



TEXAS A&M UNIVERSITY-SAN ANTONIO

College of Arts and Sciences
Health and Behavioral Sciences

COURSE SYLLABUS

HLTH 4340

HEALTH POLICY AND ADVOCACY

Spring 2025, Monday, Wednesday, Friday 9:00 to 9:50am
Classroom Hall 307

Instructor: Bryan Bayles, PhD, MPH

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Phone: 210-589-0781

Office Hours: Monday & Wednesday 12:00 to 1:00 pm, and by appointment

Course Description: This course presents an introduction to health policy, i.e., the various ways in which the government plays a role in health and in the provision of health care. Health policies can have a profound effect on quality of life. Accessibility, cost, quality of health care; safety of food, water, and environment; the right to make decisions about our health; these issues are vitally tied to health policies. This course provides a framework for understanding the social, political and economic dimensions of health policy. It introduces the policy-making and legal system of the United States, offers brief comparisons to health policies in certain other countries, provides knowledge about the organization of the health care system in the U.S., and highlights issues in health policy including environmental health policy, health care reform under the Affordable Care Act, pharmaceutical policy, injury prevention, and aging and long-term care. Students will learn to think systematically about these issues and the various methods available to public and private policymakers to solve them, specifically public health advocacy.

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

1. Define the terms *public health*, *law*, *public health law*, and *legal epidemiology*
2. Describe three ways to conceptualize health policy and law, and the role of policy and law in the health of individuals and populations
3. Gain an understanding of health care economics and financing and their relationship to health policymaking
4. Gain an understanding of federal health insurance programs and their connection to access to health care, the uninsured, and health reform
5. Identify, analyze, and interpret social determinants of health in shaping health
6. Learn how to write a concise and effective policy analysis
7. Identify and use health policy data sources.
8. Examine ethical issues and cultural diversity in health services.
9. Understand the four key tools of policy advocacy campaigns and understand the main legal limits on lobbying by tax-exempt entities and organizations that receive federal funding

Course Texts: Required Textbook

- Teitelbaum, J. B., & Wilensky, S.E. (2022). *Essentials of Health Policy and Law, 5th edition*. Burlington, MA: Jones and Bartlett Learning. ISBN-13: 9781284162585
- Additional readings will be posted on Blackboard

Course Work and Grading Criteria:

a. 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.**

b. Blackboard Discussion Prompts (40 points; 10%) I will regularly be posting contemporary news articles relating to current events in health disparities. With the beginning of a new Presidential Administration and an upcoming Texas Legislative session, there are many issues related to essentials of public health policy and law being discussed, debated, proposed, and challenged in the courts. For each article or news item posted, I will post a discussion prompt. Each student is expected to provide at least one *thoughtful*, brief response to the prompt. Each student must also make at least one comment on another student's response. These can be brief, but to receive full credit, they must be more substantive than "I agree!" or "Nice job." In other words, there should be some thought given to why you agree or disagree and you must provide your reasoning. At all times, these discussions must be civil. There will be no tolerance for personal attacks or uncivil dialogue.

c. Virtual Trainings (60 points; 5% each, 15% total): Over the course of the semester, you will participate in 3 on-line trainings offered by the U.S Centers for Disease Control and Prevention (CDC)'s Public Health Law Program (PHLP) and ChangeLab Solutions. You will need to create an account and register with CDC TRAIN here to take the courses: [Registration - CDC TRAIN - an affiliate of the TRAIN Learning Network powered by the Public Health Foundation](#)

Each of the trainings has a brief pre-assessment (pre-quiz) and post-assessment quiz. **You must complete both and take a screenshot of your complete assessments to receive credit for the assignments.**

Training 1: Public Health Law in the 21st Century: Exploring Authority, Equity, and Advocacy

<https://www.train.org/cdctrain/course/1109991/details>

In this month's Log-in2Learn, Montrece Ransom, JD, MPH and Dawn Hunter, JD, MPH present on public health law fundamentals. The presenters begin by explaining the basics of law in the United States and how it relates to public health. They then discuss landmark supreme court cases and changes to public health authority since the COVID-19 pandemic. The presenters go on to discuss law as a tool for equity and racism as a public health crisis. Finally, the presenters explain how law can be used as a tool for public health practice.

Training 2: Structure of Government: Exploring the Fabric and Framework of Public Health Powers

<https://www.train.org/cdctrain/course/1070940/details>

All levels of government—federal, state, and local—have a role in protecting the public's health. However, state-to-state differences can be confusing, and some powers and authorities are not clearly spelled out for every situation. Also, the responsibilities of different government agencies might overlap when addressing public health issues. Confusion can arise when the powers are not clearly laid out or understood between the different levels and branches of government. This confusion can be especially difficult if there is an emergency that requires quick and decisive action.

The goal of this training is to address these challenges and explore how different levels of government can coordinate and collaborate to achieve shared public health goals. The training incorporates stories from the field and demonstrates how the powers and authorities of different government agencies play out in everyday practice. Examples include menu labeling, tobacco control laws, quarantine laws, vaccination laws, helmet laws, control of infectious disease, and food safety laws.

Training 3: Preemption and Public Health. A common basis for constitutional challenges to public health laws and policies at federal, state, and local levels is the legal concept of preemption — the authority of a higher level of government to invalidate or supersede the law of a lower level of government. Traditionally, the Constitution has been interpreted as granting the government broad authority to protect public health. In the past 25 years, however, judicial decisions have placed substantial limits on this power.

It is important for public health officials to understand the different types of preemption (and their implications) as well as how to identify preemption in practice and take steps to ensure that their policies are constitutionally permissible and not invalidated by a higher level of law. Developed by ChangeLab Solutions in partnership with the Centers for Disease Control and Prevention (CDC), this free training from the Public Health Law Academy explains how preemption can help or hinder public health measures. This 2024 update features an increased focus on health equity and new examples of how preemption affects the root causes of health inequities.

Preemption affects almost every aspect of life, including minimum wage requirements, airline safety regulations, environmental protection standards, and commercial tobacco control efforts. Although preemption has important implications for health care delivery and public health, it is not part of most medical, nursing, or public health training.

d. Policy Brief Assignment (80 points; 20%): Based upon a structure discussed and reviewed in class (Week 4), you will select a health policy topic of your choosing and write a detailed policy brief, due at the end of April. Details will be discussed and reviewed in class, and sample briefs and health topics will be available.

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

f. Mid-term Exam (60 points; 15%): Friday March 7th

g. Final Exam (60 points; 15%): Monday May 12th

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

Grading: See the breakdown below.

Assignments	Percentage	Points Possible
a. Participation	5%	20
b. Blackboard Discussion Prompts	10%	40
c. Virtual Trainings (3 @ 5% each)	15%	60
d. Policy Brief	20%	80
e. 4 Quizzes	20%	80
f. Midterm Exam	15%	60
g. Final Exam	15%	60
<i>Extra Credit</i>		5
TOTAL	100%	400

Scale

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

Expectations for Written Work: Please use correct spelling, grammar, and punctuation, as well as a mature writing style. Prior to submitting any written work, please use grammar/spell check software and a trusted person to look for any obvious errors for you to correct. Written assignments with numerous mistakes and/or poor writing style will lose points. If you need support for your writing, please alert me AND consult with the Writing, Language, and Digital Composing Center - <https://www.tamusa.edu/student-resources/writing-center/index.html>. 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 SCHEDULE: The course schedule, readings, assignments, and syllabus policies are subject to change at instructor’s discretion. You will be notified of changes via Blackboard Announcements and during class. Changes are often to benefit the needs of the class.

OVERVIEW:

Week 1: Orientation & Policy & the Policymaking Process

- Weds Jan 22; Syllabus; Overview
- Fri Jan 24; Policymaking Process lecture

Reading Assignments:

1. Teitelbaum, J. B., & Wilensky, S.E. Chapter 2
2. Texas Legislative Council; *The Texas Legislative Process*

Week 2: The Law and the Legal System

- Mon Jan 27
- Wed Jan 29
- Fri Jan 31

Sunday Feb 2 by midnight; DUE DATE TRAINING #1

Reading Assignments:

1. Teitelbaum, J. B., & Wilensky, S.E. Chapter 3 & selection from Chp 7 'Law as a Driver of Health' pp 143-184

Week 3: The US Health Care system and Public Health Institutions

- Mon Feb 3 **Brief Quiz #1**
- Wed Feb 5
- Fri Feb 7

Reading Assignments:

1. Teitelbaum, J. B., & Wilensky, S.E. Chapters 4 & 5

Week 4: Structure and Writing of a Health Policy Analysis

- Mon Feb 10
- Wed Feb 12
- Fri Feb 14

Reading Assignments:

1. Teitelbaum, J. B., & Wilensky, S.E. Chapters 14 & 15
2. Burris Chapter 17 *Public Health Advocacy*
3. Wong et al 2016. *How to Write a Health Policy Brief*
4. Bridger & Nirenberg *From the Roots Up: The Critical Role of Local Action in Policy Change*

Week 5: Individual Rights in Health Care and Public Health; What is the role of Law in Structural and Social Drivers of Health outcomes?

- Mon Feb 17 **Brief Quiz #2**
- Wed Feb 19
- Fri Feb 21

DUE DATE Sunday Feb 23 by midnight; TRAINING #2

Reading Assignments:

1. Teitelbaum, J. B., & Wilensky, S.E. Chapters 6 & 7

Week 6: Individual Rights in Health Care and Public Health; What is the role of Law in Structural and Social Drivers of Health outcomes? (cont.)

- Mon Feb 24
- Wed Feb 26
- Fri Feb 28

Reading Assignments:

1. Teitelbaum, J. B., & Wilensky, S.E. Chapters 6 & 7

Week 7: Understanding Health Insurance in a Policy Context (Chp 8)

- Mon March 3;
- **Wed March 5 MID-TERM REVIEW**
- **Fri March 7 MID-TERM EXAM**

Reading Assignments:

1. Teitelbaum, J. B., & Wilensky, S.E. Chapters 8

SPRING BREAK (March 10-14)

Week 8: Government Health Insurance Programs: Medicaid, CHIP, and Medicare (Chp 10)

- Mon March 17
- Wed March 19
- Fri March 21 **DUE: Select Policy Brief Topic**

Reading Assignments:

1. Teitelbaum, J. B., & Wilensky, S.E. Chapter 10

Week 9: Health Reform, Patient Protection and the Affordable Care Act

- Mon March 24 **Brief Quiz #3**
- Wed March 26
- Fri March 28

Reading Assignments:

1. Teitelbaum, J. B., & Wilensky, S.E. Chapter 11

Week 10: Health Reform, Patient Protection and the Affordable Care Act

- Mon March 31
- Wed April 2
- Fri April 4

DUE DATE turn in by April 6 Sunday by midnight: Reflection Essay

Reading Assignments:

1. Teitelbaum, J. B., & Wilensky, S.E. Chapter 11

Week 11: Laws and Policy around Healthcare Quality

- Mon April 7
- Wed April 9
- Fri April 11

Reading Assignments:

1. Teitelbaum, J. B., & Wilensky, S.E. Chapter 12

Week 12: Advancing Policy Goals: Approaches at the local, state, and federal levels

- Mon April 14 **Brief Quiz #4**
- Wed April 16
- Fri April 18

Sunday April 20 by midnight; DUE DATE for TRAINING #3

Reading Assignments:

1. Teitelbaum, J. B., & Wilensky, S.E. Chapter 15

Week 13: Advancing Policy Goals (continued)

- Mon April 21
- Wed April 23
- Fri April 25

Reading Assignments:

1. Teitelbaum, J. B., & Wilensky, S.E. Chapter 15

Week 14: (In-Class Activities/ Group Activities)

- Mon April 28
- Wed April 30
- Fri May 2

Week 15: Review

- Mon April 28 **DUE DATE: POLICY BRIEFS DUE**
- Wed April 30 Discuss Policy Briefs
- **Fri May 2 FINALS REVIEW**

Week 16:

- **Mon May 5 FINALS REVIEW**

Week 17:

- **FINAL EXAM: MONDAY MAY 12th ; 10:00-11:50am** in person Classroom Hall 307 **(*Note Time Change!)**

{Grades Due at Noon May 16th}

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/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 and their instructors 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 tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2'). 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. Any student receiving federal financial aid who does not attend by the census date will have their financial aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester, a Care report will be submitted, and you will possibly be dropped from the class. Your financial aid may have to be recalculated and a portion of your federal aid may have to be returned to the DoE.

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/student-resources/writing-center/index.html>.

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.

****Note:** If you are reading this, send a quick text to Dr. Bayles cell (210-589-0781) with your name and the comment “READ!” and you will receive 3 extra credit points.

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 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 within our state, nation, and world. All decisions and actions involving students and employees should 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, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

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, 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 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.

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 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
5. A student has the responsibility to check their university email for any updates or official university notifications.

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

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

January 21	First day of class
Mar 10-16	Spring break
April 21	Last day to drop with an automatic "W"
April 28	Last day to withdraw from the University
May 5	Last day of classes
May 6	Study Day – No classes
May 7-13	Final exams

The complete academic calendar is available online: <https://www.tamusa.edu/academics/academic-calendar/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.****