University

Wed Nov 26: Study Day: NO CLASSES

Thurs-Sat: Nov 27-29: THANKSGIVING HOLIDAY NO CLASSES

Thur Dec 4: Last day of scheduled classes for weekday classes

Fri Dec 5: Study Day; NO CLASSES

Sat-Fri Dec 6-Dec 12th: FINAL EXAMS

Tue Dec 16th: COMMENCEMENT

Weds Dec 17th: All grades due by noon

Fri Dec 19th: GRADES AVAILABLE in Jagwire

Tue-Fri Dec 23-Jan 2: WINTER BREAK

COURSE SCHEDULE

MWF: 1pm-1:50 pm

The course schedule, readings, assignments, and syllabus policies are subject to change at instructor's discretion. You will be notified of changes via Blackboard Announcements and during class. Changes are often to benefit the needs of the class.

I. THEORIES, FRAMEWORKS, AND MEASURES RELEVANT TO HEALTH BEHAVIORS

Week 1: Course Overview & Introduction

- Mon Aug 25 Introductions; Syllabus; Overview; Scope of Health Behaviors
- Weds Aug 27 Scope of Health Behaviors; What are Theories, Models, Paradigms, Concepts, Constructs, and Variables? (posted Blackboard reading)
- Fri Aug 29 Cont...

Reading Assignments:

1. Read selections from Glanz, Rimer & Viswanath posted on Blackboard
2. Read Chapter 1 in Textbook

Week 2: Chp 1: Policy & Societal Influences on Health Behavior

- Mon Sept 1 **NO CLASS (Labor Day)**
- Wed Sept 3 (Chp 1) How Policy, Society, and Economics Shape Health Behaviors
- Fri Sept 5 (Chp 1) How Policy, Society, and Economics Shape Health Behaviors

Reading Assignments:

1. Continue Chapter 1 in Textbook
2. Blackboard: Read Currie & Neidell 2005 on Blackboard (*Air Pollution & Infant Health...*)
3. Over weekend: Read Chapter 6 in Textbook

Week 3: Chp 6: Measuring Health Behaviors at the Individual and Community Levels

- Mon Sept 8 Measuring Health Behaviors
- Wed Sept 10 Measuring Health Behaviors
- Fri Sept 12 **Quiz #1 (20 points); Measuring Health Behaviors**
Assignment #1 DUE (Developing Measures) Sunday Sept 14th by midnight (30 points)

Reading Assignments:

1. Cont. 6 in Textbook
2. Over weekend Read Chapter 3 in Textbook & Finish Assignment #1

Week 4: Chp 3: Interventions with the Family System

- Mon Sept 15 Family System Intervention case studies
- Wed Sept 17 **GUEST LECTURE (Dr Bayles out of town)**
- Fri Sept 19 Family Systems Interventions case studies

Reading Assignments:

1. Cont. Chapter 3 in Textbook
2. Blackboard: Read Roddy & Nelson, Greevy & Mayberry (2022) Changes in family involvement...*Journal of Behavioral Medicine*
3. Begin Chp 4 in Textbook

Week 5: Chp 4: Individual-Level Theories

- Mon Sept 22
- Wed Sept 24
- Fri Sept 26
Assignment #2 DUE (Chp. 4 Blackboard Discussion Posts& responses Sunday Sept 28th by midnight (30 points)

Reading Assignments:

1. Chapter 4 in Textbook

Week 6: Chp 4: Individual Level Theories

- Mon Sept 29 **Quiz #2 (20 points)**
- Wed Oct 1
- Fri Oct 3 {mindful eating activity; raisin}

Reading Assignments:

1. Chapter 4 in Textbook cont.; 2. Chapter 7 in Textbook

II. PRIORITIZED BEHAVIORS FOR PRIMARY PREVENTION OF DISEASE

Week 7: Dietary Behavior Change

- Mon Oct 6
- Wed Oct 8
- **Fri Oct 10: MID-TERM EXAM (80 points; Covers Chapters 1, 3, 4, 6 & lectures)**

Reading Assignments:

1. Continue Chapter 7 in textbook
2. Work on Dietary journal and Free-lists/Pile sort activity

Week 8: Dietary Behavior Change

- Mon Oct 13 Behavioral Approaches: Goal Setting, Self-Monitoring, Social Support, Problem Solving & Decision-Making
- Wed Oct 15 Motivational Interviewing
- Fri Oct 17 Motivational Interviewing

Reading Assignments:

1. Chapter 8 in Textbook
- Assignment #3 DUE Sunday Oct 19th by midnight; Dietary Journal & Free-list/Pile Sort (30 points)**

Week 9: Physical Activity

- Mon Oct 20 Physical Activity, Prevalence & Guidelines
- Wed Oct 22 Factors Contributing to Regular Physical Activity
- Fri Oct 24 Factors Contributing to Regular Physical Activity

Reading Assignments:

1. Continue Chapter 8 in textbook
2. Article TBD

Week 10: Physical Activity

- Mon Oct 27 **Quiz #3 (20 points)** Physical Activity Interventions
- Wed Oct 29 Physical Activity Interventions & Future Directions
- Fri Oct 31 Physical Activity Interventions & Future Directions

Reading Assignments:

1. Read Chapter 10 in Textbook
2. Article TBD

Week 11: Vaccination

- Mon Nov 3 Vaccines and Vaccination Recommendations
- Wed Nov 5 How to Increase Trust and Vaccine Uptake
- Fri Nov 7 Motivational Interviewing & Other Strategies

Reading Assignments:

1. Read Chapter 13 in Textbook
2. Article TBD

III. PRIORITIZED BEHAVIORS FOR SECONDARY PREVENTION

Week 12: Screening for Cancer

- Mon Nov 10 Cancer & Cancer Screening & How Recommendations are Made
- Wed Nov 12 Cancer Screening Interventions
- Fri Nov 14 Cancer Screening Interventions and Challenges

Reading Assignments:

1. Read Chapter 14 in Textbook

Week 13: Cardiovascular Disease: A focus on Primary & Secondary Prevention

- Mon Nov 17 **Quiz #4 (20 points)** Epidemiology & Prevention of CVD
- Wed Nov 19 Health Behaviors & Management of CVD
- Fri Nov 21 CVD Interventions

Reading Assignments:

1. Chapter 14 in Textbook
2. Article TBD

Sunday by midnight; Assignment #4 DUE Nov 23 by midnight (30 points)

Week 14: Cardiovascular Disease: A focus on Primary & Secondary Prevention

- Mon Nov 24 CVD Interventions
- Wed Nov 26 CVD Interventions
- Fri Nov 28 CVD Interventions & Future Challenges

Week 15: Open

- Mon Dec 1 Open
- Wed Dec 3 Open
- **Fri Dec 5 STUDY DAY; NO CLASSES**

Week 16: **Sat-Fri Dec 6-Dec 12th: FINAL EXAMS (80 points)**

Tue Dec 16th: COMMENCEMENT

Weds Dec 17th: All grades due by noon

Fri Dec 19th: GRADES AVAILABLE in Jagwire

Tue-Fri Dec 23-Jan 2: WINTER BREAK

Important Dates: Fall 2025 Regular 16-Week Session

August 25	First day of class
September 1	Labor Day Holiday – No classes
September 10	Census Date
November 14	Last day to drop with an automatic “W”
November 25	Last day to withdraw from the University
November 26	Study Day – No classes
November 27-29	Thanksgiving Holiday – No classes
December 4	Last day of classes
December 5	Study Day – No classes
December 6-12	Final exams
December 16	Commencement

The complete academic calendar is available online:

<https://www.tamusa.edu/academics/academiccalendar/index.html>

****Any material on this syllabus is subject to change if a compelling situation arises. You will be notified via email and Bb announcement.****



IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210.

You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/DisabilitySupport-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services as soon as possible.

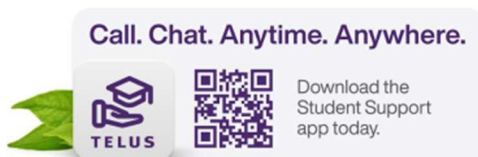
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit <http://tamusa.edu/studentcounseling>

Crisis support is available 24/7 by calling the SCC at 210-784-1331.

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are

registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com>

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. NonEmergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/StudentRights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Office Hours: All faculty with teaching assignments should include regularly scheduled office hours on each syllabus in addition to "by appointment." Please review your appointment letter for the number of weekly office hours you are expected to set. Regularly scheduled office hours should also be posted outside your office door (where applicable).

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided with an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available.

A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable modifications to pregnant students as would be provided to a student with temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe

distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K). Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Young Jaguars: can support parenting students with daycare who meet this criteria: Must be enrolled in classes at TAMUSA in the current semester. Must be Pell eligible or a single parent. They serve children ages 3 to 12-years-old. Children must be enrolled in Pre-K-3 through 6th grade. youngjaguars@tamusa.edu (210) 784-2636

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university students' rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.

4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the

OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academicintegrity.html>).