

Syllabus for HLTH 3320

Public Health Systems
Fall 2026, Tu/Th 9:30-10:45pm
Classroom Hall | Room 209

Instructor Information

Professor: Monica Schoch-Spana, PhD, CPH

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Phone: 210-784-2668

Office Hours: Weds, 10:00am-12:00pm; Thursday, 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*. 8th Edition. Burlington, MA: Jones & Bartlett Learning; 2027.
- **Required:** Additional articles and reports from diverse sources via embedded links.

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 (20 points each – 80 points total; 5% each – 20% total)

For this serial “point of view” assignment, you will use both images and words to “make the invisible visible.” That is, drawing upon course material on public health systems, you will identify 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 11:59pm the day they are due.

- **POV #1:** What does “public health” mean to you? Due Sept 4
- **POV #2:** What differences do you see between public health and personal medical care? Due Sept 18
- **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 2
- **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 27

Public Health in the News (40 points; 10%)

Selecting one of 3 dates (Nov 12, 17, or 19) to present, you will identify current concerns/controversies arising in relation to major programmatic areas in public health (i.e., immunization, food safety, public health preparedness), 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 6
- **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 3

Mid-Term Exam (60 points; 15%): Oct 13

Final Exam (60 points; 15%): Dec 8

Grading

Assignments – see breakdown below

- Participation, 5%, 20 points
- Public Health POV (4 @ 5% each), 20%, 80 points
- Public Health in the News, 10%, 40 points
- PHAC Experience Trip, 10%, 40 points
- PHAC Intervention Report, 15%, 60 points
- Midterm Exam, 20%, 80 points
- Final Exam, 20%, 80 points
- TOTAL, 100%, 400 points

Scale

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

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

Artificial Intelligence Policy

No Use of Generative AI Permitted

HLTH 3320 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.

Deadlines

Please hand over all assignments by 11:59pm 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 and Assigned Readings

Unit I: Context and Core Concepts

Session 1 – Introduction and Syllabus Overview (Tues, Aug 25)

Session 2 – Historical Origins and Themes (Thurs, Aug 27)

- Birkhead et al, 2027, Chap 1, "What is Public Health," pp. 3-19

Fall 2026 TAMUSA

- NYC Department of Health & Mental Hygiene, 2005, *Protecting Public Health in New York City: 200 Years of Leadership - 1805-2005*.
<https://www.nyc.gov/assets/doh/downloads/pdf/bicentennial/historical-booklet.pdf>

Session 3 – Public Health as a System and Approach (Tues, Sept 1)

- Birkhead et al, 2027, Chap 1, “What is Public Health,” pp. 19-38

Session 4 – Public Health as an Outcome (Thurs, Sept 3)

- Birkhead et al, 2027, Chap 2, “Assessment: Defining and Measuring Health and Determinants of Health,” pp. 39-81

****Assignment Due – Public Health POV #1 (Fri, Sept 4)****

Unit II: Integrating Systems of Care

Session 5 – Public Health and Healthcare Interface I (Tues, Sept 8)

- Birkhead et al, 2027, Chap 3, “Public Health and the Healthcare System,” pp. 83-117

Session 6 – Public Health and Healthcare Interface II (Thurs, Sept 10)

- Bourdeaux et al, Integrating the US Public Health and Medical Care Systems to Improve Health Crisis Response, *Health Affairs*. 2023; 42(3):310-317.
https://www.healthaffairs.org/doi/10.1377/hlthaff.2022.01255?url_ver=Z39.88-2003&rfr_id=ori%3Arid%3Acrossref.org&rfr_dat=cr_pub++0pubmed

Session 7 – Public Health and Primary Care Synergies (Tues, Sept 15)

- 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.html>

Session 8 – Public Health, Healthcare, and Social Services Integration (Thurs, Sept 17)

- Kreuter MW, Thompson T, McQueen A, Garg R. Addressing Social Needs in Health Care Settings: Evidence, Challenges, and Opportunities for Public Health. *Annu Rev Public Health*. 2021 Apr 1;42:329-344.
<https://www.annualreviews.org/content/journals/10.1146/annurev-publhealth-090419-102204>
- Landers, Glenn ScD, MBA, MHA; Minyard, Karen J. PhD; Heishman, Hilary MPH. How Aligning Sectors Builds Resilient, Equitable Communities. *Journal of Public Health Management and Practice* 28(Supplement 4):p S118-S121, July/August 2022.
<https://www.ovid.com/jnls/jphmp/fulltext/10.1097/phh.0000000000001454~how-aligning-sectors-builds-resilient-equitable-communities>

****Assignment Due – Public Health POV #2 (Fri, Sept 18)****

Unit III: Public Health Governance

Session 9 – Legal Foundations: Communicable Disease (Tues, Sept 22)

- Parmet WE. Communicable Disease Law in the United States. In: Orentlicher D, Hervey TK (eds), *The Oxford Handbook of Comparative Health Law* (2021; online edn, Oxford Academic, 8 June 2020), pp. 97-118. <https://global.oup.com/academic/product/the-oxford-handbook-of-comparative-health-law-9780190846756?cc=us&lang=en&#>

Session 10 – Legal Foundations: Non-Communicable Disease (Thurs, Sept 24)

- Parmet WE. US Law Relating to Noncommunicable Diseases. In: Orentlicher D, Hervey TK (eds), *The Oxford Handbook of Comparative Health Law* (2021; online edn, Oxford Academic, 8 June 2020), pp. 119-142. <https://global.oup.com/academic/product/the-oxford-handbook-of-comparative-health-law-9780190846756?cc=us&lang=en&#>

Session 11 – Federal, State and Local Divisions of Labor (Tues, Sept 29)

- Birkhead et al, 2027, Chap 4, “Law, Government, and Public Health,” pp. 119-155
- Salinsky E. 2010. Governmental Public Health: An Overview of State and Local Public Health Agencies. National Health Policy Forum. Paper 244. https://hsrsrc.himmelfarb.gwu.edu/sphhs_centers_nhpf/244/ [Read pages 1-16 only]

Session 12 – Power Sharing with the Community (Thurs, Oct 1)

- Morgan MA, Lifshay J. 2006. Community Engagement in Public Health. Contra Costa Health Services. Community Engagement in Public Health. Contra Costa Health Services. https://www.mchnavigator.org/documents/community_engagement_in_ph.pdf

****Assignment due – Public Health POV #3 (Fri, Oct 2)****

Unit IV: Public Health Organization and Practice

Session 13 – Financing and Economic Impact (Tues, Oct 6)

- Center for Public Health Systems at the University of Minnesota School of Public Health. *Local Health Department Funding Experiences*. January 2025. National Association of County and City Health Officials. <https://www.naccho.org/uploads/downloadable-resources/LHD-Funding-Experiences-UMN-V4-Mar-2025.pdf>

Midterm Review Session (Thurs, Oct 8)

MIDTERM EXAM (Tues, Oct 13)

Session 14 – Core Functions and Services (Thurs, Oct 15)

- Birkhead et al, 2027, Chap 5, “Twenty-First Century Community Public Health Practice,” pp. 157-168.

Session 15 – Strategic Planning (Tues, Oct 20)

- Birkhead et al, 2027, Chap 5, “Twenty-First Century Community Public Health Practice,” pp. 168-192
- Webinar: 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_DgI

Session 16 – CHA, CHIP, HIA (Thurs, Oct 22)

- Kondo MC, Mueller N, Locke DH, et al. Health Impact Assessment of Philadelphia's 2025 Tree Canopy Cover Goals. *Lancet Planet Health*. 2020;4(4):e149-e157. <https://www.sciencedirect.com/science/article/pii/S2542519620300589?via%3Dihub>
- Collins J, Koplan JP. Health Impact Assessment: A Step Toward Health in All Policies. *JAMA* 2009;302(3):315-317.

Unit V: Public Health's Human Capital

Session 17 – Public Health Workforce (Tues, Oct 27)

- Birkhead et al, 2027, Chap 7, “Public Health Workforce,” pp. 227-245.

****Assignment Due – Public Health POV #4 (Tues, Oct 27)****

Session 18 – Public Health Management (Thurs, Oct 29)

- Birkhead et al, 2027, Chap 8, “Public Health Administration: Managing Public Health Infrastructure,” pp. 247-272.

Session 19 – Partnering with the Private Sector (Tues, Nov 3)

- McDonnell S, Bryant C, Harris J, et al. The private partners of public health: public-private alliances for public good. *Prev Chronic Dis*. 2009;6(2):A69. <https://pmc.ncbi.nlm.nih.gov/articles/PMC2687875/>

Session 20 – Community Collaborations (Thurs, Nov 5)

- Chen AT, Smith DO, Ojikutu BO, Auerbach J. The Community As A Full Partner: A New Model For Public Health. *Health Aff (Millwood)*. 2024;43(6):805-812. <https://www.healthaffairs.org/doi/10.1377/hlthaff.2024.00033>
- 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>

****Assignment Due – Experience Trip Reflection (Fri, Nov 6)****

Unit VI: Public Health Programming

Session 21 – Planning, Evaluation, and Outcomes (Tues, Nov 10)

- Birkhead et al, 2027, Chap 9, “Managing Public Health Programs,” pp. 273-300.

****Assignment Due – Lead Class Discussion (sign up for topic, Nov 12-19)****

Session 22 – Immunization (Thurs, Nov 12)

- Roper L, Hall MAK, Cohn A. Overview of the United States' Immunization Program. *J Infect Dis*. 2021;224(12 Suppl 2):S443-S451. https://academic.oup.com/jid/article/224/Supplement_4/S443/6378087

Session 23 – Food Safety (Tues, Nov 17)

- U.S. Government Accountability Office. *Food Safety: Status of Foodborne Illness in the U.S.* GAO-25-107606; February 3, 2025. <https://www.gao.gov/products/gao-25-107606>

Session 24 – Public Health Preparedness (Thurs, Nov 19)

- Sharfstein JM, Lurie N. Public Health Emergency Preparedness After COVID-19. *Milbank Q.* 2023;101(S1):653-673. <https://doi.org/10.1111/1468-0009.12615>

Unit VII: Present & Future Challenges

Session 25 – Emerging Threats (Tues, Nov 24)

- Birkhead et al, 2027, Chap 10, “Public Health Practice: Future Challenges,” pp. 301-342.

THANKSGIVING (Thurs, Nov 26)

Session 26 – Infrastructure Modernization (Tues, Dec 1)

- McClellan M, DeSalvo KB, Benjamin GC, et al. Updating US Public Health For Healthier Communities. *Health Aff (Millwood)*. 2025;44(2):148-155. <https://www.proquest.com/docview/3167198959/B0A41B31624B52PQ/5?accountid=130967&sourcetype=Scholarly%20Journals>
- 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>

Final Exam Review Session (Thurs, Dec 3)

Assignment Due – Intervention Report (Thurs, Dec 3)

Final Exam (Tues, Dec 8, 10:00-11:50am)

IMPORTANT POLICIES AND RESOURCES

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

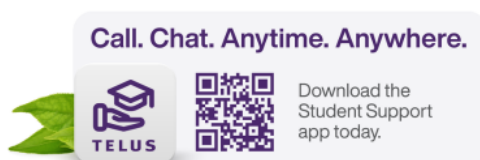
	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

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.