



TEXAS A&M UNIVERSITY-SAN ANTONIO

College of Arts and Sciences
Health and Behavioral Sciences

COURSE SYLLABUS

HLTH 3330

THE SCIENCE OF HEALTH DISPARITIES

Spring 2025, Monday, Wednesday, Friday 10:00 to 10:50am
Classroom Hall 307

Instructor: Bryan Bayles, PhD, MPH

Office: CAB 351F

Email: bbayles@tamusa.edu

Phone: 210-589-0781

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

Course Description: This course focuses on theories, methods, and applications of health disparities research and practice. Using a multicultural perspective, students will examine the historical, ethical, and legal issues that influence health disparities. Through an examination of the biological, socio-cultural, economic and environmental influences on health outcomes, students develop insights into the community-based participatory research and strategies of health promotion to reduce health inequities. Students will read and critically analyze primary literature throughout the course to facilitate discussion and provide examples of methodologies in the field. The course will examine relevant theories and empirical data, emphasizing critical analysis and application of knowledge. Students will gain a better understanding of research on health disparities and interventions to promote health equity.

Course Prerequisites: Chemistry (3 Cr. Hrs.), and Biology (3 Cr. Hrs.) or Instructor's permission

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

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

1. To understand different definitions of health disparities and their implications for research, policy, and practice
2. Identify the dimensions of health disparity as described in Healthy People 2020 and Healthy People 2030
3. To understand common scientific measures of disparities
 - a. Interpret health disparity in graphical representations of data
 - b. Explain relative and absolute disparity
 - c. Describe how reference groups can affect disparity measurement
 - d. List strengths and weaknesses of at least three health disparity measures
4. To be familiar with, critique, and evaluate existing research on prevalence health disparities in the U.S.
5. To develop and support a scholarly position through clear, concise, and effective writing

Course Texts:

- There is no required textbook for this course. Readings/material from academic journals and books will be provided by the instructor through Blackboard.

Course Work and Grading Criteria:

a. Participation (40 points; 10%): 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 health disparities research and practice 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: The Intractability of Health Disparities: Where Do We Go from Here?

Consuelo H. Wilkins, M.D., MCSI, is a nationally recognized physician-scientist leader in health equity research focused on integrating social, cultural, and environmental factors into clinical and translational research. Dr. Wilkins is a Professor of Medicine in the Division of Geriatric Medicine within the Department of Medicine at Vanderbilt University Medical Center. She is the 2023 National Institute on Minority Health and Health Disparities (NIMHD) Director's Seminar Series Black History Month speaker and her talk will be "The Intractability of Health Disparities: Where Do We Go from Here?" Run time: 01:29:03 <https://videocast.nih.gov/watch=49041>

Training 2: Rural Health Equity: Exploring Disparities and Solutions

People living in rural communities face multiple health disparities compared to their urban counterparts. Barriers may exist for accessing healthcare, there may be limited economic opportunities, and people may not be able to access the resources they need to prevent and treat health problems. Learn more about specific health concerns in rural communities and strategies and approaches for building upon the existing resilience and strengths of rural communities for improving health. Learning Objectives: By the end of this training participants will be able to: 1) Summarize health disparities faced by rural communities 2) Identify barriers that contribute to health disparities in rural communities. 3) Describe innovative projects and programs to improve rural health. Duration: 75 minutes <https://www.train.org/cdctrain/course/1078208/details>

Training 3: Public Health Live! Vaccines During Pregnancy: Addressing Health Disparities

Current vaccination coverage rates indicate that providers lack knowledge regarding current recommendations for vaccine administration during pregnancy and the disparities that exist in vaccination coverage rates during pregnancy. During this live webcast, presenters will discuss the current vaccine recommendations during pregnancy, existing disparities related to vaccination during pregnancy, and strategies to address these disparities. Speakers: Camille Clare, MD, MPH, CPE, FACOG; Chair, Downstate Health Sciences University (DHSU)

Department of Obstetrics and Gynecology; Tenured Professor of Obstetrics and Gynecology, DHSU College of Medicine Professor of Health Policy and Management, DHSU School of Public Health; Ashanda Saint Jean, MD, FACOG; Chair, Department of Obstetrics and Gynecology, HealthAlliance Hospitals of the Hudson Valley; Associate Professor, Department of Obstetrics and Gynecology, New York Medical College Medical Director, Advanced OB-GYN Associates, Kingston Westchester Medical Center Health Network (WMCHealth)
<https://www.train.org/cdctrain/course/1125978/details>

d. Health Disparity Paper (60 points; 15%): Based upon a structure discussed and reviewed in class, you will select a health disparity topic of your choosing and write a detailed overview, due at the end of April. Details will be discussed and reviewed in class, and sample health topics and resources 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	10%	40
b. Blackboard Discussion Prompts	10%	40
c. Virtual Trainings (3 @ 5% each)	15%	60
d. Health Disparity Paper	15%	60
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: Course Overview & Introductions, Syllabi Review

- Weds Jan 22; Syllabus; Overview
- Fri Jan 24

Reading Assignments:

1. Braveman, P. (2014). What are health disparities and health equity? We need to be clear. *Public Health Reports*, 129(Suppl 2), 5-8.
2. Definitions, Smiley, Warren & Fernández. (2021) Health Equity: Overview, History & Key Concepts. Chp 1 in *Health Equity: A Solutions-Focused Approach*. Springer.
3. Bowen Matthew (2022) Introduction and Chapter 1 'Structural Racism' in *Just Health: Treating Structural Racism to Heal America*. New York University Press.

Week 2: Key Terms and Frameworks: Disparity vs equity vs. justice; Implicit bias, etc

- Mon Jan 27
 - Pérez-Stable, Alvidrez & Hill (2021) Chp 1; *Definitions, Principles, and Concepts for Minority Health and Health Disparities Research*
- Wed Jan 29 Review Bowen Matthew; *Structural Racism*
- Fri Jan 31 (class discussion)

Sunday Feb 2 by midnight; DUE DATE TRAINING #1 (20 points)

Reading Assignments:

1. Same as Week 1

Week 3: Measuring Disparities

- Mon Feb 3 **Quiz #1 (20 points)**; in-class Activity & lecture (*Barr 2019 chp2*)
- Wed Feb 5
- Fri Feb 7

Reading Assignments:

1. Wagstaff A, Paci P, van Doorslaer E. *On the measurement of inequalities in health. Soc Sci Med* 1991;33:545-57.
2. Percy JN, Keppel KG. A summary measure of health disparity. *Public Health Rep* 2002;117:273-280.

Week 4: Measuring Disparities

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

Reading Assignments:

1. *To Be Announced*

Week 5: Social Determinants of Health & Syndemic Theory

- Mon Feb 17 **Quiz #2 (20 points)**
- Wed Feb 19
- Fri Feb 21

DUE DATE Sunday Feb 23 by midnight; TRAINING #2 (20 points)

Reading Assignments:

1. Barr (2019) The Relationship between Socioeconomic Status and Health, or “They Call it Poor Health’ for a Reason.” *Health Disparities in the United States* pp 39-63
2. Barr (2019) ‘Understanding How Low Social Status Leads to Poor Health”. *Health Disparities in the United States*; pp 64-102
3. Wilson, P. A., Nanin, J., Amesty, S., Wallace, S., Cherenack, E. M., & Fullilove, R. (2014). Using syndemic theory to understand vulnerability to HIV infection among Black and Latino men in New York City. *Journal of Urban Health*, 91(5), 983-998.

Week 6: Genes, Race and Ethnicity

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

Reading Assignments:

1. Barr (2019) Race, Ethnicity, and Health in *Health Disparities in the United States*; pp103-130
2. Barr (2019) Race/Ethnicity, Socioeconomic Status and Health: Which is more important in Affecting Health Status? *Health Disparities in the United States*; Pp131-167

Week 7: Genes, Race and Ethnicity

- Mon March 3;
- **Wed March 5 MID-TERM REVIEW**
- **Fri March 7 MID-TERM EXAM (60 points)**

Reading Assignments:

1. Holland PW (2008) *Causation and Race*. In Zuberi & Bonilla-Silva (Eds) *White Logic, White Methods: Racism and Methodology*. pp 93-109

SPRING BREAK (March 10-14)

Week 8: Genes, Race and Implications for Health

- Mon March 17
- Wed March 19
- Fri March 21 **DUE: Selection of Health Disparity Topics for paper**

Reading Assignments:

1. Rotimi CN et al (2021) Insights into the Genomic Landscape of African Ancestry Populations: Implications for Health and Disease Disparities. Pgs 139-152.

Week 9: Disparities in the Way Physicians Treat Patients?

- Mon March 24 **Quiz #3 (20 points)**
- Wed March 26
- Fri March 28

Reading Assignments:

1. Barr (2019) Why Does Race/Ethnicity Affect the Way Physicians Treat Patients? (Lecture material, but not required reading: When, If Ever, Is it Appropriate to Use a Patient's Race/Ethnicity to Health Guide Medical Decisions?")

Week 10: Ecological Models & Minority Stress models

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

Reading Assignments:

1. Gary-Webb et al (2021) Getting Under the Skin: Pathways and Processes that link social and biological determinants of disease. Pp 13-38

Week 11: Rural Health Disparities

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

Reading Assignments:

1. Smalley, Warren & Sumner (2021) *Rural, Frontier, and Appalachian Health Equity*. In pp. 243-261

Week 12: Sexual and Gender Minority Health Disparities

- Mon April 14 **Quiz #4 (20 points)**
 - Wed April 16
 - Fri April 18
- Sunday April 20 by midnight; DUE DATE for TRAINING #3 (20 points)**

Reading Assignments:

1. Hatzenbuehler ML & JE Pachankis (2021) Sexual and Gender Minority Health Disparities: Concepts, Methods, and Future Directions.

Week 13: What Should We Do to Reduce Health Disparities?

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

Reading Assignments:

1. Barr (2019) What Should We Do to Reduce Health Disparities? Pp 279-307
2. Anderson-Carpenter, K. D., Watson-Thompson, J., Jones, M. D., & Chaney, L. (2017). Improving community readiness for change through coalition capacity building: Evidence from a multisite intervention. *Journal of Community Psychology*, 45, 486-499.

Week 14: Community-Based Participatory Research (CBPR)

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

Reading Assignments:

1. Israel, B. A., Coombe, C. M., Cheezum, R. R., Schulz, A. J., McGranaghan, R. J., Lichtenstein, R., . . . Burris, A. (2010). Community-based participatory research: A capacity-building approach for policy advocacy aimed at eliminating health disparities. *American Journal of Public Health*, 100(11), 2094-2102.

2. Nguyen et al. (2021) Conducting Community Based Participatory Research with Minority Communities to Reduce Health Disparities. Pgs 171-186.

Week 15:

- Mon April 28 **DUE DATE: Health Disparity Papers Due (60 points)**
- Wed April 30 Discuss Health Disparity Papers
- **Fri May 2 FINALS REVIEW**

Week 16:

- **Mon May 5 FINALS REVIEW**

Week 17:

- **FINAL EXAM: MONDAY MAY 9th ; 8:00-9:50am** in person Classroom Hall 307 **(*Note Time Change!)** (60 points)

{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.

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.****