

# HLTH 3330 THE SCIENCE OF HEALTH DISPARITIES Spring 2026 Syllabus

College of Arts and Sciences, Health and Behavioral Sciences

**Credits:** 3 (3-0-0)

**Time:** Monday, Wednesday, Friday 10:00 to 10:50am

**Location:** Classroom Hall 309

**Instructor:** Bryan Bayles, PhD, MPH

**Office:** CAB 351F

**Office Hours:** Monday, Wednesday, and Friday 2-3pm, and by appointment

**Email:** [bbayles@tamusa.edu](mailto:bbayles@tamusa.edu)

**Phone:** 210-784-2282

**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 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 Credit hours) and Biology (3 Credit hours) or Instructor's permission

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

**Course Learning Objectives:** Upon successful 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, 3, 4, Foundational competencies a, b, f)
2. **To understand common scientific measures of disparities** (9, 10, Foundational competencies a, b, f)
  - 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
3. **To critique and evaluate existing research and theoretical models to explain health disparities** (2, 3, 4, 6, 12; Foundational competency f)
4. **To describe current evidence-supported approaches to the reduction of population health disparities** (12, 13, Foundational competencies a, b)
5. **To develop and support a scholarly position through clear, concise, and effective writing and oral presentation** (13, Foundational competencies c, d, f)

## Course Texts:

- There is no required textbook for this course. Readings will be provided by the instructor through the TAMUSA library and Blackboard.

## Assignments and Grading:

**Participation:** 20 points total; 3.3% of grade

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 all assignments. Students will receive all 20 points if they have no more than one unexcused absence and all assignments are turned in on time. 5 points will be deducted for each unexcused absence and/or late submission of assignments. All students are expected to engage actively in class discussions.

**3 Tests** (60 points each) 180 points total; 30% of grade

There will be three tests, each worth 60 points. These are to ensure you are keeping up with the readings and lecture materials. They will help you in making sure you are well-prepared for the mid-term and finals.

**1 Group presentation:** 40 points; 6.7% of grade. There will be one group presentation. All members of the group will be graded together as a group, based on division of work and overall thoroughness and performance. A grading rubric will be provided to assist your group in planning and preparation.

**2 Exams** (100 points each) 200 points total; 33.3% of grade.

There will be two exams, a midterm and a final.

**Final Paper:** 160 points; 26.7% of grade. Throughout the semester, each student will work to complete a culminating paper on one of the specific health disparities identified as a target for improvement in the nation's Healthy People 2030 plan. Healthy People 2030 is a U.S. Department of Health and Human Services initiative that sets data-driven, 10-year national objectives to improve health and well-being for all people and communities. This paper will include identification of the specific population(s), the biological and / or social determinants and potential causes of the health issue and disparity, a discussion of specific scientific measures used to assess the disparity (including their advantages and drawbacks), as well as evidence-based or promising scientific solutions in public health to address the identified health disparity. A full grading rubric and guidelines will be provided by the instructor and discussed in class.

**Table 1. Assignments, their points, and due dates.**

Assignment	Points Possible	Percentage of Total Grade	Due Date
Participation	20	3.3%	Friday May 8
Test 1	60	20%	Monday February 9
Test 2	60	20%	Friday February 20
Midterm Exam	100	16.7%	Friday March 6
Group presentation	40	6.7%	Monday March 30
Test 3	60	20%	Friday April 17
Final Paper	160	26.7%	Monday May 4
Final Exam	100	16.7%	Monday May 11
<b>TOTAL</b>	<b>600</b>	<b>100%</b>	<b>Friday May 15</b>

## Final Grading Scale:

**540 to 600 points= A**

**480 to 539 points= B**

**420 to 479 points= C**

**360 to 419 points = D**

**0 to 359 points = F**

## 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 and pace of the class.

Please make a habit of checking your emails regularly.

You are responsible for announcements made on Blackboard. You will also get notifications of Blackboard announcements sent to your student email address.

### **WEEK 1 (January 20-Jan 23) Syllabus; Course Overview and Definitions**

Assignments:

1. Read National Institute on Minority Health and Health Disparities. *What are Health Disparities?* Available online at [this link](#).
2. Read National Institute on Minority Health and Health Disparities. NIH-Designated Populations with Health Disparities. Available online at [this link](#).
3. Read Dopelt K (2025) Health Disparities: The Emerging Trends and Pressing Challenges. *Eur. J. Investig. Health Psychol. Educ.* 15:1:7 Available online at [this link](#).

### **WEEK 2 (January 26-January 30) Scientific Measures of Health and Disparities**

Assignments:

1. Davis, M. A., Guo, C., Sol, K., Langa, K. M., & Nallamothu, B. K. (2017). Trends and disparities in the number of self-reported healthy older adults in the United States, 2000 to 2014. *JAMA Internal Medicine*, 177(11), 1683-1684. Available online at [this link](#).
2. U.S. Department of Health and Human Services. Healthy People 2030: About Disparities Data. How we calculate disparities data. Available online at [this link](#).
3. Huang, D.T., Uribe, A., Talih, M. (2024). Measuring progress toward target attainment and the elimination of health disparities in Healthy People 2030. *Vital Health Statistics* (Series 2, No. 211). National Center for Health Statistics. Available online at [this link](#).

### **WEEK 3 (February 2-February 6) Scientific Measures of Health and Disparities**

Assignments:

1. Read Harper, S., King, N. B., Meersman, S. C., Reichman, M. E., Breen, N., & Lynch, J. (2010). Implicit value judgments in the measurement of health inequalities. *The Milbank Quarterly*, 88(1), 4. Available online at [this link](#).

### **WEEK 4 (February 9-February 13) Theoretical Models and Approaches to Health Disparities**

Handout of Key terms

Monday February 9 **Test #1**

Assignments:

1. Dressler, Oths, & Gravlee. (2005) Race and Ethnicity in Public Health Research: Models to Explain Health Disparities. *Ann Rev. Anthropol.* 34:231-52. Available online at [this link](#).
2. Cooper, R.S., Wolf-Maier, K., Luke, A. et al. (2005). An international comparative study of blood pressure in populations of European vs. African descent. *BMC Medicine* 3: 2. Available online at [this link](#).

**WEEK 5 (February 16-February 20) Theoretical Models and Approaches to Health Disparities: Fundamental Cause Theory**

Friday February 20 **Test #2**

Assignments:

1. Read Goldberg, D. S. (2014). The implications of fundamental cause theory for priority setting. *American Journal of Public Health, 104*(10), 1839-43. Available online at [this link](#).

**WEEK 6 (February 23-February 27) Theoretical Models and Approaches to Health Disparities: SES Models**

Assignments:

1. Read Isaacs, S. L., J.D., & Schroeder, S. A., M.D. (2004). Class - the ignored determinant of the nation's health. *The New England Journal of Medicine, 351*(11), 1137-42. Available online at [this link](#).
2. Read Marmot, M. G. (2006). Status syndrome: A challenge to medicine: The journal of the american medical association. *Jama, 295*(11), 1304-7. Available online at [this link](#).

**WEEK 7 (March 2-March 6) Theoretical Models and Approaches to Health Disparities: SES Models**

Friday March 6 **MID-TERM EXAM**

**SPRING BREAK (Monday March 9- Saturday March 14)**

**WEEK 8 (March 16-March 20) Theoretical Models and Approaches to Health Disparities: Psychosocial Stress Models**

Assignments:

1. Read Barr (2019) 'Understanding How Low Social Status Leads to Poor Health". *Health Disparities in the United States*; pp 64-102. Posted on Blackboard.

**WEEK 9 (March 23-March 27) Theoretical Models and Approaches to Health Disparities: Psychosocial Stress Models cont.**

**WEEK 10 (March 30-April 3) Group Presentations**

Monday March 30 and Wednesday April 1 **Group Presentations**

Friday April 3 STUDY DAY (NO CLASSES)

**WEEK 11 (April 6-April 10) Evidence-Based Strategies to Address Health Disparities Multilevel interventions**

Assignments:

1. Paskett, E., Thompson, B., Ammerman, A. S., Ortega, A. N., Marsteller, J., & Richardson, D. (2016). Multilevel interventions to address health disparities show promise in improving population health. *Health Affairs, 35*(8), 1429-1434A. Available online at [this link](#).

**WEEK 12 (April 13-April 17) Evidence-Based Strategies to Address Health Disparities**

Friday April 17 **Test #3**

Assignments:

1. Read Brown, A. F., Ma, G. X., Miranda, J., Eng, E., Castille, D., Brockie, T., . . . Trinh-Shevrin, C. (2019). Structural interventions to reduce and eliminate health disparities. *American Journal of Public Health, Suppl. Supplement 1, 109*, S72-S78. Available online at [this link](#).

**WEEK 13 (April 20-April 24) The Future: Emerging Trends, Artificial Intelligence, Machine Learning etc.**

Assignments:

1. Read Tu, J. V., Chu, A., Donovan, L. R., Ko, D. T., Booth, G. L., Tu, K., . . . Stukel, T. A. (2015). The cardiovascular health in ambulatory care research team (CANHEART): Using big data to measure and improve cardiovascular health and healthcare services. *Circulation.Cardiovascular Quality and Outcomes*, 8(2), 204-12. Available online at [this link](#).
2. Read Lee, E. W. J., & Viswanath, K. (2020). Big data in context: Addressing the twin perils of data absenteeism and chauvinism in the context of health disparities research. *Journal of Medical Internet Research*, 22(1) Available online at [this link](#).

**WEEK 14 (April 27-May 1) The Future: Emerging Trends, Artificial Intelligence, Machine Learning etc.**

**WEEK 15 (May 4)**

Monday May 4 **Last day of class; Final Paper Due by 5pm**

**WEEK 16 (May 6-May 12) Finals Week**

Monday May 11 10:00 to 11:50am **Final Exam**

Grades Due at Noon Friday May 15<sup>th</sup>

Grades available in Jagwire Monday May 18

Commencement Tuesday May 19

## Texas A&M University San Antonio Important Policies and Resources



# TEXAS A&M UNIVERSITY SAN ANTONIO

### University Email Policy and Course Communications

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

### Academic Accommodations for Individuals with Disabilities

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the website or email us at [dss@tamusa.edu](mailto: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 academic accommodation with Disability Support Services and their instructors as soon as possible.

### Academic Learning Center

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784- 1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

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

Day of the Week	Appointments Available	Walk-in Tutoring (no appointment needed)
Monday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Tuesday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Wednesday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Thursday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Friday	8:00 AM – 5:00 PM	11:00 AM – 4:00 PM

### Counseling/Mental Health Resources

As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.

The [TELUS Student Support App](#) provides a variety of mental health resources to include 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

### Emergency Preparedness

JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit the [Jag E Alert System website](#). You can access more information about [Emergency Operations Plan and the Emergency Action Plan on our website](#). Download the [SafeZone App](#) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

### Financial Aid and Verification of Attendance

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

### Jaguar Writing, Language, and Digital Composing Center (WLDCC)

The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, 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 e-portfolios, class presentations, or other digital multimedia projects.

The Writing Center offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the Writing Center in JagWire under the **Student Services tab**. Click on **Writing, Language, and Digital Composing Center** to make your appointment. Students wanting to work in real time with a tutor can schedule an **Online Appointment**. Students wishing to receive asynchronous, written feedback from a tutor can schedule an **e-Tutoring appointment**. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on the [Writing Center's website](#). The Writing Center can also be reached by emailing: [writingcenter@tamusa.edu](mailto:writingcenter@tamusa.edu).

#### Meeting Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to [submit a CARE report for support](#). Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. The [General's Store is a food pantry](#) that is available on campus as well.

#### 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](mailto:military.va@tamusa.edu) or (210)784-1397.

#### Religious Observances

Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided with an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

#### The Six-Drop Rule

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

#### Statement of Harassment and Discrimination

Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, based on race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the



University's Civil Rights Officer at 210-784-2061 or [titleix@tamusa.edu](mailto:titleix@tamusa.edu). Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto: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 reasonable accommodation for pregnant students as it would be provided to a student with a temporary medical condition that is 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](mailto:titleix@tamusa.edu); 210-784- 2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources. Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. For more information, please contact Young Jaguars at [youngjaguars@tamusa.edu](mailto:youngjaguars@tamusa.edu) or call (210) 784-2636.

### Students' Rights and Responsibilities

The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

### *Students' Rights*

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university students' rules shall be assured a fundamentally fair process.

### *Students' Responsibilities*

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

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

### Important Spring 2026 Dates

Dates	Event
January 13	Tuition and Fee Payments deadline
January 19	Marting Luther King Jr. Day – No Classes
January 20	First Day of Class
February 4	Census Date
March 6-23	Midterm grading period
March 9-14	Spring Break
April 3	Study Day – No classes

<b>Dates</b>	<b>Event</b>
April 17	Last day to drop with an automatic withdrawal
May 1	Last day to drop a course or withdraw from the university
May 4	Last Day of Classes
May 5	Study Day – No classes
May 6-12	Final Exams
May 19	Commencement

The complete [Academic Calendar](#) as available on our website.

#### Artificial Intelligence Policy

##### *No Use of Generative AI Permitted HLTH 4355*

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

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

[Available at this link.](#)

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

**Foundational Competencies**

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