



TEXAS A&M UNIVERSITY-SAN ANTONIO

College of Arts and Sciences
Health and Behavioral Sciences

COURSE SYLLABUS

HLTH3320 – Public Health Systems
Fall 2025, Tu/Th 9:30-10:45pm
Classroom Hall 219

Instructor: Monica Schoch-Spana, PhD, CPH

Office: CAB 351E

Email: mspana@tamsu.edu

Phone: 210-784-2668

Office Hours: Weds, 1:00-3:00pm, and by appointment

Course Description: Applying a systems perspective, this course strengthens student's understanding of the U.S. public health system in terms of its components and their interrelationships, the dynamic and complex whole they comprise, and the economic, political, and social context in which the system functions. The course answers the questions of what public health is, how it works, and how it has evolved over time, while considering its interface and contrast with other systems, including healthcare and social services. Students will learn the governing structures of public health, explore the core functions and standards of public health practice, understand the public health workforce's composition and challenges, and appreciate interagency public health initiatives as well as governmental public health's strategic partnerships with non-profit and for-profit sectors. TSI Restriction(s): Reading, Writing, Math

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

- Define the public health system in terms of its mission, functions, capacity, processes, and outcomes
- Recount the historic roots of the field and major milestones in terms of its evolution, design, and redesign
- Outline the local, state, and federal structures and policies governing the public health system
- Compare the health care system and public health system in terms of mission, organization, and resources while explaining the interface between the two systems
- Characterize the public health workforce vis-à-vis major trends, occupational categories, and career paths
- Describe the practical management of the public health infrastructure, with a focus on organizational, personnel, informational, and financial resources
- Explain the significance of coalition-building and cross-sector partnerships for efforts to improve population health, while illustrating these joint endeavors concretely through case studies
- Identify the basic steps – from planning to evaluation – that are necessary to develop an effective public health program
- Critically analyze the large-scale forces shaping the public health system today, the calls to modernize the public health infrastructure, and current controversies over the future of U.S. public health

Course Texts:

- **Required:** Birkhead GS, Morrow CB, Pirani S. *Turnock's Public Health: What It Is and How It Works*. Burlington, MA: Jones & Bartlett Learning; 2022.
- **Required:** Additional articles and reports from diverse sources will be made available on Blackboard.

Course Work and Grading Criteria:

Participation (20 points; 5%): 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. If you arrive on time and attend the class, you will receive full credit. You will be docked for a significant late arrival (>5 mins) and receive no credit for unexcused absences.

Public Health POV [Point of View] (20 points each – 80 points total; 5% each – 20% total): For this serial assignment, you will use both images and words to “make the invisible visible,” applying course material on public health systems and identifying how public health functions in everyday life. Guided by the prompts below, you will take 2-4 pictures identifying the date and location, write a reflective statement (200-350 words), and upload your work to Blackboard by 5pm the day they are due.

- **POV #1:** What does “public health” mean to you? Due Sept 5
- **POV #2:** What differences do you see between public health and personal medical care? Due Sept 19
- **POV #3:** What local evidence and advantages do you see of public health partnering with the larger community (businesses, community-based groups, and/or faith-based organizations)? Due Oct 3
- **POV #4:** Which of the community health priority areas identified in the [Healthy Bexar Plan 2024](https://www.sa.gov/files/assets/main/v/1/samhd/documents/health-data-statistics/chip-report-2024.pdf) (i.e., the county’s community health improvement plan or “CHIP”) resonate the most for you and why? See <https://www.sa.gov/files/assets/main/v/1/samhd/documents/health-data-statistics/chip-report-2024.pdf> Due Oct 28

Public Health in the News (40 points; 10%): Selecting one of 3 dates (Nov 13, 18, or 20) to present, you will identify current concerns/controversies arising in relation to major programmatic areas in public health (i.e., immunization, food safety, maternal and child health), as reported by reputable news organizations, and you will lead the class in a discussion about the risks and benefits of current policy changes, whether at the federal, state or local level.

Public Health in Action [PHAC] (100 points; 25%): The purpose of this two-part assignment is to bring you into direct contact with local public health professionals and/or agencies that engage in population health practice, enlivening the concepts learned in the classroom. First, you will conduct an “experience trip.” Then, for your final project you will examine or propose an intervention connected with your experience trip topic.

- **Part #1: Experience Trip** (40 points; 10%) – You will select a local organization (or a local branch) or program that either directly or indirectly deals with public health. You will observe, ask questions, and find out about this organization and its activities. Reflecting on this experience, you will report back (2-3 pages) on the goals of the organization, why you chose this topic, your observations, what you learned from the experience, and how it fits with course materials. Due Nov 7
- **Part #2: Intervention Report** (60 points; 15%) – You will examine in detail an intervention related to your experience trip (e.g., food insecurity and the San Antonio Foodbank; gun violence prevention and Stand Up SA). Your report should be 3-5 pages and rely upon at least 5 properly cited references. You will review literature related to the intervention (i.e., what factors define the problem and inform program design), describe how the intervention was (or could be) implemented, and explain relevant policies, regulations, planning, workforce requirements, and partnerships that influence the intervention. Due Dec 4

Mid-term Exam (60 points; 15%): Oct 16

Final Exam (60 points; 15%): TBD, sometime Dec 6-12

Grading: See the breakdown below.

Assignments	Percentage	Points Possible
Participation	5%	20

Public Health POV (4 @ 5% each)	20%	80
Public Health in the News	10%	40
PHAC Experience Trip	10%	40
PHAC Intervention Report	15%	60
Midterm Exam	20%	80
Final Exam	20%	80
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>. When preparing bibliographies, please use the American Psychological Association style guide found at <https://apastyle.apa.org>. In addition, all written assignments should follow the format below:

- 1-inch margins
- 11-point Arial font
- 1.5 spacing

Deadlines: Please hand over all assignments by 5:00pm on the scheduled due date. 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.

Course Calendar

DATE	TOPIC	ASSIGNED READINGS/VIDEOS/PODCASTS
Unit I: Context and Core Concepts		
Aug 26, Tues	Intro & Syllabus Overview	
Aug 28, Thurs	Historical Origins & Themes	<ul style="list-style-type: none"> • Birkhead et al, 2022, Chap 1, "What is Public Health," pp. 3-17 • NYC Department of Health & Mental Hygiene, 2005, <i>Protecting Public Health in New York City: 200 Years of Leadership - 1805-2005</i>.
Sept 2, Tues	Public Health as a System & Approach	Birkhead et al, 2022, Chap 1, "What is Public Health," pp. 17-33
Sept 4, Thurs	Public Health as an Outcome	Birkhead et al, 2022, Chap 2, "Assessment: Defining and Measuring Health and Determinants of Health," pp. 37-74
Sept 5, Fri	ASSIGNMENT DUE – Public Health POV #1	

Unit II: Integrating Systems of Care		
Sept 9, Tues	Public Health & Healthcare Interface I	Birkhead et al, 2022, Chap 3, “Public Health and the Healthcare System,” pp. 77-106
Sept 11, Thurs	Public Health & Healthcare Interface II	Bourdeaux et al, Integrating the US Public Health and Medical Care Systems to Improve Health Crisis Response, <i>Health Affairs</i> . 2023; 42(3):310-317
Sept 16, Tues	Public Health & Primary Care Synergies	<ul style="list-style-type: none">American Academy of Family Physicians, 2022, Integration of Primary Care and Public Health (position paper), https://www.aafp.org/about/policies/all/integration-primary-care.htmlHaft H, Allen L. Primary Care and Public Health - Both Essential for National Health Security and Population Health. <i>J Am Board Fam Med</i>. 2024;37(Supplement1):S8-S11.
Sept 18, Thurs	Public Health, Healthcare, & Social Services Integration	<ul style="list-style-type: none">Kreuter MW, Thompson T, McQueen A, Garg R. Addressing Social Needs in Health Care Settings: Evidence, Challenges, and Opportunities for Public Health. <i>Annu Rev Public Health</i>. 2021 Apr 1;42:329-344.Landers, Glenn ScD, MBA, MHA; Minyard, Karen J. PhD; Heishman, Hilary MPH. How Aligning Sectors Builds Resilient, Equitable Communities. <i>Journal of Public Health Management and Practice</i> 28(Supplement 4):p S118-S121, July/August 2022.
Sept 19, Fri	ASSIGNMENT DUE – Public Health POV #2	
Unit III: Public Health Governance		
Sept 23, Tues	Legal Foundations: Communicable Disease	Parmet WE. Communicable Disease Law in the United States. In: Orentlicher D, Hervey TK (eds), <i>The Oxford Handbook of Comparative Health Law</i> (2021; online edn, Oxford Academic, 8 June 2020), pp. 97-118.
Sept 25, Thurs	Legal Foundations: Non-Communicable Disease	Parmet WE. US Law Relating to Noncommunicable Diseases. In: Orentlicher D, Hervey TK (eds), <i>The Oxford Handbook of Comparative Health Law</i> (2021; online edn, Oxford Academic, 8 June 2020), pp. 119-142.
Sept 30, Tues	Federal, State and Local Divisions of Labor	<ul style="list-style-type: none">Birkhead et al, 2022, Chap 4, “Law, Government, and Public Health,” pp. 109-142Salinsky E. 2010. Governmental Public Health: An Overview of State and Local Public Health Agencies. <i>National Health Policy Forum</i>. Paper 244. [Read pages 1-16 only]
Oct 2, Thurs	Power Sharing with the Community	Morgan MA, Lifshay J. 2006. Community Engagement in Public Health. Contra Costa Health Services.
Oct 3, Fri	ASSIGNMENT DUE – Public Health POV #3	
Unit IV: Public Health Organization and Practice		
Oct 7, Tues	Financing & Economic Impact	Center for Public Health Systems at the University of Minnesota School of Public Health. <i>Local Health Department Funding Experiences</i> . January 2025. National Association of County and City Health Officials.
Oct 9, Thurs	Core Functions and Services	Birkhead et al, 2022, Chap 5, “Twenty-First Century Community Public Health Practice,” pp. 147-157.

Oct 14, Tues	Midterm Review Session	
Oct 16, Thurs	MIDTERM EXAM	
Oct 21, Tues	Strategic Planning	<ul style="list-style-type: none">Birkhead et al, 2022, Chap 5, “Twenty-First Century Community Public Health Practice,” pp. 157-179Webinar: Public Health Foundation. “Expand Your SWOT Analysis to Include Inclusion and Equity: Make it a SWOTIE.” September 19, 2023. https://www.youtube.com/watch?v=sRjTVPo_Dgl
Oct 23, Thurs	CHA, CHIP, HIA	<ul style="list-style-type: none">Kondo MC, Mueller N, Locke DH, et al. Health Impact Assessment of Philadelphia's 2025 Tree Canopy Cover Goals. <i>Lancet Planet Health</i>. 2020;4(4):e149-e157.Collins J, Koplan JP. Health Impact Assessment: A Step Toward Health in All Policies. <i>JAMA</i> 2009;302(3):315-317.
Unit V: Public Health’s Human Capital		
Oct 28, Tues	Public Health Workforce	Birkhead et al, 2022, Chap 6, “Public Health Workforce,” pp. 181-200.
	ASSIGNMENT DUE – Public Health POV #4	
Oct 30, Thurs	Public Health Management	Birkhead et al, 2022, Chap 7, “Public Health Administration: Managing Public Health Infrastructure,” pp. 201-227.
Nov 4, Tues	Partnering with the Public Sector	Kocsis SW et al, 2022. <i>Learning from COVID-19: Reimagining Public-Private Partnerships in Public Health</i> . Milken Institute Center for Public Health.
Nov 6, Thurs	Community Collaborations	<ul style="list-style-type: none">Chen AT, Smith DO, Ojikutu BO, Auerbach J. The Community As A Full Partner: A New Model For Public Health. <i>Health Aff</i> (Millwood). 2024;43(6):805-812.Webinar: “COVID-19 Vaccination: Lessons Learned from Barber and Stylist Health Champions,” National Minority Quality Forum, July 29, 2021. https://www.youtube.com/watch?v=sBd5RGtCVfc
Nov 7, Fri	ASSIGNMENT DUE – Experience Trip Reflection	
Unit VI: Public Health Programming		
Nov 11, Tues	Planning, Evaluation & Outcomes	Birkhead et al, 2022, Chap 8, “Managing Public Health Programs,” pp. 229-257.
Nov 13-20	ASSIGNMENT DUE – Lead Class Discussion (sign up for topic)	
Nov 13, Thurs	Immunization	Roper L, Hall MAK, Cohn A. Overview of the United States' Immunization Program. <i>J Infect Dis</i> . 2021;224(12 Suppl 2):S443-S451.
Nov 18, Tues	Food Safety	U.S. Government Accountability Office. <i>Food Safety: Status of Foodborne Illness in the U.S.</i> GAO-25-107606; February 3, 2025.
Nov 20, Thurs	Maternal & Child Health	Warren MD, Kavanagh LD. Over a Century of Leadership for Maternal and Child Health in the United States: An Updated History of the Maternal and Child Health Bureau. <i>Matern Child Health J</i> . Published online March 25, 2023.
Unit VII: Present & Future Challenges		
Nov 25, Tues	Emerging Threats	Birkhead et al, 2022, Chap 9, “Public Health Practice: Future Challenges,” pp. 259-291.

Nov 27, Thurs	THANKSGIVING	
Dec 2, Tues	Infrastructure Modernization	<ul style="list-style-type: none"> • McClellan M, DeSalvo KB, Benjamin GC, et al. Updating US Public Health For Healthier Communities. <i>Health Aff</i> (Millwood). 2025;44(2):148-155. • Webinar: "Public Health for All Y'all: A Health Policy Forum," Georgia Budget and Policy Institute, October 7, 2024. https://www.youtube.com/watch?v=lui8veGbl3Q
Dec 4, Thurs	Final Review Session	
	ASSIGNMENT DUE – Intervention Report	
Dec 9	FINAL EXAM	

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 at <https://www.tamusa.edu/Disability-Support-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. Non-Emergency (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/Student-Rights-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." Regularly scheduled office hours should also be posted outside their 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-andresponsibilities/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>).

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>

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/academic-calendar/current-year/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.****