



College of Education and Human Development
Department of Counseling, Health and Kinesiology
EDCG 5308 Clinical Treatment: Marriage, Couples and Family
Fall 2026

Instructor: Ray Wooten PhD, LPC-S, RSMT, RYT-500

Class time & Location: Thursday 5:30-6:45
Classroom Hall 204

E-mail & Phone: hwootern@tamusa.edu
210-508-5525

Office Hours: Wednesday & Thursday 4:00-5:15
Text/call/email for appointment

Office Location: CH 214N

Required Textbooks:

Metcalf, L. (2017). *Solution focused narrative therapy* New York: Springer.

Recommended Readings:

Gehart, D.(2018). *Mastering competencies in family therapy: A practical approach to theory and clinical case documentation* (3rd Ed.). New York: Brooks and Cole. ISBN-10: 1337117676 / ISBN-13: 9781337117678

Course Description:

This course is designed to focus on major marriage, couples, and family theoretical approaches, assessment, and treatment in counseling, in addition to a focus on contemporary issues. Attention will be on theoretical development, basic skills (e.g., joining, interviewing), assessment and intermediate skills and techniques of MCF Counseling.

Prerequisites: [EDCG 5314](#).

Course Rationale: EDCG 5308 serves as an advanced MCF course covering information pertaining to clinical treatment of marriages, couples, and families. This course covers recent theories and models of MCF, interpersonal neurobiology, assessments relevant to MCF, and advanced techniques for working with families. This course assists MCF students in developing clinical skills to intervene with the most current research and methodology related to the MCF field.

Learning Objectives for the course aim to teach the student to:

1. Apply and adhere to ethical and legal standards of the best practices established by the state licensing, & ACA in marriage, couples and family counseling
2. Conceptualize issues in marriage, couple and family counseling using systemic theories
3. Create genogram and assessment skills for evaluating family functioning
4. Create and implement treatment plans and intervention strategies from a systemic perspective
5. Apply systemic models and techniques of marriage, couples and family counseling
6. Apply culturally relevant factors to marriage, couples and family counseling (including immigration)
7. Record keeping, third party reimbursement and other practice and management considerations in marriage, couples and family counseling

Class Time: Lectures, group discussion, small group discussion/activities, video, possible guest speakers, role play, self-awareness. This course is a graduate hybrid seminar in which your preparation and interest is the dominant feature! I expect everyone to participate in class role plays, experiments, and discussion. The expectation is that you have read the material and watched the videos thoroughly to discuss it intelligently. It's imperative that you have an informed opinion not only based your personal experience but likewise informed from the reading and relevant literature.

Students will also demonstrate:

- A command of communication skills which permit discussions which are clear and precise
- Evidence of class preparation which permits active participation during class discussions
- Research skills which enable preparation for class sessions and assignments
- Completion of all assignments and tests required on time.

CACREP Standards:

Section 2: Professional Counseling Identity/Counseling Curriculum

5. Counseling and Helping Relationships
 - b. A systems approach to conceptualizing clients

Section 5: Entry – Level Specialty Areas

F. Marriage, Couple and Family Counseling

1. Foundations
 - d. Sociology of the family, family phenomenology, and family of origin theories
 - e. Principles and models of assessment and case conceptualization from a systems perspective.
2. Contextual Dimensions
 - i. Impact of interpersonal violence on marriages, couples, and families
 - j. Impact of unemployment, under-employment and changes in socioeconomic standing
 - n. Professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple and family counseling.
3. Practice
 - a. Assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective

TEA School Counseling Standards: N/A

Graduate Class Policies

A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before mid-semester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment or accusations in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor.

Student Rights and Responsibilities

As members of the University community, all enrolled students assume full responsibility for adhering to the university's values and goals. Students are held responsible for staying abreast of their rights as students and for being cognizant on what is deemed proper conduct as outlined in the Student Handbook. The Student Handbook is available through the Student Rights and Responsibilities webpage: <http://www.tamusa.edu/uploadFile/folders/fcestrad/Pdf/Pdf-635767864704349879-10.100.150.124.pdf>

Cheating and Plagiarism

Students are expected to do their own course work. Simple cases of first offense cheating or plagiarism by an individual student may be handled by the instructor after consultation with the department chair. For more serious cases, such as those involving repeated offenses, conspiracy with other students or the theft and selling of examination questions, a report should be made by the instructor via the department chair and college dean to the provost and vice president for Academic Affairs for disciplinary action. Expulsion from the University is a normal penalty for such offenses.

Plagiarism is a serious violation of academic integrity, and students who engage in plagiarism are subject to disciplinary action. The type of disciplinary action will depend on the severity of the plagiarism but may ultimately lead to the student's expulsion from the program and/or revocation of a student's degree, if the student has already graduated. Please review the Student Handbook for a complete description of the process.

Class Attendance:

More than 2 absences will result in a grade letter deduction from your final grade for each subsequent absence. Two tardies (entering ten minutes or later after class begins or leaving 10 minutes or earlier before class ends) will count as one absence. There are no "excused" absences.

Absences for Religious Holidays

The university will allow students who are absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the fifteenth day after the first day of the semester, that student has notified the instructor of each class to be missed. The instructor may appropriately respond if a student fails to complete the assignment or examination within a reasonable time after the absence.

Research on Human Subjects

Any research that involves human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects at A&M-San Antonio prior to any data collection. Specific forms, instructions, and additional information are provided online:

<http://www.tamusa.edu/graduatestudiesandresearch/irb/irbforms.html>.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. Disability Support Services (DSS) provides services, auxiliary aids and accommodations for students at Texas A&M University-San Antonio (A&M-SA) who have self-identified, registered and provided DSS with documentation supporting their disability. Students may access additional information on the Disability Support Services webpage:

<http://www.tamusa.edu/studentengagementsuccess/dss/AccessDSS/index.html>

Message for pregnant and parenting students:

Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. 1681 et seq., protects students in all of the academic, educational, extracurricular, athletic, and other programs or activities of universities. This includes prohibiting discrimination against pregnant and parenting students. A student who is pregnant or parenting is entitled to special services. Texas A&M University-San Antonio is committed to implementing all provisions of Title IX. For availing of special services available to students whose curricular and co-curricular work is impacted by pregnancy and parenting related issues contact Dr. Jo Anna Benavidez-Franke, Associate Vice President for Student Engagement and Success.

Incompletes

The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances: 1. 70% of the class has been completed and student is passing with a "C" or better 2. The circumstance for which the "I" is requested is supported with documentation 3. Student has been attending class on a regular basis Incompletes are not to be used to remedy excessive absences. Unforeseen circumstances precipitating the request for an "I", should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All "I"s will automatically revert to an "F" after one year.

Dropping a Course

Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for "dropping" a student from a course. Please be aware

that if you do not formally drop a course and fail to fulfill the academic requirements, the professor will submit the earned grade.

Grading Policy

Grading: **A= Excellent (exceeding the standard)**
 Student achieves 90 or better average on assignments.
 Student actively participates in class discussions In a consistent and ongoing fashion. Minimal Absence
 B= Good (meeting the standard)
 Student achieves 80-89 average on assignments
 Student occasionally participates in discussions
 C= Not meeting Standard
 Student achieves 70-79 average on assignments

Course Requirements

CACREP Standards	ASSIGNMENTS	<i>Tentative</i> DATE	GRADE POINTS
5F 1d, 1e, 2n, 2l	Quiz 1	9/24	15
5F 2 i, 2j, 2n	Quiz 2	10/22	15
5F 3a	Quiz 3	12/3	15
	Outline/Synopsis	Due weekly for discussion.	15
5F 3a,1d, 1e, 2j	Conceptual/Clinical Treatment Plan for Family	11/19	40

Outline and Synopsis of videos and chapters (15pts): Responsible for outlining salient points and written synopsis of each video and chapters we read. (These are your “notes to self”) This should be **1-2 pages**. We will discuss it in class. This will be submitted on Bb. Late work accepted at 50%

Assignments: Semester Quizzes (45pts):

Three quizzes will be given during the semester. These are multiple choice, T/F, short answer, etc. that gives you some feedback on how you are reading and integrating the work. Late work accepted at 50%

Family/Couple Case Study /Treatment Conceptualization Plan (40pts)

You will conceptualize and outline treatment for a sample family or couple from a systems and SFT/NARR perspective. This conceptualization (4-6 pages, APA) may include informal/formal methods of assessment (genogram, interviews, rating scales, Marital Satisfaction scale, etc.) to describe the family from a systems perspective and SFT/NARR. This may include financial/employment, legal issues, cultural/social environment, phenomenology, case management, and other variables that may be impacting the family as you see it. This case

conceptualization should include tentative treatment goals/objectives based on the case conceptualization. You will be given a case study. Late work accepted at 50%

Tentative Schedule: (assignments may vary)

Date	CACREP Standard	Chapter Reading Video	Due Date
8/27	5F2n 5F3e	Introduction/Syllabus, overview, expectation and professional role	
9/3	5F 1d, 1e 5F3b	1. Meaningful Solutions p.1-17 2. Solution Focused Stories p. 21-30 VIDEO: The Solution Oriented Approach to Change: Brief Therapy Method to Finding the Answers Within Clients Bill O'Hanlon)(Alex Street) https://video-alexanderstreet-com.tamusa.idm.oclc.org/watch/the-solution-oriented-approach-to-change-brief-therapy-method-to-finding-the-answers-within-clients?utm_campaign=Video&utm_medium=MARC&utm_source=aspresolver	
9/10	5F 1d, 1e, 5F3d 5F2l	3. Action-Filled Narratives p. 37-59 Insoo Kim Berg: I'd here laughter (Alex Street) https://video-alexanderstreet-com.tamusa.idm.oclc.org/watch/i-d-hear-laughter/details?context=channel:counseling-therapy	
9/17	5F 1d, 1e, 5F2l 5F3e	4. Triumph Over Trauma p. 63-73 5. Relationship Presentations p. 75-89 VIDEO: SFT w/ INSOO and DeShazer (SFT Alex ST) https://video-alexanderstreet-com.tamusa.idm.oclc.org/watch/solution-focused-therapy#channel:psychotherapy-with-the-experts	
9/24		QUIZ	
10/1	5F 1d, 1e, 2n	6. Dangerous Habits p. 93-117 7. Timeless Influences p. 121-135 VIDEO: Im not leaving you. Just going out for awhile Bill O'Hanlon https://video-alexanderstreet-com.tamusa.idm.oclc.org/watch/i-m-not-leaving-you-just-going-out-for-awhile	
10/8	5F 2i, 2j, 3a 2F 5b	8. Reintroducing School Clients p. 137-153 9. Writing Miracle Days with Families p. 155-170 Video: Narrative Therapy w/ children	

		https://video-alexanderstreet-com.tamusa.idm.oclc.org/watch/narrative-therapy-with-children	
10/15	5F 2i, 2j 2F 5b	10. The Path to Less Distress p.173-187 11. Treatment Planning and Group Therapy p. 189-201 Video: Narrative Tx w/ Stephen Madigan (Alex St) https://video-alexanderstreet-com.tamusa.idm.oclc.org/watch/narrative-therapy-with-children-2	
10/22		QUIZ	
10/29	5F 2i, 2j 2F 5b	Re-Imagining Narrative therapy (psychotherapy.net) https://www-psychotherapy-net.tamusa.idm.oclc.org/stream/tamusa/video?vid=590	
11/5	5F 3a,1d, 1e, 2j	Practice Interviewing (possible video) ACT Matrix	
11/12	5F 3a,1d, 1e, 2j	Practice Interviewing (possible video) IFS	
11/19	5F 3a,1d, 1e, 2j	Practice Interviewing (possible video) IFS	
11/26		THANKSGIVING	
12/3		QUIZ Integration Last Class	

Additional Readings

Bramblett, M., & Bloomberg, J. (2007). Family structure and families and children's physical and mental health. *Health Affairs*, 26(6), 549-558.

Patterson, J.E., Edwards, T.M., Carnes, S.L. Assessment, Diagnoses, and Treatment Planning. In Family Therapy Review, Coombs, R.H. (Eds.)

Pierce, R. (2005). Thoughts on interpersonal violence and lessons learned. *Journal of Interpersonal Violence*, 20(1), 43-50.

Prilleltensky, I., & Nelson, G. Promoting Child and Family Wellness: Priorities for Psychological and Social Interventions. *Journal of Community & Applied Social Psychology* 10: 85-105, 2000.

Ridings, L. E., Beasley, L. O., Bohora, S. B., Daer, J. L., Owora, A., & Silovsky, J. (2018). Longitudinal investigation of depression, intimate partner violence, and supports among vulnerable families. *Journal of Interpersonal Violence*, 33(24), 3749–3771. <https://doi.org/10.1177/0886260516639262>

Satir, V. (1983). *Conjoint Family Therapy*. Palo Alto, CA: Science and Behavior. (1987). *Your many Faces: The First Step to Being Loved*. Berkeley, CA: Celestial Arts. (1987). *The use of self in therapy*. New York: Haworth Press.

Satir, V. & M. Baldwin (1983). *Satir Step by Step: A Guide to Creating Change in Families*. Palo Alto, CA: Science and Behavior.

Satir, V., J. Banmen, J. Gerber & M. Gomori (1991). *The Satir Model*. Palo Alto, CA. Science and Behavior.

Simon, J.B., Murphy, J.J., & Smith, S.M. Understanding and Fostering Family Resilience. *The Family Journal: Counseling and Therapy for Couples and Families*, Vol. 13, No. 4, October 2005, 427-436.

University Email Policy and Course Communications

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

Academic Accommodations for Individuals with Disabilities

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is 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. 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, 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:

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.

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 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. 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, 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; 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 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](#).

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

Artificial Intelligence Policy

(Note: Insert **one** of the AI policy options listed below in your syllabi – Select the one you believe is most appropriate for your course and delete this message and the other options from the page.)

No Use of Generative AI Permitted [EDCG 5308]

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.