



TEXAS A&M UNIVERSITY-SAN ANTONIO

College of Arts and Sciences
Health and Behavioral Sciences

COURSE SYLLABUS

HLTH4350

Emergency Management in Health
Spring 2024, Tu/Th 9:30 to 10:45am
Classroom Hall 305

Instructor: Monica Schoch-Spana, PhD, CPH
Office: CAB 351E
Email: mspana@tamusa.edu
Phone: 210-784-2668
Office Hours: Tues, 2:00-4:00pm, and by appointment

Course Description: This course will strengthen students' understanding of the systems, structures, and functions for managing emergencies, with special focus on events whose scale, scope, onset, and volatile nature have the potential to outstrip routine medical and public health resources. Among the topics addressed are interagency coordination, incident command system, disaster risk assessment, whole community preparedness and response, all hazards planning approaches, epidemiology and surveillance, mass casualty care, medical countermeasures, crisis and emergency risk communication, at-risk and vulnerable populations, and ethics and legal authorities.

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

- Define what constitutes a public health emergency and what comprises the emergency management cycle – i.e., prevent, mitigate, prepare, respond, and recover
- Describe what is meant by community readiness and community resilience
- Identify the 10 Essential Public Health Services and the 22 Foundational Competencies and how they apply to large scale crises
- Delineate the major agencies, organizations, and programs at local, state, and federal levels that play significant roles in the context of an extreme event and management of health impacts
- Explain approaches to disaster risk assessment
- Articulate strategies to design an all-hazards preparedness plan as well as corollary plans for specific hazards, calling out common functions such as epidemiological surveillance and incident command
- Elucidate the value to public health preparedness of training, exercising and evaluating
- Know when and how public health law and legal authority apply during a public health emergency response
- Distinguish the challenges and opportunities associated with medical countermeasures including distribution operations, logistics, ethics, and public communications
- Illustrate strategies to achieve medical surge during large-scale emergencies, including ways to align public health and healthcare system responses and to implement crisis standards of care
- Convey the basic principles and practices of crisis and emergency risk communication, including approaches for managing health misinformation and building up public trust
- Expound upon, and develop strategies that address the unique needs of children, persons with access and functional needs, and other populations in disaster situations

Course Texts:

- **Required:** LeBlanc TT, Kim-Farley RJ, eds. *Public Health Emergencies: Case Studies, Competencies, and Essential Services of Public Health*. New York, NY: Springer Publishing; 2022.
- **Recommended:** McKinney S, Papke ME. *Public Health Emergency Preparedness: A Practical Approach for the Real World*. Burlington, MA: Jones & Bartlett Learning; 2019. NOTE: Select chapters assigned from this text will be available on Blackboard.

Course Work and Grading Criteria:

Participation (20 points; 5%): Your attendance and advance preparation for discussion are essential to your learning and that of others. Assigned readings illustrate key concepts within the lecture material and will enable greater success in group exercises and your written work. Attending class will deepen understanding of course materials and better prepare you for written assignments. If you arrive on time and attend the class, you will receive full credit. You will be docked for a significant late arrival (>5 mins), and receive no credit for unexcused absences.

Trainings (60 points; 5% each, 15% total): Over the course of the semester, you will participate in 3 on-line trainings:

The Federal Emergency Management Agency (FEMA) offers a wide range of trainings to professionals and the general public. Before accessing the course below, you must register for a FEMA Student Identification (SID) number - <https://cdp.dhs.gov/femasid/register>. The course takes about 2 hours to complete. To earn a certificate of completion, you must take a final exam. To receive credit, you must upload a certificate of completion (note: certificates can take up to 24 hours to arrive via email, so student should plan accordingly).

- An Introduction to the Incident Command System, ICS 100 (due Jan 30, 5pm)
https://emilms.fema.gov/is_0100c/curriculum/1.html

The Natural Hazards Center at the University of Colorado – Boulder hosts the CONVERGE facility which takes an interdisciplinary approach to emergency management. You will complete the 2 CONVERGE training modules below, each of which takes an hour. Your participation requires that you first register with the CONVERGE Training Module Program - <https://converge.colorado.edu/resources/training-modules/>. To earn a certificate of completion, you must take a quiz and receive at least 80%. To receive credit, you must upload the certificate to Blackboard by the due date.

- Public Health Implications of Hazards and Disaster Research (due Feb 25, 5pm)
- Social Vulnerability and Disasters (due Apr 3, 5pm)

Jurisdictional Risk Assessment (JRA) Review (60 points; 15%): You will prepare a 3-page memo based upon a critical review of a state or local JRA. Every 5 years and as a condition of federal public health emergency preparedness (PHEP) funding to states, the Centers for Disease Control and Prevention (CDC) requires a JRA whose ultimate purpose is to improve decisions and actions for preparedness and response. Among top JRA objectives are identifying and ranking hazards of concern; characterizing the potential impacts of those hazards upon people's health and on medical, public health and mental/behavioral health systems; and outlining steps to be ready for and to mitigate those impacts. If you have trouble locating a JRA to review, you may select one of the following. (due Feb 11, 5pm)

- https://portal.ct.gov/-/media/departments-and-agencies/dph/public-health-preparedness/hva/2022-ctdph_hazard-vulnerability-analysis_final-june-13-2022.pdf
- <https://hazards.utah.gov/wp-content/uploads/2019-JRA-Statewide-Report-Final.pdf>
- <https://doh.wv.gov/healthprep/plan/Documents/2018%20JRA%20State%20Report.pdf>
- <https://oklahoma.gov/content/dam/ok/en/health/health2/aem-documents/prevention-and-preparedness/eprs/2019%20Jurisdictional%20Risk%20Assessment.pdf>
- <https://www.nyc.gov/assets/doh/downloads/pdf/em/2018-public-health-jurisdictional-risk-assessment.pdf>
- <https://www.hennepin.us/-/media/hennepinus/residents/emergencies/docs/jurisdictional-risk-assessment-2019.pdf>

Your memo should address the following questions:

- What process did the jurisdiction employ to develop the JRA?
- Which stakeholders weighed in on the JRA content?
- Which priority threats has the jurisdiction identified?
- What impacts is the jurisdiction most concerned about?
- To what extent is the JRA forward-looking (e.g., does it account for a dynamic/volatile climate)?
- What concrete steps is the jurisdiction taking to reduce its risks?
- Is there consideration for the needs of vulnerable, at-risk, and/or underserved populations?
- What strengths and weaknesses do you see in the JRA – e.g., how useful is the assessment?
- What new insights do you have as a result of critically reviewing the JRA?

University Risk Assessment (60 points; 15%): President Ochoa has appointed you as the public health emergency manager for TAMUSA. He has asked for a university risk assessment report in which you identify the likely hazards to have substantial impacts on the health and wellbeing of the university body (students and staff); he also wants you to recommend measures to reduce both the chances and the consequences of an extreme event. Your report should take the form of a memo (3-4 pages) in which you characterize the university’s real public health risk landscape drawing from sources relevant to San Antonio, Bexar County, and Central/South Texas, and recommend actions to be taken by specific actors in the university’s leadership structure – see the TAMUSA organization chart at <https://www.tamusa.edu/about-us/office-of-the-president/documents/organization-chart.pdf> (due Mar 27)

Ethics Reflections Essay (40 points; 10%): You will write 2-3 pages of reflections on Sheri Fink’s article “The Deadly Choices at Memorial,” guided by the prompts below. This reporting chronicles the traumatic events at Memorial Medical Center in Uptown New Orleans when care providers wrestled with the ethical questions of how best to care for patients when the floodwaters of Hurricane Katrina threatened the facility, eventually stranding it and cutting off water and electricity.

- What went wrong at Memorial Medical Center after Hurricane Katrina?
- What was the evacuation procedure at Memorial? What challenges did doctors and nurses face as they began to evacuate patients? Which were evacuated first? Do you agree with this decision?
- What tragic choices did the health care providers feel that they had to make in the stranded and inoperable hospital? Do you agree with their approach? How do you feel about the justifications for their actions?
- How would you react if you had to make decisions about prioritizing rescue and emergency services in a disaster? What process for ethical decision-making would you hope to have?
- What can be done to prevent a similar scenario from unfolding in the future?

Health Misinformation Game Play (40 points; 10%): The Analysis and Response Toolkit for Trust (ARTT) project supports health communicators, educators, and other responders working to inform local, online communities, including through a Web-based software assistant that frames possible responses for everyday conversations around complicated topics. As part of a larger collaboration with ARTT, students will engage in an online game that simulates decision-making on how best to communicate with the public about medical countermeasures such as antivirals and vaccines in an emergency. The class assignment involves playing the game (outside the class) and completing a debriefing worksheet, in preparation for class discussion of experiential lessons learned.

Mid-term Exam (60 points; 15%): March 6

Final Exam (60 points; 15%): May 13, 12:00-1:50pm

Grading: See the breakdown below.

Assignments	Percentage	Points Possible
Participation	5%	20
Trainings (3 @ 5% each)	15%	60

JRA Review	15%	60
University Risk Assessment	15%	60
Ethics Reflections Essay	10%	40
Health Misinformation Game	10%	40
Midterm Exam	15%	60
Final Exam	15%	60
TOTAL	100%	400

Scale

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

Expectations for Written Work: Please use correct spelling, grammar, and punctuation, as well as a mature writing style. Prior to submitting any written work, please use grammar/spell check software and a trusted person to look for any obvious errors for you to correct. Written assignments with numerous mistakes and/or poor writing style will lose points. If you need support for your writing, please alert me AND consult with the Writing, Language, and Digital Composing Center - <https://www.tamusa.edu/student-resources/writing-center/index.html>. When preparing bibliographies, please use the American Psychological Association style guide found at <https://apastyle.apa.org>. In addition, all written assignments should follow the format below:

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

Deadlines: Please hand over all assignments by 5:00pm on the scheduled due date. I will not accept late work, with the rare exception of an unanticipated, catastrophic event.

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

NOTE: Syllabus potentially subject to change.

Course Calendar and Assigned Readings

UNIT I: SYSTEMS, STRUCTURES & FUNCTIONS

Session 1 – Course Overview and Introduction to Public Health Systems (Jan 21)

Session 2 – Scoping Emergency Management in Health (Jan 23)

Reading Assignment: LeBlanc & Kim-Farley, pp 3-24
Chapter 1. What is Emergency Preparedness? by Tanya Telfair LeBlanc

Session 3 – Involving the Whole Community (Jan 28)

Reading Assignment: LeBlanc & Kim-Farley, pp 25-35
Chapter 2. Community Preparedness: A Challenge for the Ages by Tanya Telfair LeBlanc

Session 4 – Designing a Flexible System (Jan 30)

Reading Assignment: LeBlanc & Kim-Farley, pp 37-55
Chapter 3. “All-Hazards Preparedness Design: A Systems Approach” by Glen P. Mays

Guest Lecture: [Juan Ortiz, CEM](#)
Former Director, City of Austin’s Office of Homeland Security and Emergency Management

***DUE DATE*: FEMA training on Incident Command System (ICS) – submit certificate of completion by Jan 30, 5pm**

UNIT II: COMMON OPERATING PICTURE

Session 5 – Identifying Hazards and Impacts (Feb 4)

Reading Assignment: LeBlanc & Kim-Farley, pp 57-73
Chapter 4. “Disaster Risk Assessment: A Primer” by Kimberley Shoaf

Session 6 – Planning for the Worst (Feb 6)

Reading Assignment: LeBlanc & Kim-Farley, pp 75-93
Chapter 5. “Emergency Operations Plans: Essential Tools for Preparedness and Response” by Glen P. Mays

Session 7 – Coordinating and Communicating (Feb 11)

Reading Assignment: McKinney & Papke, pp 115-128
Chapter 9. “Multi-Agency Coordination Systems, Information Sharing, and Interoperability”

***DUE DATE*: Jurisdictional Risk Assessment (JRA) review – submit memo by Feb 11, 5pm**

UNIT III: PUBLIC HEALTH AND MEDICINE ALIGNMENT

Session 8 – Discerning Causes, Patterns and Interventions (Feb 13)

Reading Assignment: McKinney & Papke, pp 71-78
Chapter 6. “Epidemiology and Surveillance in Preparedness and Response”

Guest Lecture: [Dr. Jennifer Nuzzo](#)
Pandemic Center Director and Professor of Epidemiology
Brown University School of Public Health

Session 9 – Caring for Many Patients (Feb 18)

Reading Assignment: McKinney & Papke, pp 165-177
Chapter 13. “Medical Surge”

Session 10 – Delivering and Dispensing Medications (Feb 20)

Reading Assignment: McKinney & Papke, pp 153-163

Chapter 12. “Medical Countermeasures”

Guest Lecture:

[Dr. Sanjana Ravi](#)

Director, Division of Vaccines & Immunizations

U.S. HHS Office of Infectious Disease and HIV/AIDS Policy (OIDP)

UNIT IV: THREATS AND HAZARDS

Session 11 – No in-person class (Feb 25) due to MSS giving lecture in Philadelphia

NOTE: Use your time to complete the assigned CONVERGE training, “Public Health Implications of Hazards and Disasters Research”

***DUE Date*: CONVERGE Training on PH Implications of Hazards and Disasters Research – submit certificate of completion by Feb 25, 5pm**

Session 12 – Earthquakes (Feb 27)

Reading Assignment:

LeBlanc & Kim-Farley, pp 147-182

Chapter 8. “Earthquakes: Public Health and Medical Response-The California Model”
by Howard D. Backer

Midterm Review (Mar 4)

Midterm Exam (Mar 6)

Spring Break (Mar 10-14)

Session 13 – Heat Waves (Mar 18)

Reading Assignment:

LeBlanc & Kim-Farley, pp 211-232

Chapter 10. “Extreme Heat Events and Public Health” by Maryam Karimi, Rouzbeh Nazari, and Samain Sabrin

Session 14 – Hurricanes; Disaster Debris (Mar 20)

Reading Assignment:

LeBlanc & Kim-Farley, pp 97- 113

Chapter 6. “Hurricane Disasters as a Public Health Problem: The Hurricane Harvey Disaster in Texas” by Danielle Sharpe and David S. Rickless

A. Marissa Matsler, Keely B. Maxwell & Siena Henson (18 Dec 2024):
“‘Discarding well’ after disasters? Examination of disaster waste and debris management in the United States,” *Human Organization*

Optional Reading:

Disaster Waste and Debris Management: Decision-making and Social Processes
EPA 600/R-23/026, September 2023

Guest Lecture:

[Dr. Keely Maxwell and Dr. Marissa Matsler](#)

Office of Research and Development

U.S. Environmental Protection Agency

Session 15 – Outbreaks (Mar 25)

Reading Assignment: LeBlanc & Kim-Farley, pp 293-312
Chapter 14. “Disease Outbreaks and Pandemics: COVID-19 and Other Case Studies”
by Dawn Terashita, Moon Kim, and Sharon Balter

Session 16 – Water-Borne Disease (Mar 27)

Reading Assignment: LeBlanc & Kim-Farley, pp 313-332
Chapter 15. “Water Supply Hazards and Public Health: Drinking Water
Cryptosporidium Response Plan” by June E. Bancroft, Taylor S. Pinsent, Ann Levy,
Jonathan S. Yoder, and John Person

***DUE DATE*: University Risk Assessment – submit memo by Mar 27, 5pm**

Session 17 – Unconventional Threats (Apr 1)

Reading Assignment: McKinney & Papke, pp 39-52
Chapter 3. “Chemical, Biological, Radiological, Nuclear and Explosive (CBRNE) Events”

UNIT V: AUTHORITIES & RESPONSIBILITIES

Session 18 – Ethical-Legal Matters (Apr 3)

Reading Assignment: LeBlanc & Kim-Farley, pp 335-360
Chapter 16. “Public Health Law: Foundations and Applications During Emergencies”
by Lauren T. Dunning, Jennifer L. Piatt, and James G. Hodge

Guest Lecture: [Dr. Anne Barnhill](#)
Associate Research Professor and Core Faculty at the Berman Institute of Bioethics
Johns Hopkins University

***DUE DATE*: Ethics Reflections Essay – submit essay by Apr 7, 5pm**

Session 19 – Vulnerable Populations (Apr 8)

Reading Assignment: LeBlanc & Kim-Farley, pp 377-395
Chapter 18. “Children and Disasters” by Nancy Blake and Catherine J. Goodhue

Guest Lecture: [Dr. Tener Veenema](#)
Senior Scholar, Johns Hopkins Center for Health Security
Johns Hopkins University Bloomberg School of Public Health

Session 20 – Inclusive Preparedness and Response (Apr 10)

Reading Assignment: LeBlanc & Kim-Farley, pp 361-375
Chapter 17. “Access and Functional Needs: I am My Brother's Keeper” by Tanya
Telfair LeBlanc

***DUE DATE*: CONVERGE Training on Social Vulnerability – submit certificate of completion by Apr 14, 5 pm**

UNIT VI: STUDENT IMPLEMENTATION

Session 21 – Anticipation, Practice, and Improvement (Apr 15)

Reading Assignment: McKinney & Papke, pp 103-111
Chapter 8. “Training, Exercising and Evaluating”

Tara Kirk Sell, Crystal R. Watson, Lucia Mullen, Matthew P. Shearer, and Eric S. Toner
(24 Oct 2024), “Pandemic exercises: lessons for a new era in pandemic preparedness,” *Health Security*

Guest Lecture: [Dr. Tara Kirk Sell](#)
Senior Scholar, Johns Hopkins Center for Health Security
Johns Hopkins University Bloomberg School of Public Health

Session 22 – Information Age Connections (Apr 17)

Reading Assignment: McKinney & Papke, pp 139-152
Chapter 11. “Crisis and Emergency Risk Communication”

Guest Lecture: [Ross Weistroffer, MA](#)
Researcher
Analysis and Response Toolkit for Trust (ARTT)

***DUE DATE*: Health Misinformation Game Play – submit debrief worksheet by Apr 21, 5 pm**

Session 23 – Group Work (Apr 22)

Debrief on the Experience of Earning Trust and Managing Misinformation

Session 24 – Group Work (Apr 24)

Design a Communication Campaign for a Novel Medical Countermeasure

Session 25 – Group Work (Apr 29)

Engage in Tabletop Exercise for an Avian A(H5N1) Influenza Pandemic

Finals Review (May 1)

Study Day (May 6)

Final Exam (May 8)

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.bbportal.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.

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.****