



TEXAS A&M UNIVERSITY
SAN ANTONIO

**College of Education and Human Development
Department of Counseling, Health, & Kinesiology
EDCG 5325 Assessment
Fall 2026**

Instructor: Melisa Fleming, Ph.D., LPC-S, LMFT

Class time: Tuesdays 5:30pm – 6:45 pm

Location: Classroom Hall 204

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Phone: (210) 784-2585 office (210) 725-1039 Leave a text message

Office Hours:

Mondays 4:00pm- 6:30pm | Tuesdays 12:00am – 4:30pm (in-person and Virtual)

Except on University Holidays. If I have a meeting on campus, I will leave a note on my door.

Extended Office hours: I am available on days and times agreed upon, both in-person and virtually, by Instructor and Student- In advance

Pre-Requisites: If you do not have pre-requisites, you may struggle in this course

(Highly recommended)

Prerequisites: EDCG 5311, 5333, 5335, 5313, 5314, 5342, 5327

Co-requisite: EDCG 5328

Office Location: Classroom Hall 214-J

Required Textbook:

Hays, D. G. (2023). *Assessment in counseling: Procedures and practices* (7th ed.). Wiley. ISBN: 978-1-394-22268-1
APA (2009). *Publication Manual of the American Psychological Association* (7th Edition).

Recommended or supplemental readings

American Association for Marriage and Family Therapy (2015). *Code of ethics*.

https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx

American Counseling Association (2014). *2014 ACA Code of Ethics*.

<https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf>

American School Counselor Association. (2022). *ASCA ethical standards for school counselors*. <https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>



Texas Education Agency (2018). *The Texas model for comprehensive school counseling programs* (5th ed.). <https://tea.texas.gov/>

Course Description

This course will provide students with an orientation to measurement theory (EDCG 5333), statistics associated with measurements (EDCG 5333), and the practical application of formal and informal tests with clients. Special emphasis will be devoted to interpretation and appropriate strategies to assess individuals, couples, marriages and families (EDCG 5314) and assist in treatment planning (EDCG 5328). This course will also provide students with skills to write formal reports to share data from assessments with clients and other professionals who may work with the same clients. (Some of the information found in the professional report is taught in 5311, 5313, 5327)

Rationale

The focus of this class is on major concepts and principles of counseling assessment and evaluation and the use of standardized instruments and qualitative assessments with differing populations. To this end, this course is designed to have counselor trainees obtain a basic understanding of the nature of psychological and educational assessment, to examine how assessment has influenced our lives, and to examine how clinical assessment can significantly affect the clients with whom we work. Counselors and helping professionals need to become intelligent users of assessment information within the clinical decision-making process. This course is designed to familiarize counselors, teachers, and other helping professionals with a variety of psychometric instruments typically used in many different settings. This course will provide a means for helping students select, administer, score, interpret, and analyze test data with other clinical information. Throughout the assessment process, cultural diversity issues will be reviewed and discussed. In addition, students will be exposed to the philosophical and statistical properties of measurement instruments as well as the advantages and limitations of assessment approaches. Finally, this course is designed to provide students with an enhanced sensitivity to social and ethical issues in assessment.



Course Objectives Consistent with CACREP 2024 requirements, upon completion of this course, students will have successfully gained knowledge, skills, and/or attitudes in the following objectives: Section 3: Foundational Counseling Curriculum Standard G. Assessment and Diagnostic Processes

Standard	Description	Chapters Applied
1	Historical perspectives concerning nature and meaning of assessment and testing in counseling	1, 16
2	Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	2, 5
3	Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	5
4	Reliability and validity in the use of assessments	6
5	Culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications	4
6	Ethical and legal considerations for selecting, administering, and interpreting assessments	3
7	Use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	4, 8
8	Use of assessments in academic/educational, career, personal, and social development	9-14
9	Use of environmental assessments and systematic behavioral observations	2, 4, 16
10	Use of structured interviewing, symptom checklists, and personality and psychological testing	2, 7, 13
11	Diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	8
12	Procedures to identify substance use, addictions, and co-occurring conditions	8
13	Procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	7, 8
14	Procedures for assessing clients' experience of trauma	7, 8, 14
15	Procedures for identifying and reporting signs of abuse and neglect	7, 8, 14
16	Procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders	7, 8, 9
17	Procedures for using assessment results for referral and consultation	7

Note. The parts of the CACREP Standards that are reproduced in this publication represent only selected parts of the 2024 CACREP Standards. This inclusion of the CACREP Standards reproduced is in no way intended to imply CACREP endorsement or approval of this work and that use of the seventh edition of Assessment in Counseling as a teaching tool does not establish or connote compliance with CACREP Standards for purposes of determining CACREP accreditation of any education program.



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Specialty areas in CACREP- Use of Assessment

Section 5:	Entry Level Specialized Practice Areas
A.3. Addiction Counseling:	assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal
B. 7. Career Counseling:	strategies to assist clients in the appropriate use of technology for career information and planning
C.4. Clinical Mental Health:	intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning
D.	Clinical Rehabilitation Counseling:
1.	Effects of the onset, progression, and expected duration of disability on clients' holistic functioning
6.	Transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities
7.	Role of family, social networks, and community in the provision of services for and treatment of people with disabilities
9.	Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management for people with disabilities
F. 9. Marriage, Couple, and Family Counseling:	family assessments, including genograms and family mapping
G. 8. Rehabilitation Counseling:	career- and work-related assessments, including job analysis, worksite modification, transferable skills analysis, job readiness, and work hardening
H. 11. School Counseling:	skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement



Course Format

- Class sessions will include both lecture and class discussion to introduce new as well as expand, clarify, and challenge materials presented in the text. Students are expected and encouraged to participate fully.
- Accommodating Students With Special Learning Needs In accordance with university policy, students with documented sensory and/or learning disabilities should visit the Office of Disability Services to request accommodations.
- Punctual attendance is expected at each class meeting. When you arrive late, it is distracting to others.
- Absences will be reflected in the student's course grade.
- While it is understandable that occasionally there are circumstances beyond one's control that may cause one to be late to class or leave class early, excessive tardiness and leaving class early are not acceptable and will affect final course grade.
- Read assigned chapters and additional readings according to the course schedule.
- Participate actively in class discussions and activities.
- No use of phone or computer unless it is required for our class.
- You will be asked to integrate and apply the ideas expressed in the required readings and class discussions.

Assessment Experience. Students will complete the assessments included in the course content; additional assessments will be provided throughout the course.

- This material is to complement and provide awareness to test format, test construction, questions, scoring procedures, norming, profiling, interpretation, manual reading, and ethical considerations.
- Students will self-administer the instruments and return some for computerized scoring as outlined in the course schedule.
- These will serve as personal examples for computerization results and at the same time require students to consider the ethical implications of presenting such results to others.
- Some of the assessments will be hand scored by the student in order to learn
The following will be used to evaluate the interpretation:
 - a. Building rapport



- b. Intake interview
- c. MSE administration
- d. Description of the instrument and purpose of the activity
- e. Interaction with the client
- f. Interpretation of the Outcome Questionnaire 45.2
- g. Attention to diversity and social justice considerations
- h. Integration of assessment information, including external information as relevant and gain experiences in scoring procedures, conversion of raw data to standardized score reporting, norming exchanging and adjusting, profiling, and manual interpretations.

Short Quizzes. At the beginning of each class, students will be given a short quiz pertaining to the assigned reading for that particular class.

- The quizzes will consist of general questions from the readings.
- Those who are absent or tardy for the quiz will NOT be permitted to make up the quiz.
- The lowest quiz score will be dropped.

Clinical Assessment and MSE. Each student will locate one participant who will volunteer to take the Outcome Questionnaire 45.2 (Lambert et al., 2004)

- allow for the release of a video-recorded test result interpretation
- provide answers to an intake interview and mental status examination (MSE).
- Participants may not be a part of the student's immediate family or a student in this department.
- The recorded interview, test report, and interpretation are to be submitted for evaluation.
- Guideline data sheets are provided below.
- Please submit the recording, written report, and consent form (see Appendix A) together.
- Points will be deducted if all are not submitted together.
- Please include the following information in this paper. This report should be similar to the examples presented in class.
 - a. Reasons for assessment, assessment conditions, behavioral observations, demographic information



- b. Assessment findings and interpretations
- c. Summary and recommendations
- d. Personal reactions to this project (e.g., How did it feel to be sitting across from a real client? How did you feel about the findings? What did you learn about yourself? What did you learn about the assessment process?)
- e. Redo interview: What would you do differently if you were given the opportunity to redo the interview and Outcome Questionnaire 45.2 interpretation?

The following will be used to evaluate your progress through the courses:

- Recording
 - a. Building rapport
 - b. Intake interview
 - c. MSE administration
 - d. Description of the instrument and purpose of the activity
 - e. Interaction with the client
 - f. Interpretation of the Outcome Questionnaire 45.2 g. Attention to diversity and social justice considerations
 - h. Integration of assessment information, including external information as relevant
 - i. Planning and summary
 -

Examination. There will be two examinations (Exam 1: Chapters 1–6; Exam 2: Chapters 7–16). They will include multiple-choice and/or true/false items.

Case Study. Students will complete a case study. They will have to apply learning from the semester to the case study, providing responses to a set of open-ended questions. Students must work independently on this project.

Assessment Fair. The final class meeting is designated as an assessment fair where students will facilitate a presentation.

- Select a topic for assessment and find methods for assessing that topic.
- The purpose of this assignment is to demonstrate your ability



- to select and critique appropriate assessment tools for a specified topic for assessment;
- comprehend pertinent professional literature;
- and provide a cogent, well-presented summary of the literature investigated.

During the assessment fair, students will discuss their topic and materials using creativity and audiovisual media during the presentation.

- Students will give a brief introduction of the topic and selected tools and then answer questions.
- Feedback from classmates will be considered by the instructor when giving a final grade for the assignment.
- Everyone will present for about 15 minutes each.
- The presentation should include the following information:
 - a. A definition and description of the topic for assessment;
 - b. A description of at least two instruments that assess the topic, including identifying data (e.g., name, author, publisher, date of publication), general information (i.e., nature and purpose of the test, grade/age-group levels, scores available, methods for scoring, administration time and special features, cost), and technical features (i.e., validity, reliability, norms, adequacy of test manual and accessory materials);
 - c. Information regarding alternative ways to assess beyond traditional assessment tools; and
 - d. A personal critique of the instruments and alternative methods.



Course Evaluation

Deadlines	Beginning of each class period
Examinations	40% (20% each)
Short quizzes	10%
Case study	15%
Interview write-up	
Report	15%
Personal reaction	5%
Recorded session	Pass/Fail
Assessment fair	15%

In order for a student to pass this class, they must complete and submit all assignments. Failure to do so will result in a failing grade for the course. In general,

Students will receive a letter grade corresponding to the following percentages:

90–100 = A

80–89 = B

70–79 = C (C or below will result in student retaking the course)

Course Policies

Attendance

A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs.

- It is imperative that you are there for all class meetings to interact and share your questions and understanding with your classmates as well as meet the CACREP requirement. On your 3rd absence (regardless of reason) You will lose one grade level. For example, if your final grade shows a 'B' and you have 3 absences, your final grade will be 'C'. Any additional absences after the 3rd will also result in you being dropped from the class.
 - Many of you will be coming to class directly from work. Nevertheless, you will need to schedule to be on time.
 - Arriving at class late twice (more than 10 minutes) will be



considered an absence.

- You will be marked as absent for the entire class, if you arrive 20 minutes after the class has started.
- On days that we meet virtually you will have the same expectations as above with the additions of
 - If you are driving, you will be removed from the class and marked absent. Safety is priority.
 - If your video is not on, or you are doing something other than focusing on the class, you will be removed from the class and marked absent.
 - Please have childcare covered, as if you are on campus.
 - If you have connection issues, make time to come to campus and use a reliable computer; bad connections are not an excuse.

Dispositions

In addition to developing academic and clinical skills, professional behavior and competence is expected in your role as a counseling student.

- CACREP defines dispositions as "...the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues" (CACREP, 2015).
- It is expected in this class that you will engage in professional and respectful interaction with your instructor and your colleagues, with consideration of the course content.
- If your dispositional behavior is determined to be problematic, this could both impact your grade for this class and result in a referral to the Student Evaluation Committee (SEC) or a Fitness to Practice (FTP).

Behavior and written or verbal exchanges that are disrespectful, harassing, or otherwise professionally inappropriate are not acceptable behaviors for counseling professionals. Students engaging in these behaviors will be counseled.

Students must treat classroom engagements as they would with colleagues in a professional agency/counseling environment.



Incidents of unprofessional conduct will be referred to the program director and your advisor, as well as noted on the student's advising record. Repeated offenses will result in referral for a Fitness to Practice (FTP) to determine the appropriateness of the student's continuation in the program.

Confidentiality

Participating in group activities involves some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. If you wish to share with others outside the class, discuss only your own reactions or experience, and in no event discuss personal information provided by your peers. This is an ethical issue and will be treated as such.

Communication

Each TAMUSA student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, you should make sure your account is active and make plans to check the account regularly. You can expect a response from me within 48 hours (excluding weekends and university-recognized holidays). I will expect a response within 48 hours (excluding weekends and university-recognized holidays) when I send you a message.

Cell Phone/Electronic Device Usage

Cell phones and laptops are not permitted in class unless specifically instructed by the instructor. If cell phones or laptops are used during class without explicit instruction from the instructor, participation points will be deducted. Two events will result in Fitness to Practice.

There will be no courtesy warning.

Extra Credit

As a rule, extra credit opportunities will not be extended within this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points or to assign alternative/additional work for credit will be denied.



Late Assignments

The due dates and times below are generally not negotiable, as they allow me adequate but limited time to review your assignment and provide detailed feedback. Please let me know as soon as possible if there is an extenuating circumstance that might impact your ability to submit your assignment(s) in a timely manner. A zero will be automatically assigned if your assignment is past the due date.

Additional Information

All work is to be turned in before classes begin.

All quizzes will be completed within the first 10 minutes of class. When we meet online, the quiz will open at the start of class and stay open for 10 minutes.

Students who do not complete all the required course assignments may receive a failing grade. All assignments must be completed within the semester. Assignments from previous semesters will not be accepted. Remember that plagiarism will result in FTP and possible removal from the program; that includes self-plagiarism.

No generative AI is acceptable for any of your assignments in this course. If you are found to use AI for any portion of an assignment, it will be considered plagiarism and you will receive a zero (0) and a Fitness to Practice (FTP).



TEXAS A&M UNIVERSITY
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Schedule of Course Activities

Date	Topics Discussed	Materials to complete	Assignments Due
August 25	Review Syllabus/Assignments/Requirements	Chapter 1 Use of Assessment in Counseling	
September 1	Assessment Process	Chapter 2	
September 8	Ethical, Legal, and Professional Considerations in Assessment Multicultural and Social Justice Considerations in Assessment	Chapters 3 & 4	
September 15	5 - Understanding and Transforming Raw Scores 6 - Measurement and Qualitative Assessment Concepts	Chapters 5 & 6 Guest Speaker, Susan, from Esperanza Eating Disorder Program	
September 22	Initial Assessment in Counseling	Chapter 7	Mid-term exam (chapters 1-6) Opens 9- 23 at 7pm closes 9-29 at 5 pm
September 29	Mental Health and Addictions Assessment	Chapter 8	
October 6	- Communication of Assessment Findings - Introduce OQ 45.2	Chapter 15	Case Study Report due Saturday, October 10 th by 11:59pm
October 13	- Assessment of Intelligence - Assessment of Aptitude and Achievement	Chapters 9 & 10	
October 20	- Assessment of Career Development and Wellness - Career Assessment Tools	Chapters 11 & 12	Recording Due
October 27	- Assessment of Personality - Introduce DSM 5 TR personality test	Chapter 13	Write-up for OQ 45 & MSE interview
November 3	Assessment of Interpersonal Relationships	Chapter 14	
November 10	Future Trends in Counseling Assessment	Chapter 16	Submit research write-up for assessment fair at 7pm
November 17	Assessment Fair	Be early to set up, each student has 15 minutes to present	Begins promptly at 5:30pm
November 24	No Class- Thanksgiving Break		
December 1	Assessment Fair	Be early to set up, each student has 15 minutes to present	Begins promptly at 5:30pm
December 8	Final Exam Online	Begins 5:00pm	Closes 7:00pm



IMPORTANT POLICIES AND RESOURCES

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 located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the [website](http://www.tamusa.edu/dss) or email us at dss@tamusa.edu. 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:

Appointments available MATH Walk in Tutoring – No appointment needed

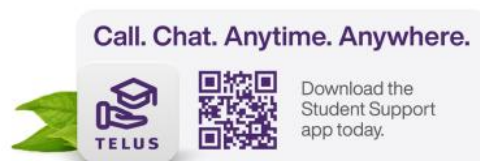
	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm



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 including 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: <https://tamusa.bbcportal.com/>. More information on emergency response may be found at: [Emergency Operations Plan](#) and the [Emergency Action Plan](#). 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. 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 WLDCC provides 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, 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. The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. Students wanting to work in realtime with a tutor can schedule an "Online Appointment." Students wishing to receive asynchronous, written feedback from a tutor can schedule an "eTutoring" appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#). The WLDCC can also be reached by emailing wldcc@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. A food pantry is available on campus; click [here](#) for hours and contact information.

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 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, on the basis of 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 as a whole. 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 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.

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. Hours of operation is Monday-Thursday 3:30pm-9:00pm. 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 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 learning.
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, 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](#) or visit the resources available in the [OSRR website](#)

Important Fall 2026 Dates:

Dates	Event
August 20	Tuition & Fee Payments deadline
August 24	First day of class
September 7	Labor Day Holiday – No Classes / University Closed
September 9	Census Date – Students not paid in full or enrolled in a payment plan by 4:59 pm may be dropped for non-payment
October 5 – October 16	Midterm grading period
November 13	Last day to drop with an automatic "W"
November 25	Study Day – No classes
November 26-November 28	Thanksgiving Holiday – No Classes / University Closed
November 30	Last day to drop a course or withdraw from the University



TEXAS A&M UNIVERSITY
SAN ANTONIO

December 4	Last day of classes
December 5 – December 11	Final exams
December 15	Commencement

The complete [academic calendar](#) is available online