

HLTH 2301: FOUNDATIONS OF COMMUNITY HEALTH

Credits: 3 (3-0-0) 2026-2027 Syllabus

Class Meeting Location: Central Academic Building (CAB) 333

Monday, Wednesday, Fridays 11-11:50am

Instructor: Dr. Bryan Bayles; PHEB 311B; Phone: 210-784-2282; bbayles@tamusa.edu Office

Hours: MWF 10-10:50 am; M: 2-3:30pm; and by appointment

Catalogue Description:

This course emphasizes students' development of the knowledge and skills necessary for a career in health education and health promotion, and covers such topics as epidemiology, community organizing, program planning, minority health, mental health, environmental health, drug use and abuse, safety, and occupational health. The course also includes World Health Organization goals and COVID-related activities as well as recent Health and Human Services (HHS) priorities and critical Centers for Disease Control and Prevention (CDC) activities. Emphasis is placed upon preventive strategies appropriate for contemporary public health concerns.

TSI Restriction(s): Reading, Writing, and Math; Restrictions: Graduate level students may not enroll.

Course Prerequisites: None

Required Text:

- Seabert, D.M., McKenzie, J., Pinger, R. (2022). *An Introduction to Community & Public Health* (10th ed.). Boston: Jones and Bartlet.

Public Health Domains and Foundational Competencies: At its December 3-4, 2024 meeting, the Council on Education for Public Health (CEPH) adopted a revised set of Accreditation Criteria for Standalone Baccalaureate Programs (SBPs). **Appendix A** of this syllabus provides a list of the domains and foundational competencies (FC) that must be covered through required coursework to achieve accreditation. The numbers of each domain addressed in this course are included in parentheses after their respective Course Learning Objectives.

Learning Objectives: Upon conclusion of this course, students will be able to:

1. Understand the difference between personal health and community/public health and how these have changed throughout history (Domains #1, 2 & 8)
2. Identify key organizations that provide resources at the local, state and national level to improve the current health status of Americans. (Domain #7; FC: a, b)
3. Differentiate between the organizational structure of local, state, national and international health organizations. (Domain #7; FC: a)
4. Identify and understand the 3 core functions and 10 essential public health services
5. Discuss how the practice of epidemiology has changed throughout history and identify the main types of epidemiological study (Domains #1, 9 & 10; FC: a, b)
6. Understand common sources and methods of basic public health data collection and analysis, basic standardized measures of health status (e.g. life expectancy, Years of potential life lost, disability-adjusted life years), and basic epidemiological measures (e.g. prevalence, incidence, odds ratio, relative risk) (Domains #9 & 10; FC: a, b & f)
7. Identify important communicable and noncommunicable diseases, discuss their similarities and differences, and explain how communicable diseases are transmitted in a community using the chain of infection model (Domains #5, 8)
8. Summarize the trends and leading causes of morbidity and mortality throughout the life course (i.e. maternal, infant, child through older adult) and their relevance to different community settings in the U.S. (i.e. schools, workplace, neighborhoods, etc) (Domains #3, 9; FC: a, b, f)

9. Identify evidence-based prevention and health promotion strategies to address current and future health problems in the U.S. (Domains 2, 3, 4, 11, 13; FC: f)

Course Work and Grading Criteria:

a. Participation (15 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, activities, and tests.

b. 4 Assignments (Activities, writings, etc) (4 activities, 25 points each; 100 points) These activities are designed to give you opportunities to think critically and creatively about the course material and apply some of them in practice.

(FC=Foundational Competencies)

- Assignment #1: Public Health Relevance and Epidemiological Measures Discussion Questions; FC: b, d
- Assignment #2: Exploring the Youth Risk Behavioral Surveillance Survey (YRBSS); FC: a, b, d, f
- Assignment #3: Perinatal Health Indicators; FC: a, b, d, f
- Assignment #4: Environmental Health (Antibiotic Resistance and Factory Farming); FC: b, d, f

c. 4 Tests (65 points each=195 points): The three exams in this course will be based on material from the text, PowerPoint notes, classroom discussions and activities. Make-up exams will only be allowed under circumstances recognized by the instructor or university and must be approved by the instructor prior to the exam date/time.

d. Written Community Health Needs Assessment (90 points) (FC: a, b, d, f)

Students will choose a county in the United States and will be required to use available resources and prepare a County-level community health needs assessment (CHNA) report. The assessment will include a description of the community and its population, general health status, priority health issues (at least three), a description of risk behaviors, practices of the community's target population contributing to the priority health issues (using available evidence-based statistics and data sources), resources/services in the community to solve the identified priority health issues, barriers in accessing or using services and resources available in the community to reduce/prevent the priority health issues, and recommendations for public health prevention/mitigation. You will submit a **8-10 page paper** that addresses each of the required criteria. Include all references (APA writing style/format). **No Generative AI use is permitted.** You are encouraged to use the services of **The Writing, Language, and Digital Composing Center** to assist you in your project/paper (see below). 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://bit.ly/WLDCCenter>

Grading: See the breakdown below.

Assignments	Percentage	Points Possible
a. Participation & Discussions	2.5%	10
b. 4 Activities (25 points each)	25%	100
c. 5 Tests (48 points each)	60%	240
d. Community Health Needs Assessment	12.5%	50
TOTAL	100%	400

Scale:

400-361: A

360-321: B

320-281: C

280-241: D

240-0: F

Important Assignment and Test Due Dates

- **Friday Sept. 18:** Test #1 (48 points) and Activity #1 (25 points) Due
- **Friday Oct 16:** Test #2 (48 points) and Activity #2 (25 points) Due
- **Friday Oct 30:** Test #3 (48 points) and Activity #3 (25 points) Due
- **Friday Nov 20:** Test #4 (48 points) Activity #4 (25 points) Due
- **Monday Dec 5:** Community Health Needs Assessment Paper Due (50 points)
- **Friday Dec 11:** 10-11:50am: Test #4 (48 points)

OVERVIEW OF COURSE CONTENT & SCHEDULE:

Week 1: Intro and History of Public Health (Chapter 1)

Week 2: Community and Public Health: Yesterday, Today & Tomorrow (Chapters 1 & 2)

- Work on Activity #1

Week 3: Organizations that Shape Community & Public Health (Chapter 1 & 2)

Week 4: Epidemiology: Study of Disease, Injury & Death in the Community (Chapter 3)

Basic Epidemiology: Sources of Data, Rates, Measurements.

- **Friday Sept. 18: Test #1** (48 points)
- **Friday Sept. 18: Activity #1 Due** (25 points)

Week 5: Epidemiology: Study of Disease, Injury & Death in the Community (Chapter 3)

Week 6: Prevention & Control of Diseases & Health Conditions: Infectious Disease (Chapter 4)

Week 7: Infectious & Non-Infectious Disease (Chapter 4)

- **Friday Oct 16: Test #2** (48 points)
- **Friday Oct 16: Activity #2** (25 points) Due

Week 8: US Health through the Life Course-Perinatal to Adult Epidemiology (Chapters 7 & 8)

Week 9: US Health through the Life Course-Perinatal to Adult Epidemiology (Chapters 7 & 8)

Week 10: Older Adult Health (Chapter 9)

- **Friday Oct 30: Test #3** (48 points)
- **Friday Oct 30: Activity #3 Due** (25 points)

Week 11: Community Mental Health & Substance Abuse (Chapters 11 & 12)

Week 12: Community Mental Health & Substance Abuse (Chapters 11 & 12)

Week 13: Environmental Health (Chapter 14)

- **Friday Nov 20: Test #4** (48 points)
- **Friday Nov 20: Activity #4** (25 points) Due

Week 14: Injury Prevention and Occupational Health (Chapters 16 & 17)

Week 15: Injury Prevention and Occupational Health (Chapters 16 & 17)

Week 16: Final Exam Week

- **Monday Dec 5th: Community Health Needs Assessment Paper Due** (50 points)
- **Friday Dec 11 (10-11:50 am): Test #5** (48 points)

IMPORTANT POLICIES AND RESOURCES

No Use of Generative AI Permitted

HLTH 2301 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments **and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.**

University Email Policy and Course Communications: All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

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 the [website](#) or email us at dss@tamusa.edu. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. 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. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

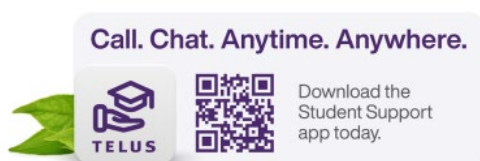
Appointments available MATH Walk in Tutoring – No appointment needed

	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

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, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

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. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, 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 system. 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 on emergency response may be found at: [Emergency Operations Plan](#) and the [Emergency Action Plan](#). 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.

Jaguar Writing, Language, and Digital Composing Center (WLDCC): The WLDCC provides support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing 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. The WLDCC offers

face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. Students wanting to work in realtime with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#) . The WLDCC can also be reached by emailing wldcc@tamusa.edu.

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 report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

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 wide variety 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 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 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 accommodations to pregnant students as would be provided to a student with a 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 if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation is Monday-Thursday 3:30pm-9:00pm. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (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, 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 student 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, 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](#) or visit the resources available in the [OSRR website](#)

Important Fall 2026 Dates:

Dates	Event
August 20	Tuition & Fee Payments deadline
August 24	First day of class
September 7	Labor Day Holiday – No Classes / University Closed
September 9	Census Date – Students not paid in full or enrolled in a payment plan by 4:59 pm may be dropped for non-payment

October 5 – October 16	Midterm grading period
November 13	Last day to drop with an automatic “W”
November 25	Study Day – No classes
November 26-November 28	Thanksgiving Holiday – No Classes / University Closed
November 30	Last day to drop a course or withdraw from the University
December 4	Last day of classes
December 5 – December 11	Final exams
December 15	Commencement

The complete [academic calendar](#) is available online

Appendix A
Council on Education for Public Health (CEPH) Accreditation Criteria
for Standalone Baccalaureate Programs (SBPs) Required
Coursework Domains and Foundational Competencies

[Available at this link.](#)

- 1. History of public health as a discipline and practice**
- 2. Social justice and health equity as foundational public health principles**
- 3. Determinants of health.** For example, environmental, socioeconomic, behavioral factors
- 4. Concepts and application of public health ethics**
- 5. Biological science.** For example, introductory biology, introductory anatomy and physiology, or basic public health biology
- 6. Scientific foundations of chronic and infectious disease.** For example, etiology of disease, environmental effects and interactions; coverage must extend beyond the level that would be addressed in a general biology or anatomy and physiology course
- 7. Fundamental characteristics of the U.S. health care and public health systems in comparison with other nations**
- 8. Global health concepts.** For example, differing disease burdens, global health agencies, intersections with human rights, resource-specific challenges.
- 9. Public health statistical literacy.** For example, preparing descriptive statistics, reading and interpreting public health statistical data and evidence (e.g., odds ratio, relative risk), using relevant software (e.g., Excel), communicating and collaborating with other professionals on data
- 10. Public health data collection and surveillance.** For example, common methods, challenges in real-world data collection, identifying data quality and limitations (e.g., bias)
- 11. Planning, implementing, and evaluating evidence-based interventions.** For example, needs or community assessment; program delivery; process, formative, and summative evaluation
- 12. Strategies to build partnerships and relationships to improve health;** e.g. with communities, governmental and non-governmental agencies, organizations, etc.
- 13. Application of critical thinking skills to define and address problems in public health practice.** For example, considering perspectives; problem solving to address implementation challenges; identifying misinformation
- 14. Legislative and governmental processes relevant to public health policy and advocacy**
- 15. Policy analysis.** For example, Health in All Policies, concepts of feasibility and impact

Foundational Competencies

- a) **Locate public health information**
- b) **Evaluate public health information**
- c) **Communicate public health information orally**
- d) **Communicate public health information in writing**
- e) **Communicate public health information to a non-specialist audience through a medium other than standard narrative writing.** For example, social media posts, videos, PSAs, brochures, blogs, podcasts, etc.
- f) **Synthesize public health information;** that is, compile information from multiple sources and distill it into cohesive conclusions