

EDCI 3348: Managing the Learning Environment
EDCI 3358: Classroom Management: Middle and Secondary Level Teachers
Department of Curriculum and Instruction

Instructor Name

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A&M-San Antonio Email

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Office Hours and Location

PHEB 214H

- Mondays, 3:00-4:00 PM
- Tuesdays, 1:45-2:45 PM
- Wednesdays, 3:00-4:00 PM
- And by appointment, Zoom, or in person.

Course Location & Time

Mondays, 4:00-5:15 PM

PHEB 128

Required Textbooks

Required

- Maynard, N., & Weinstein, B. (2019). Hacking school discipline: 9 ways to create a culture of empathy and responsibility using restorative justice. Times 10 Publications.
- Milner, H. R. IV, Cunningham, H. B., Delale-O'Connor, L., & Kestenberg, E. G. (2018). These kids are out of control: Why we must reimagine "classroom management" for equity. Corwin. ISBN: 978-1-4833-7480-2.

Recommended

- Benson, M., Clemente, R., Doner, N., Holenko, J., & Januszka, D. (2018). The responsive advisory meeting book: Purposeful plans for middle school. Center for Responsive Schools.

Technology Required

- Microsoft Office suite for a PC. Use Word or PDF files.
- Regular and reliable access to the internet and ability to read materials for class

Course Description- 3348

This course provides the knowledge and skills necessary for future secondary-level teachers to create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. Specifically, this course focuses on managing classroom procedures, managing student behavior, and maintaining a physical and emotional environment that is safe and productive. TSI Restriction(s): Reading, Writing, and Math.

Course Description- 3358

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Major Course Components

Course Goals

- Understand the principles of respect and rapport in the classroom.
- Develop strategies for managing classroom procedures and student behavior.
- Create a safe and productive physical and emotional environment for learning.

Standards

TEXES PPR Standards

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Competencies:

- 2.1-2.3: Creating an environment of respect & rapport
- 2.4-2.5: Establishing an environment for learning & excellence
- 2.6-2.12: Managing classroom procedures
- 2.13-2.18: Managing student behavior
- 2.19-2.23: Maintaining a physical & emotional environment that is safe & productive

Texas Administrative Code: Chapter 149 Standards

- (4) Learning Environment: Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

Evaluations will be made with numbers. Final course grades of “A” through “F” will be awarded based on the A&M-SA grading Policy (see below):

Letter Grade / Range	Grade Points
A: 90-100	4.0
B: 80-89	3.0
C: 70-79	2.0
D: 60-69	1.0
F: 59 & Below	0.0

Grading

Assessment	Accompanying Standards	Points
Reflective Journal (Weeks 1-13)	2.1k-2.23k	15
Classroom Agreements Poster	2.1k, 2.3k, 2.14k, 2.16k, 2.18k	20
Relationship-Building Informative Poster	2.1k, 2.2k, 2.10k, 2.13k, 2.18k	20
Restorative Justice Circle Procedures	2.1k, 2.2k, 2.10k, 2.18k	20
Emotional Regulation Anchor Chart	2.1k, 2.2k, 2.10k, 2.13k, 2.14k	20
Designing Your Ideal Classroom	2.19k-2.23k	35
YMHFA training		10
In-class formative assessments	2.1k-2.23k	30

Assessment	Accompanying Standards	Points
Total		170

Course Policies

Attendance

This course is offered as a hybrid course. We will meet every week for an on-campus/in-person class for 75 minutes to enable students to personally experience different learning activities and learn different pedagogical strategies and techniques to use in their future classrooms. Students will then complete projects, readings, and media independently during the remaining 75 minutes of class time.

Students are expected to attend all class sessions and be prepared for each class. I will be conducting formative assessments throughout the semester. These assessments will be worth points toward the final grade in the course, but equally as important, I use these to gauge the student's level of understanding of the course. Therefore, based on student learning, formative assessment points will be taken every class period based on student learning.

I understand that crisis situations may cause me to miss a class period sometimes. If such an emergency arises, the student must contact me as soon as possible to alert me to the situation. This course is designed to prepare future teachers for the classroom, and a large part of that preparation is being part of the learning community. Daily attendance enables this preparation and community building. How we conduct ourselves, including attendance, reflects on the teacher candidate and their commitment to the profession.

Late Work Policy

Any assignments submitted after the due date will be subject to a grade reduction. Late work will be accepted at the professor's discretion and may not receive full credit.

Assignment Submission in Blackboard

Assessments will be evaluated based on the level of higher-order thinking skills the student demonstrates, according to the expectations outlined in this syllabus, Blackboard, and explained in class. Some assignments will be submitted on Blackboard, and others will be submitted in class.

- All assignments and assessments will be explained throughout the semester and will include corresponding written explanations and descriptions on Blackboard.
- The course includes both formative and summative assessments.

Communication

All students must have adequate English writing skills to communicate content professionally and concisely. Students must be proficient in their written presentations, including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

Email and Announcements

For all electronic communication with me, please use my email address, Mboucher@TAMUSA.edu, rather than Blackboard messaging. I check my email regularly, but I can only access Blackboard messages when I open the app, which may delay my response. Additionally, I will use announcements to share essential updates, opportunities, changes, or news related to the class. To stay informed, please check your school email daily.

Recording of Classroom Lectures or Discussions

Students are prohibited from photographing or recording during class or from transmitting classroom lectures and discussions unless they have written permission from the class instructor and all students in

the class, as well as guest speakers, have been informed that photographing or audio/video recording may occur.

Permission to allow the audio/visual recording is not a transfer of any copyrights to the material recorded. Photographs, videos, and audio recordings may not be reproduced or uploaded to publicly accessible web or social media environments. An exception to this will be any student determined by the Office of Disability Services (ODS) to be entitled to education accommodations to exercise any rights protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including needed recording or adaptations of classroom lectures or materials for personal research and study.

Public distribution of lecture recordings may constitute copyright infringement in violation of federal or state law, or University policy (See Rules and Procedures 17.01.01-Ownership of Intellectual Property and Tangible Research Property). Violation of this policy may subject a student to disciplinary action via the University Honor Code.

In addition to subjecting you to criminal prosecution, violating the wiretapping law can expose you to a civil lawsuit for damages by all injured parties. Texas Civ. Prac. & Rem. Code § 123.002. No recordings are allowed unless directed by the Office of Disability Services.

Texas Senate Bill 17

Texas Senate Bill 17, the recent law that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas, does not in any way affect content, instruction, or discussion in a course at public colleges and universities in Texas. Expectations regarding academic freedom for teaching and class discussion have not changed after SB 17, and students should not feel the need to censor their speech on topics related to race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion. I encourage you to critically analyze and deconstruct the historical and contemporary purposes, agendas, and effects of this law and similar legislation.

Learning Management – Syllabus Statement

In this Learning Management course, we focus on creating safe, structured, and developmentally responsive learning environments for young children. Effective classroom management requires understanding students' diverse identities, lived experiences, and social contexts. For this reason, we will discuss topics such as gender, race, racism, patriarchy, intersectional oppression, colonization, and segregation when they inform our understanding of classroom climate, student behavior, curriculum decisions, and family engagement. These discussions support your development as educators who cultivate inclusive elementary classrooms grounded in dignity, care, and professional responsibility. The legal landscape reinforces education professors' responsibility to engage truthfully and professionally with complex social and historical issues, grounded in a long constitutional tradition protecting academic freedom. In *Sweezy v. New Hampshire* (1957), the Supreme Court emphasized that "the essentiality of freedom in the community of American universities is almost self-evident," warning that imposing "any strait jacket upon the intellectual leaders in our colleges and universities would imperil the future of our Nation," and "No field of education is so thoroughly comprehended by man that new discoveries cannot yet be made. Particularly is that true in the social sciences, where few, if any, principles are accepted as absolutes" and that "scholarship cannot flourish in an atmosphere of suspicion and distrust." This principle was reaffirmed in *Keyishian v. Board of Regents* (1967), where the Court declared that academic freedom is "a special concern of the First Amendment" and that the Constitution "does not tolerate laws that cast a pall of orthodoxy over the classroom."

Building on these foundations, *Pickering v. Board of Education* (1968) confirmed that educators retain First Amendment protections when speaking on matters of public concern, and *Givhan v. Western Line*

School District (1979) clarified that such protections extend even when the speech occurs privately rather than publicly. Although *Garcetti v. Ceballos* (2006) limited protections for speech made strictly within official job duties (like official correspondence and incident reports), the Court simultaneously carved out an important exception, acknowledging that “expression related to academic scholarship or classroom instruction implicates additional constitutional interests that are not fully accounted for by this Court’s customary employee-speech jurisprudence.” This recognition paved the way for *Demers v. Austin* (2014), in which the Ninth Circuit held that academic speech related to teaching, scholarship, and governance remains protected—reinforcing that the ability of teachers and students “to inquire, to study and to evaluate” is indispensable to both education and democracy.

Grounded in these principles, our classroom functions as a professional learning community where reflective practice, evidence-based dialogue, and constructive engagement are required. As future teachers, you will learn to design routines, build relationships, analyze student behavior, and create supportive environments. Institutional support is available through the Student Counseling Center (<https://www.tamusa.edu/student-resources/support/student-counseling-center/index.html>) and Disability Support Services (<https://www.tamusa.edu/Disability-Support-Services/index.html>).

Should you have a problem with any of the materials in this course, please reach out to me for an explanation of why these materials are disciplinarily legitimate and to discuss strategies for completing the work in a manner that is acceptable to you and that meets course objectives.

3348/3358 Mondays 4 PM

Week	Date	Session Topic	Assignment and Points
Week 1	8/24	Introduction to Classroom Environment	Reflective Journal: (1 point)
Week 2	8/31	Create a Student-Centered Environment	Reflective Journal: (1 point) Chapter 4 in Milner- Classroom Management is about creating a caring environment
Week 3	9/7	Labor Day – No Classes	
Week 4	9/14	Being a Warm Demander	Reflective Journal: (1 point)
Week 5	9/21	Establish Clear Expectations	Reflective Journal: (1 point) Classroom Agreements Poster (20 points).
Week 6	9/28	Create an Engaging Curriculum	Reflective Journal: (1 point) Milner et al., Chapter 3, Classroom Management is about effective instruction
Week 7	10/5	Deficit Models and the Harms of Punishment in Schools	Reflective Journal: (1 point) MHFA First Modules Done (1 Point)
Week 8	10/12	Use a Restorative Justice Framework (Hack 1)	Reflective Journal: (1 point)
Week 9	10/19	Building Relationships (Hack 2)	Reflective Journal: (1 point) Relationship-Building Informative Poster or Infographic (20 points)
Week 10	10/26	Repair the Harm. Students taking responsibility (Hack 3) Consistent expectations (Hack 4)	Reflective Journal (1 point). Restorative Justice Circle Procedures (20 points).
Week 11	11/2	Growth Mindset (Hack 5)	Reflective Journal (1 point)
Week 12	11/9	No F2F class – AESA Conference	Work on Designing Your Ideal Classroom
Week 13	11/16	Teach Mindfulness (Hack 6)	Emotional Regulation Anchor Chart (20 points). Reflective Journal (1 point)
Week 14	11/23	Cultivate Empathy (Hack 7) Think Strategically (Hack 8)	Certificate of Completion YMHFA (8 points)
Week 15	11/30	Reflecting on Learning Management – Ideal Classroom Showcase (in-class)	Designing Your Ideal Classroom – in-class presentation/share-out with peers (35 points)

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](#) 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:

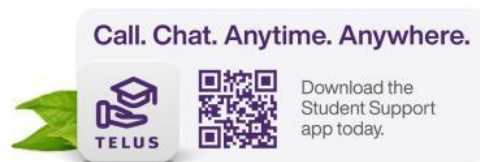
Appointments available MATH Walk in Tutoring – No appointment needed

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

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

Insert ONE of the AI policy options listed below in your syllabi – Select the one you believe is most appropriate for your course.

Option 1 - No Use of Generative AI Permitted

[Insert Course Number] 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.

Option 2 – 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.

Option 3 – Broader Use of Generative AI Permitted Within Guidelines

Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Option 4 – Customized Policy Generative AI Policy

Faculty may create a customized policy that is unique for a specific course with consultation from the department chair. Faculty are encouraged to view *Texas A&M University's Generative AI Syllabus Statement Considerations* when preparing a customized AI policy.

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