



College of Education and
Department of
EDCG 5326: Human

TEXAS A&M UNIVERSITY
SAN ANTONIO

Human Development
Counseling, Health & Kinesiology
Sexuality Sex Therapy

Fall 2026

Instructor: Melisa Fleming, PhD, LPC-S, LMFT

Class day and time: Tuesdays 7:00pm – 9:45pm

Location: Classroom Hall 204

E-mail: mfleming@tamusa.edu

Phone: (210) 784-2585 office | (210) 725-1039 (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

Office Location: Classroom Hall 214-J

Required Textbook:

Stephanie Buehler. *What every mental health professional needs to know about sex* (3rd ed.). Springer Publishing Company.
ISBN 13: 9780826174444

Course Description:

Mental health professionals are expected to recognize and diagnose mental disorders in the Diagnostic and Statistical Manual—including Sexual Dysfunctions and Gender Dysphoria. Sexual complaints are very common, with approximately 33% of women and 25% of men expected to experience at least one sexual dysfunction in their lifetime.

This course is designed to provide an overview of human sexuality and a developmental, ecosystemic approach to conceptualizing and treating sexual disorders. The course covers definitions of sexual health; sexual development; sexual anatomy; common sexual complaints in women, men, and couples; sexual orientation and gender; alternate sexual behaviors; sexuality in people with illness and cancer; sexuality and aging; approaches to out-of-control sexual behavior; and ethics of sex therapy.

Content Areas: human sexuality, sexual counseling, and social and cultural diversity

Sex and sexuality are sensitive topics. Sexuality is part of the human experience. Each individual has a diverse perspective and unique background and experiences with the subject.

Over the course of the semester, our goal will be to value one another's differences and learn from each other. The foremost objective will be the creation of a safe environment that is sensitive and

respectful of other's perspectives. This course will be an opportunity to facilitate discussion and collaboration rather than produce unilateral discomfort or change another's opinion.

This course involves student participation via experiential experiences, discussion, and written assignments. Please note that this class is an educational and not a counseling experience. Self-disclosure of personal experiences related to sexuality is not expected. You may wish to share personal experiences related to the topics addressed in this course. In these situations, please give careful consideration to your intentions for sharing focusing on engaging in discussions sensitively and considerately.

Please respect the privacy and confidentiality of other students and adhere to professional confidential standards. Likewise, all materials submitted to me are treated as confidential information.

Student Learning Outcomes

Students will:

- Demonstrate understanding of their personal attitudes, beliefs, and understandings about human sexual behavior.
- Demonstrate understanding of the socio-cultural factors related to sexual functioning.
- Demonstrate understanding of how living in a multicultural society affects clients who are seeking clinical mental health counseling.
- Demonstrate understanding of the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.
- Demonstrate understanding of the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, age, and welfare,
- Identify DSM-V TR disorders which are related to sexual functioning and atypical sexual behavior.
- Demonstrate understanding of the legal and ethical issues of sexual counseling.

CACREP standards are addressed in the course:

2.5.f.	Counselor characteristics and behaviors that influence the counseling process
2.5.g	Essential interviewing, counseling, and case conceptualization skills
2.5.i	Development of measurable outcomes for clients
2.5.j	Evidence-based counseling strategies and techniques for prevention and intervention
2.5.k.	Strategies to promote client understanding of and access to a variety of community-based resources
5.C.3.b.	Techniques and interventions for prevention and treatment of a broad range of mental health issues
5.F.3.f.	Techniques of personal/social counseling in school settings

AASECT Core Knowledge Areas (CKA) addressed in this course

- A. Ethics and ethical behavior
- B. Developmental sexuality from a bio-psycho-social perspective across the lifespan
- C. Socio-cultural, familial factors (e.g., ethnicity, culture, religion, spirituality, socioeconomic status, family values) in relation to sexual values and behaviors

- D. Sexual orientation and/or gender identity issues, including lesbian, gay, bisexual, pansexual, asexual identities; heterosexuality; gender identity and expression
- E. Intimacy skills (social, emotional, sexual), intimate relationships, interpersonal relationships, and family dynamics
- F. Diversities in sexual expression and lifestyles (e.g., polyamory, swinging, consensual non-monogamy, BDSM, kink)
- G. Sexual and reproductive anatomy/physiology
- H. Health/medical factors influencing sexuality (illness, disability, drugs, mental health, conception, pregnancy, childbirth, contraception, fertility, HIV/AIDS, STIs, sexual trauma, injury, safer sex)
- I. Range of sexual functioning and behavior (optimal to challenging; e.g., desire discrepancy, arousal difficulties, sexual pain, penetration problems, orgasm issues)
- J. Substance use/abuse and sexuality
- K. Pleasure enhancement skills
- L. Learning theory and its application
- M. Professional communication and personal reflection skills
- N. Professional communication and personal reflection skills

Late Work: No late work excepted unless prior approval from Instructor.

Due dates are non-negotiable unless an extension is provided to the entire class. All written assignments are due as listed on the syllabus.

Grading Policy (scoring is on a 100-point scale)

Grading Criteria for Participation

Effective participation is accomplished by focused comments that develop insights and that demonstrate mastery of course materials. *Students who are not familiar with the materials cannot participate effectively and should not “shoot from the hip.” Participating without having anything to contribute will have a negative effect on participation grades.*

Effective participation also requires professionalism. You are to respond thoughtfully and respectfully to your classmates and to the instructor, so that we can create a better learning environment for everyone. Using casual language.

CACREP/ASSET Standard	Assignments	Due Date	Points Possible
	Pre-Personal Paper	9-2	20 Points
	Post-Personal Paper	12-9	20 Points
	Sexual History Interview	10-28	30 Points
	Character Reflection Paper	12-1	10 Points
	Reflection Papers There are four (4)	As scheduled on syllabus	5 points each (20 total)

A = 90+ total points
B = 80-89 total points
C = 70-79 total points
D = 60-69 total points
F = 59 total points and below

Pre-Personal Paper (20 points):

This course involves student self-reflection related to examining one's personal values, beliefs, and biases surrounding human sexuality issues. Although the amount of time and energy each student devotes to this reflection varies, it is expected that each student will remain open to self-reflection throughout the course. The purpose of the self-reflection is to prepare students for managing their reactions, value conflicts, and biases that may arise when working with clients about sexuality issues that may negatively impact their clinical effectiveness with these individuals.

Write a 3-page minimum paper (excluding cover and reference pages) discussing the development of your own sexuality, values, and experiences. Identify major turning points, themes, and patterns, and their impact on your ability to conceptualize human sexuality and to do sexual counseling.

Written in complete/logical sentences. NOT question/answer

Your paper should address:

- How did you learn about sex (e.g., parents, friends, siblings, school, etc.)?
- What moral messages did you receive about sex?
- Was your knowledge of sex sufficient or incomplete?
- What were your attitudes/thoughts and feelings about sex?
- How did your knowledge /understanding change over time and what caused this?
- What are your current feelings and beliefs about sex in general and about your ability to do sexual counseling?
- Are there any aspects of sexuality or sexual counseling that creates discomfort?
- What do you think you need to know or better understand about human sexuality?

Post-Personal Paper (20 points): Do not write this until we are almost at the end of the course.

Write a 3 **-page minimum** paper (excluding cover and reference pages) discussing changes in your knowledge, views, and counseling skills since the beginning of the course. **Written in complete/logical sentences. (again, not question/answer)**

Your paper should address:

- Your thoughts, feelings, and reactions to class experiences, readings, and videos
- What have you learned from this class? Have you experienced any shifts in attitude or perspective?
- Your thoughts/reflections on your future ability to provide sexual counseling to the following types of clients: different sexual orientation than you, clients who have experienced sexual trauma or who have caused sexual trauma, transgender/gender questioning, clients with porn addiction or paraphilia.
- An assessment of your comfort with using sexual terms with clients.

Reflection Papers (There are 4 at 5 points each): Written in complete/logical sentences.

Include (after watching the video):

- What stood out to you from this video?
- What challenged your preconceived thoughts about this topic or about counseling on sexual topics?
- What further information or action do you think you need to apply this information to your work with clients? If you are not yet working with clients, what do you think will support you implementing this information with future clients?
- How do you think this information will work with the population you serve or want to serve? If you do not have a particular population in mind, how do you think it will work in general?

Links for videos to complete Reflection Papers:

1. **Sexual Dysfunctions:** Classroom Productions (Producer), & . (2016). Sexual Dysfunctions. [Video/DVD] Micro-training Associates. Retrieved from <https://video-alexanderstreet-com.tamusa.idm.oclc.org/watch/sexual-dysfunctions?context=channel:counseling-and-therapy-in-video>
https://fod-infobase-com.tamusa.idm.oclc.org/p_ViewVideo.aspx?xtid=160475
2. **Culture and Sex:** The Intersection of Culture and Sex in Sexuality Counseling. Anonymous Central Michigan University, 2011. <https://video-alexanderstreet-com.tamusa.idm.oclc.org/watch/the-intersection-of-culture-and-sex-in-sexuality-counseling?context=channel:counseling-and-therapy-in-video>
3. **Portrait of Human Sexuality:** <https://tamusa.on.worldcat.org/oclc/700409820>
4. **Affirmative Kink: Ethical Kink-Affirming Practice: Power, Culture, Consent, and Pleasure, Ep. 255** [Bing Videos](#)

(Optional: not required)

Sex, Intimacy & Aging: https://www.youtube.com/watch?v=Ofu8YG6_vk&t=2s

Gender Dysphoria: "Gender Dysphoria." , directed by Anonymous, produced by Classroom Productions. Micro-training Associates, 2016. Alexander Street, <https://video-alexanderstreet-com.tamusa.idm.oclc.org/watch/gender-dysphoria/cite?context=channel:counseling-and-therapy-in-video>

Sexual History Interview (30 points):

The questions will come from readings and videos located on Blackboard: “The guide to taking Sexual History” and “Revisiting the Sexual Genogram” articles; to help prepare and facilitate the interview.

Conduct a thorough sexual history interview with a volunteer and write about the experience; not the details of the interview.

1. The paper should include a **summary of your process**: finding a volunteer, developing the questions to ask, writing the paper.
2. What ethical codes (name and description) do you feel apply to a session like you are conducting? Did your idea of ethical codes change from when you started to the end of your interview? If so, what/how?
3. The volunteer’s self-report of the process from agreeing to the interview through the last question.

Your summary as a student, person, and professional:

1. Your experience conducting a sexual history.
2. Your feelings about asking personal and sexually related questions to someone.
3. Why do you think you experience those feelings; remember to clarify different roles (student, person, professional.)
4. What did you learn from this experience that you feel may be useful in your work professionally?
5. What additional insight did you experience?

The paper will be a minimum of three pages (excluding cover and reference page). You will use a reference page for any work used to support your work with this interview. Although the paper will be set in first person, you will use APA guidelines. There will be an appendix at the end of the paper with all questions used during your interview. The paper will include a reflection of your experience, as stated above and your volunteer’s self-report experience; yes, you will ask them about their experience at the end of the questions.

Very important: Remember to remind your volunteer you are completing a class assignment. You are not a counselor in this setting. If your volunteer needs counseling support, please refer them to known resources in your area or reach out to your instructor to help locate local referrals to fit their needs. Be sure to thank your volunteer throughout the process.

Movie Character Assessment (10 Points)

We will watch the movie “*The Secretary*” in class. You will complete the information on the sheet given to you in class.

On your own, you will select either Lee Holloway **or** E. Edward Grey, write a **minimum 3-page** paper (excluding cover and reference pages) reflecting on the biopsychosocial elements of the movie character. If you need to watch the movie again, the movie is available on Hulu, Google Play, Amazon Video, and YouTube.

The paper should include:

[Link for Movie character outline](#)

Schedule of Course Activities

***Schedule may be changed by instructor due to discussions and needs of the class.**

Week/date	What is due	Topics for week	Preparation for class
August 25		Introduction of course	Syllabus
September 1	Pre-Personal Paper due (due prior to class starting)	Sexuality and the Mental Health Profession Making the Shift: Comfort with Sexuality	Chapters 1 & 2
September 8		3 -Sexual Anatomy & Psychosexual Development 4 -Evolution of the field of sexology & sexual health definitions 20 - Ethical Management of Sex Therapy Casework- Recognize own biases	Chapters 3, 4, 20
September 15	Reflection Paper over video 1 (due prior to class)	Assessing Sexual Problems Why we do sexual interviews. How to do sexual interview.	Chapter 5, Sexology Ecosystemic Questionnaire, Sexual Genogram & Video: Sexual Disfunción https://tamusa.on.worldcat.org/oclc/1078550882
September 22		Women's Sexual Health Men's Sexual Health	Chapter 6 & 7
September 29	Reflection Paper over video 2 (due prior to class)	Relationships and Sex Therapy Parents' questions about Sex Sexuality and Reproduction	Chapter 9, 10, 14 & Video: Cultural work with Couple https://tamusa.on.worldcat.org/oclc/945217078
October 6		Affirming therapy with Sexual and gender Minorities Sexuality and Aging	Chapter 8 & 17, Video on Gender Dysphoria https://video.alexanderstreet.com/watch/gender-dysphoria & Video Aging https://www.youtube.com/watch?v=Ofu8YGi6_vk&t=60s
October 13	Reflection Paper over video 3 (due prior to class)	In class viewing of movie "The Secretary"	Video: Portrait of Human Sexuality https://tamusa.on.worldcat.org/oclc/700409820
October 20		Sexuality and mental health problems Sexual Recovery in Trauma Survivors Guest Speaker	Chapters 11 & 12
October 27		Healing Painful Sex Sexuality and Medical Problems Sexually Transmitted Infections	Chapters 13, 15, & 16
November	Practice Skills	In small groups	

3			
November 10	Sexual Interview Summary Due by 11:59pm	Guest Speaker	
November 17	Reflection Paper over video 4 (due prior to class)	Affirming the Kink Community Out of control sexual behaviors	Chapters 18, 19 Video Affirming Kink <u>Bing Videos</u>
November 24	No Class		
December 1	Character assessment paper due	Discuss assessments Guest Speaker	
December 8	Post Personal Awareness Paper	Due By 9:45pm	Happy Holidays

<i>December 5</i>	<i>Study Day-no classes</i>
December 6-12	Final exams
December 11th 5:00pm	Hooding Ceremony
December 15th	Commencement

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

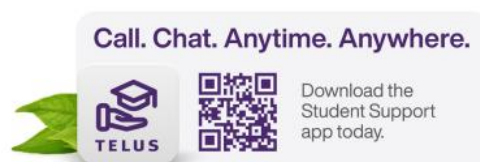
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

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

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend 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.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

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

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

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

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to

instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

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

Students' Rights

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

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for 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, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>)

Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

NOTE: Guidance for how to cite AI-generators, like ChatGPT, can be found here <https://apastyle.apa.org/blog/how-to-cite-chatgpt>