



TEXAS A&M UNIVERSITY
SAN ANTONIO

Course Syllabus

EDCI 5304 — Current Education Topics and Issues in Culturally Diverse Communities

Department of Curriculum and Instruction

This document has been reformatted for accessibility, including the use of structured headings, proper tables, descriptive link text, and image alternative text, consistent with the Americans with Disabilities Act (ADA).

Instructor Name Karen L. B. Burgard, Ph.D.	A&M-San Antonio Email kburgard@tamusa.edu
Office Hours and Location PHEB, Room #214G (second floor) Mondays: 3:00 PM – 5:00 PM (in-person and virtual) Tuesdays: 2:00 PM – 3:00 PM (in-person and virtual) And by appointment — both in-person and virtual appointments available	Course Location & Time Meeting Time: Mondays, 5:30 PM – 8:15 PM Meeting Location: Classroom Hall, Room #307 (In-person, on-campus for all class sessions)

Required Textbook

- There are no required texts for the course. All readings and articles will be available on Blackboard or in class as assigned by the instructor throughout the semester.

Recommended Course Materials

- Microsoft Office suite for a PC. All work must be submitted either as Word or PDF files; there can be compatibility issues with Mac word processing programs.
- A 3-ring binder for keeping course materials and handouts.
- Regular and reliable access to the internet and the ability to print copies for class.

Course Description

From the Course Catalog

This course, Current Education Topics and Issues in Culturally Diverse Communities, takes an in-depth look into the various topics and current issues facing our students, teachers, administrators, and schools in the United States. The emphasis of this course is on current issues relevant to P-12 schools as well as higher education in culturally diverse communities. The course will examine issues and themes of profound and lasting importance in educational studies. Issues such as standardized testing, school discipline, the achievement gap, school funding, and equity and access to higher education will be some of the topics addressed in the course.

From the Instructor

This course is intended to be a seminar-style course that is designed in the constructivist model. I intend to create a learning environment that is relevant to the students and engages them in meaningful dialogue and discussion about teaching and learning. Students enrolled in the course will learn about the current issues and topics that surround education today and, in particular, those issues that impact diverse communities. Students will be able to discuss current trends and issues in this field of education and connect those trends to larger national and global conversations. The students enrolled in this course are expected to be active and engaged participants in all activities, dialogue, and learning in the course. Every student learns at a deeper, more meaningful level when every member of the class contributes, and the entire class is engaged. It is imperative that every student's voice is heard and that a community of learning is created throughout the semester. Therefore, there is an expressed expectation that all students will come prepared to class by doing the following: 1) actively reading all required readings for the week, 2) engaging in meaningful and purposeful discussions with classmates, and 3) being open to hearing other students' points of view and perspectives and having an open mind when it comes to the marketplace of ideas.

Major Course Components

Student Learning Outcomes

1. Students will demonstrate an in-depth knowledge and understanding of various current issues and topics in education.
2. Students will connect current topics and issues in education to diverse populations and diverse communities.
3. Students will examine their own solutions to complex issues surrounding teaching in diverse communities.
4. Students will find, summarize, and critique current scholarly research pertaining to current issues and topics in education.
5. Students will synthesize and analyze current scholarly research in order to formulate an argument surrounding a particular current topic or issue.

Standards

The table below includes alignment to standards relevant to the program. Each of the assessments in this course directly relates to the research and discussions surrounding teaching in, and working with, diverse communities.

Assignment	Connection to the Master's in C&I Program Goals
Annotated Bibliography	Become critical consumers of research and explain how to use research in education careers.
Systemic Issues Reflection Paper	Explain systemic issues within institutions and develop solutions.
Peer-Reviewed Journal Article Analysis Paper	Become critical consumers of research and explain how to use research in education careers.
Introduction Chapter of Master's Thesis	Develop a complex and sophisticated understanding of diverse populations.
Daily/Weekly Formative Assessments	Demonstrating the ability to actively read scholarly research and connect the research to our daily lived experience.

Grading Policies

The instructional methods for this course will include small group discussion, whole group discussion, analysis of course readings, lecture, and hands-on learning activities and experiences. The course is designed to create a meaningful graduate-level seminar course that empowers all students to develop an in-depth investigation of complex issues in diversity and education.

Assignment	Description
Annotated Bibliography	A bibliographical list, with accompanying annotation, of one of the topics of your choosing from the first 5 weeks of class. This annotation will include the three articles from that week's readings and three additional articles of your choosing.
Systemic Issues Reflection Paper	A reflection paper examining systemic issues within schools, school districts, local and state policies, non-profit organizations, and local communities that are stumbling blocks or impediments to the self-efficacy and personal success of individuals.
Peer-Reviewed Journal Article Analysis Paper	A written analysis of a peer-reviewed journal article that specifically pertains to any of the weekly topics from the course.

Assignment	Description
Introduction Chapter of Master's Thesis	A research paper, submitted at the conclusion of the semester, that investigates a current issue or topic and provides an in-depth analysis of that topic. This paper will present a current problem in education that you will investigate and examine for your Master's Thesis. This paper will be your first draft of Chapter 1 of your Master's Thesis.
Daily/Weekly Formative Assessments	Points will be taken throughout the class sessions (in-class activities and experiences) that demonstrate the preservice students' learning.

The assessments for this course, with their accompanying point value, are as follows:

Assessment	Points
Annotated Bibliography	60
Systemic Issues Reflection Paper	40
Peer-Reviewed Journal Article Analysis	50
Introduction Chapter of Master's Thesis	100
Daily Formative Assessments	50
Total	300

Evaluations will be made with numbers. Final course grades of "A" through "F" will be awarded based on the A&M-SA grading policy, as follows:

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 Scale

Letter Grade	Percentage	Points Range
A	90% or above	270 – 300
B	80% – 89%	240 – 269
C	70% – 79%	210 – 239
D	60% – 69%	180 – 209
F	Below 60%	179 and below

It should be noted that the instructor does not "round up" in terms of overall points for the course. Therefore, an 89.5% is still an 89%, which would actually be a "B" for the course. In order to receive an "A" for the course, a student would need to receive a 90.0% or above.

- All assignments and assessments in the course are intended to provide both the student and the instructor with a gauge of students' level of understanding of the course content and ideas throughout the semester. Each assessment will build off the previous one to provide a multi-layered understanding of the concepts in the course.
- All work, except for those expressly listed otherwise, will be submitted electronically through the Blackboard site and will be due at 11:59 PM on the day it is due.
- All assignments and assessments will be explained throughout the semester and will have corresponding written explanations and descriptions, and/or grading rubrics, provided in Blackboard.
- There will be both formative and summative assessments in the course.

Course Policies

Attendance

This course is offered as an in-person course. We will meet every week for an on-campus, in-person class to enable students to personally experience several different types of learning activities and learn different pedagogical strategies and techniques to use in their own future classroom.

It is expected that students will be at all class sessions as well as prepared for each class. The instructor 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, are used to gauge students' level of understanding in the course. Therefore, formative assessment points, based on student learning, will be taken every class period. Emergencies or crisis situations that

cause a student to miss a class period do, at times, occur. If such an emergency arises, it is the student's responsibility to contact the instructor as soon as possible, alerting them 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 to happen, and the manner in which students conduct themselves, including attendance, reflects on the teacher candidate and their commitment to the profession.

Late Work Policy

Any papers submitted after the date they are due will be subject to a grade reduction. Late work will be accepted at the discretion of the professor and may not receive full credit.

Assignment Submission in Blackboard

All assessments must be neatly typed. The content of tests and assessments will be evaluated based on the level of higher-order thinking skills demonstrated by the student, according to the criteria for grading included in this syllabus, Blackboard, and the expectations explained in class. All assessments must be submitted through Blackboard unless otherwise specified by the instructor.

- All work, except for those expressly listed otherwise, will be submitted electronically through the Blackboard site and will be due at 11:59 PM on the day it is due.
- All assignments and assessments will be explained throughout the semester and will have corresponding written explanations and descriptions, and/or grading rubrics, provided in Blackboard.
- There will be both formative and summative assessments in the course.

Communication Skills

All students must have adequate writing skills in English to communicate content in a professional and concise manner. 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 their papers and projects.

Recording of Classroom Lectures and Discussions

Recording of class lectures, discussions, and interactions between students and the course instructor, including taking photographs during class, is strictly prohibited and not allowed unless with the expressed written consent of the instructor.

If recording of classroom lectures and discussions is necessary due to a documented disability, the student will need the Office of Disability Support Services to contact the instructor with this information. No recordings will be allowed unless under the direction of the Office of Disability Support Services.

Regarding Readings and Class Discussion Topics

Should a student have a concern with any of the readings or classroom materials used in this course, or the particular weekly topics that will be discussed, they should reach out to the instructor 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 the student and that meets course objectives.

No Use of Generative AI Permitted

Dr. Burgard 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 or 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.



EDCI 5304—Current Education Topics and Issues in Culturally Diverse Communities
Department of Curriculum and Instruction

INSTRUCTOR INFORMATION

Instructor Name: Karen L. B. Burgard, Ph.D.	A&M-San Antonio email: kburgard@tamusa.edu
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Tentative Course Schedule & Calendar of Assignments
EDCI 5304

Week #	Themes/Topics for the Week	Class Meeting Day	Readings for the Week	Assessment Assessment Due Date
Week 1	Introduction Syllabus Understanding the Master's in C&I Understanding academic research	M 8/24	No readings this week	
Week 2	Segregation, desegregation, and re-segregation in the U.S. Redlining (housing demographics) in the U.S. and San Antonio	M 8/31		
Week 3	<i>Labor Day – No Univ. Classes</i>	M 9/7	No Readings This Week	
Week 4	Desegregation in TX schools Language and ethnic identity	M 9/14	Readings provided by instructor and posted to BB	
Week 5	No Child Left Behind The standards/standardized testing movement	M 9/21	Readings provided by instructor and posted to BB	

Week 6	School funding/finance Robinhood Rule	M 9/28	Readings provided by instructor and posted to BB	
Sunday, October 4	Annotated Bibliography DUE (Sunday)			
Week 7	School vouchers and school charters	M 10/5	Readings provided by instructor and posted to BB	
Week 8	School-to-prison pipeline School discipline	M 10/12	Readings provided by instructor and posted to BB	
Week 9	Current state legislation around CRP	M 10/19	Readings provided by instructor and posted to BB	
Sunday, October 25	Systemic Issues Reflection Paper DUE (Sunday)			
Week 10	Art education in schools Marginalization of the humanities <i>or</i> Project-Based Learning and Problem-Based Learning	M 10/26	Readings provided by instructor and posted to BB	
Week 11	Access and barriers to higher education	M 11/2	Readings provided by instructor and posted to BB	
Sunday, November 8	Peer Reviewed Journal Article Analysis DUE (Sunday)			
Week 12	<i>No Class – Out of Town Conference</i>	M 11/9	No Readings This Week	<i>Begin working on initial draft of Ch. 1 (Intro. Chapter to your Thesis Proposal)</i>
Week 13	Teacher retention, teacher evaluation, and support for teachers	M 11/16	No Scheduled Readings	

LAST DAY to turn in any missing/late work for credit—11/22				
Week 14	Discussion and in-class work on final paper (Intro. Chapter of Master's Thesis)	M 11/23	No Scheduled Readings	<i>Individual conferences with me—in class (pertaining to your Introduction Chapter of Master's Thesis)</i>
Week 15	Review of final paper (Intro. Chapter of Master's Thesis) • Individual conferences about final paper Final class period • Reviewing the semester • Connecting everything together Moving on to next semester in the program	M 11/30	No Scheduled Readings	
Sunday, December 6	Introduction Chapter of Master's Thesis DUE (Sunday)			
Final Exam Week Dec. 5-11	NO FINAL EXAM for this course	N/A		

Important Policies and Resources

Texas A&M University-San Antonio, 2026 Academic Year. This document has been reformatted for accessibility, including the use of structured headings, proper tables, and descriptive link text, consistent with the Americans with Disabilities Act (ADA).

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 Disability Support Services by phone at (210) 784-1335, by visiting the Disability Support Services website, or by email 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. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform, accessible 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.

Tutoring hours may change based on tutor schedules and availability. The current tutoring hours for Math in the Academic Learning Center are as follows:

Day	Appointments Available	Walk-in Tutoring (No Appointment Needed)
Monday	8:00 am – 6:00 pm	9:00 am – 5:00 pm
Tuesday	8:00 am – 6:00 pm	9:00 am – 5:00 pm

Day	Appointments Available	Walk-in Tutoring (No Appointment Needed)
Wednesday	8:00 am – 6:00 pm	9:00 am – 5:00 pm
Thursday	8:00 am – 6:00 pm	9:00 am – 5:00 pm
Friday	8:00 am – 5:00 pm	11:00 am – 4:00 pm

Counseling and 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 the Student Counseling Center 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 hours a day, 7 days a week, 365 days a year 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, 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 mental wellbeing. The app can be downloaded by searching “TELUS Student Support” in your device’s app store.

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, registered students, staff, and faculty will have the option to receive a text message and email with instructions and updates. To register or update your information, visit <https://tamusa.bbcportal.com/>. More information on emergency response is available in the university’s Emergency Operations Plan and Emergency Action Plan. Download the SafeZone app at <https://safezoneapp.com/> for emergencies, or call (210) 784-1911. For non-emergencies, call (210) 784-1900.

Financial Aid and Verification of Attendance

According to federal regulation 34 CFR 668.21 (U.S. Department of Education 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. Department of Education 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 will have their aid terminated and returned to the Department of Education. 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 and to plan, draft, and revise written assignments and oral presentations. Language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Digital studio tutors support students working on digital projects such as e-portfolios, class presentations, or other digital multimedia projects.

The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments in JagWire under the Student Services tab by selecting “Writing, Language, and Digital Composing Center.” Students wanting to work in real time with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback can schedule an “eTutoring” appointment. More information about WLDCC services and appointments is available on the WLDCC website, or 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. Please also notify your professor if you are comfortable doing so; this will enable them to direct you to available resources. A food pantry is available on campus, with hours and contact information posted on the university website.

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 contact the Office of Military Affairs 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 coursework 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 non-punitive course drops, meaning 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, and providing academic and housing accommodations, among other forms of support. 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 and 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 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 and exams; taking a leave of absence; and 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 and 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 or children must be aged 3 to 12 years old; and (4) child or children must be enrolled in Pre-K-3 through 6th grade. Hours of operation are Monday through Thursday, 3:30 pm to 9:00 pm. For more information, 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, university website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

Students are expected to behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic or 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 face academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, that 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 academic misconduct. For more information on academic misconduct policies and procedures, review the Student Code of Conduct or visit the resources available on the Office of Student Rights and Responsibilities (OSRR) website.

Important Fall 2026 Dates

Date	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

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

The complete academic calendar is available on the university website.

No Use of Generative AI Permitted

Dr. Burgard 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 or 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.