



**MGMT 3372-900-202710**

**Introduction to the Entrepreneurial Experience: From Ideation to Launch (Fall 2026)**

**Department of Management and Marketing**  
**College of Business**  
**Texas A&M University–San Antonio**

**Class Modality:** In Person/Hybrid

**Classroom:** BLH 266

**Course Dates:** August 24–December 11, 2026

**Scheduled Class Meetings:** August 26–December 2, 2026, Time 12:30-1:45

**Course Website:** Blackboard

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**INSTRUCTOR INFORMATION**

**Instructor:** Stephanie Black, Ph.D.

**Title:** Professor of Management

**Office:** BLH 341M

**Phone:** 210-784-2555

**Email:** sblack@tamusa.edu

**Student Hours:** Monday–Friday, 10:00 a.m.–4:00 p.m., by appointment.

Students should monitor Blackboard and their TAMUSA email regularly for course announcements, deadlines, and other official communications.

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**CATALOG COURSE DESCRIPTION**

MGMT 3372 is a continuation of MGMT 3370 and emphasizes the methods, tools, and techniques used to move a business idea toward viable implementation. Topics include experimentation, customer analysis, technological and economic feasibility, business models, entrepreneurial decision-making, and venture pitches.

Building on MGMT 3370, this course is designed as an **experiential entrepreneurial laboratory**. Rather than simply learning about entrepreneurship, students will develop, test, refine, and evaluate a venture concept using evidence from customers and the marketplace.

The course follows an entrepreneurial learning cycle:

**IDEATE → DISCOVER → TEST → LEARN → ADAPT → BUILD → VALIDATE → LAUNCH**

The goal is not necessarily to launch a business during the semester. The goal is to develop the ability to **identify opportunities, test assumptions, learn from evidence, and make informed entrepreneurial decisions.**

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## **COURSE PURPOSE**

MGMT 3370 introduces students to entrepreneurship. MGMT 3372 asks students to **practice entrepreneurship.**

Students will move from:

**“I have an idea.”**

to:

**“I have identified a problem, investigated the customer, tested my assumptions, developed a solution, built a business model, gathered evidence, learned from the results, and determined what I should do next.”**

The central goal is simple:

**Don’t just develop an idea. Develop evidence.**

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## **REQUIRED TEXT & SIMULATION**

**Text:**

**Allen, Kathleen R. (2020). *Launching New Ventures: An Entrepreneurial Approach*, 8th Edition. Cengage.**

**ISBN-13: 9780357039175**

**eBook ISBN: 9780357698105**

## Simulation Venture Launch

You will need to purchase this simulation from *Marketplace Simulations*.

Your game ID: 29391-00001-67034

Game name: SBla-VentureLaunch

- Go to <https://play.marketplace-simulation.com/?gameID=29391-00001-67034> and create a new student account.
- Purchase your license using a credit card or PayPal.

If you need help, support is available 7 days a week from 8am to 9pm Monday - Friday and 10am - 7pm on Saturday and Sunday, Eastern time.

Support email: [support@marketplace-simulation.com](mailto:support@marketplace-simulation.com) / Phone: +1-865-522-1946

### Suggested Supplemental Readings:

**Blank, S. & Dorf, B. (2012). *The Startup Owner's Manual*. K&S Publishing LLC.**

**Cheek, P., & Aulet, B. (2024). *Disciplined Entrepreneurship: Startup Tactics*. Wiley.**

**Dougherty, F. (2016). *48 Hour Start-Up*. Thorsons.**

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## STUDENT LEARNING OUTCOMES

By the end of MGMT 3372, students should be able to:

1. Identify and evaluate entrepreneurial opportunities.
2. Define customer problems and target markets.
3. Conduct customer and market research.
4. Identify and test venture assumptions.
5. Develop a value proposition and business model.
6. Design and conduct entrepreneurial experiments.
7. Develop and test an MVP or prototype.
8. Evaluate competitive, technological, operational, and economic feasibility.
9. Develop basic pricing, revenue, cost, and resource assumptions.
10. Make evidence-based decisions to persist, pivot, or abandon an approach.
11. Develop a basic marketing and go-to-market strategy.
12. Apply entrepreneurial decision-making through a business simulation.

13. Communicate a venture concept through a professional pitch.
14. Reflect on the entrepreneurial learning process.

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## COURSE PHILOSOPHY

### Entrepreneurship Is Learned by Doing

Entrepreneurs rarely have complete information. They develop assumptions, test those assumptions, gather evidence, learn from customers, and adapt.

Therefore, this course emphasizes:

**ASSUME → TEST → COLLECT EVIDENCE → LEARN → ADAPT → TEST AGAIN**

A venture changing during the semester is expected.

A failed experiment is not necessarily a failed venture.

### **The purpose of experimentation is learning.**

Students will be evaluated not simply on whether their venture succeeds, but on whether they can:

- Identify important assumptions
- Test those assumptions
- Gather evidence
- Interpret results
- Make informed decisions
- Adapt their venture
- Explain what they learned

## WHAT SUCCESS LOOKS LIKE

Success in MGMT 3372 is **not defined solely by whether your venture succeeds.**

An excellent entrepreneurial project may result in:

- A strong opportunity that is ready to launch
- A venture that requires additional development
- A significant pivot
- A redesigned business model
- A decision to target a different customer
- A decision to change the product or service
- A decision not to pursue the original idea

The quality of your work will be demonstrated by the **quality of your process and evidence**.

A successful student should be able to say:

**I had an assumption.**

**I tested it.**

**I gathered evidence.**

**I learned something.**

**I changed my thinking.**

**I made a better decision.**

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## THE ENTREPRENEURIAL JOURNEY

The course uses four simple stages:

### 1. OPPORTUNITY

Identify the problem, customer, market, and opportunity.

### 2. FEASIBILITY

Test the solution, business model, customer demand, and assumptions.

### 3. VENTURE DEVELOPMENT

Develop the marketing, operations, resources, and financial requirements.

### 4. LAUNCH

Develop the go-to-market strategy, pitch, and next steps.

Students continuously **test, learn, and adapt** throughout the process.

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## ENTREPRENEURIAL VENTURE PROJECT

The central experience of MGMT 3372 is the development of an entrepreneurial venture concept.

Students may work individually or in teams of **2–4 students**, subject to instructor approval.

Projects may include:

- New businesses
- Products
- Services
- Technology-enabled ventures
- Social enterprises
- Campus ventures
- Community ventures
- Small businesses
- New ventures within existing organizations

The venture does not have to become an operating business during the semester.

The objective is to develop **credible evidence of entrepreneurial potential and a clear recommendation regarding what should happen next.**

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## TEAM EXPECTATIONS

Students working in teams are expected to establish clear responsibilities and maintain professional communication.

Each team member should make meaningful contributions to:

- Research
- Customer discovery
- Analysis
- Experimentation
- Venture development
- Documentation
- Presentation

The instructor may request individual evidence of contribution when appropriate.

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## ENTREPRENEURSHIP SIMULATION

Students will participate in a **multi-round entrepreneurship simulation** during the semester.

The simulation provides a separate environment in which students can practice:

- Entrepreneurial decision-making
- Resource allocation
- Pricing
- Customer and market analysis
- Competition
- Revenue and costs
- Growth
- Risk
- Uncertainty
- Strategic adaptation

The simulation complements—but does not replace—the venture project.

Simulation Learning Cycle

**DECISION → RESULT → ANALYSIS → LEARNING → ADAPTATION → NEW DECISION**

The goal is not simply to achieve the highest financial score. Students will also be evaluated on **decision quality, strategic thinking, adaptability, and learning.**

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## ASSESSMENT AND GRADING

| Assessment                                                                    | Weight      |
|-------------------------------------------------------------------------------|-------------|
| <b>Assignments (weekly venture deliverables), Quizzes &amp; Participation</b> | <b>55%</b>  |
| <b>Entrepreneurship Simulation</b>                                            | <b>15%</b>  |
| <b>Venture Launch Pitch</b>                                                   | <b>15%</b>  |
| <b>Venture Launch Portfolio &amp; Reflection</b>                              | <b>15%</b>  |
| <b>Total</b>                                                                  | <b>100%</b> |

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### 1. Assignments, Discussions & Participation — 55%

This category includes ongoing entrepreneurial activities such as:

- Opportunity and problem discovery
- Customer interviews
- Market research
- Value proposition

- Business Model Canvas
- Experiment design
- MVP/prototype development
- Competitive analysis
- Pricing and revenue
- Feasibility analysis
- Marketing and go-to-market activities
- Cases, discussions, and peer feedback

Participation is based on preparation, engagement, contribution, professionalism, and application of course concepts.

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## 2. Entrepreneurship Simulation — 15%

Students will be evaluated on both **decision-making and learning**. The objective is not simply to achieve the highest simulation score.

Students should be able to explain:

- What decision they made
- What information they used
- What assumptions they made
- What happened
- What they learned
- What they would do differently

The simulation follows the learning cycle:

**DECISION → RESULT → ANALYSIS → LEARNING → ADAPTATION**

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## 3. Venture Launch Pitch — 15%

At the end of the semester, students will present their venture as though they are seeking investment or another form of support needed to launch. The audience will serve as potential investors evaluating whether the evidence presented justifies further support.

**Format:** 7-minute pitch + 3-minute Q&A

The pitch should demonstrate that students have moved beyond an idea and developed evidence supporting their opportunity.

The pitch should address, as appropriate:

- Problem and customer
- Market opportunity
- Solution and value proposition
- Customer evidence
- MVP/prototype
- Business model
- Competition
- Revenue model
- Feasibility
- Marketing/go-to-market strategy
- Risks and next steps

### Central Question

#### Why should we believe this venture can work?

Students should support their recommendations with **evidence rather than enthusiasm alone**.

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## 4. Venture Launch Portfolio & Reflection — 15%

### Venture Development Portfolio

Throughout the semester, you will develop a digital portfolio documenting the evolution of your venture. Rather than creating a traditional business plan, you will build an evidence-based record of your entrepreneurial learning and decision-making.

Your portfolio will incorporate the major venture-development assignments completed throughout the semester, including your initial venture idea, problem statement, customer research, value proposition, Business Model Canvas, pricing and revenue assumptions, competitive analysis, experiments, MVP/prototype, feasibility analysis, go-to-market strategy, and final venture concept.

The portfolio should demonstrate how your venture changed over time and, most importantly, **how evidence influenced your decisions**. You are not expected to maintain your original idea throughout the semester. Changes, pivots, and even abandoned assumptions are an important part of the entrepreneurial process.

#### Your portfolio should tell the story of your venture:

**What did we believe? → What did we test? → What did we learn? → What did we change? → What do we believe now?**

Students may complete the venture individually or in teams. Team portfolios should document the development of the shared venture, while each team member must also include an individual contribution and reflection.

Students will maintain a digital portfolio documenting the development of their venture throughout the semester.

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## INDIVIDUAL REFLECTION

Students will also complete an individual reflection addressing questions such as:

- What did I learn about entrepreneurship?
- How did my idea change?
- What did customers teach me?
- What assumption was most difficult to test?
- What did I learn from an unsuccessful experiment?
- What did the simulation teach me?
- What decision would I make differently?
- Would I launch this venture? Why or why not?
- What would I do next?

The emphasis is on **learning, evidence, adaptation, and reflection.**

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## TENTATIVE COURSE SCHEDULE

**Note:** Readings listed below should be completed **before the class meeting for which they are assigned**, unless otherwise announced in Blackboard.

| Week | Date    | Topic & Learning Focus                           | In-Class Experience                                                                     | Reading                                                                                          | Major Deliverable                       |
|------|---------|--------------------------------------------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------|
| 1    | Aug. 26 | <b>Welcome to the Entrepreneurial Experience</b> | Entrepreneurial Opportunity Sprint; course/project orientation; simulation introduction | <b>Allen Ch. 1–2:</b> Understanding Entrepreneurship; Preparing for the Entrepreneurial Journey. | Initial Venture Idea                    |
| 2    | Sept. 2 | <b>From Ideas to Opportunities</b>               | Opportunity discovery challenge; problem identification;                                | <b>Allen Ch. 3:</b> Creating Opportunity.                                                        | Problem Statement + Initial Assumptions |

|   |          |                                                  |                                                                                             |                                                               |                                                                           |
|---|----------|--------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------|
|   |          |                                                  | assumption mapping                                                                          |                                                               |                                                                           |
| 3 | Sept. 9  | <b>Customer &amp; Market Discovery</b>           | Customer interview workshop; interview practice; research design                            | <b>Allen Ch. 4:</b> Analyzing the Industry and Market.        | Customer Discovery Plan                                                   |
| 4 | Sept. 16 | <b>Testing the Market</b>                        | Customer discovery workshop; interview evidence review; market-sizing exercise              | <b>Allen Ch. 4:</b> Analyzing the Industry and Market.        | Customer Discovery Findings + Market Evidence, <b>Quiz 1 Chapters 1-4</b> |
| 5 | Sept. 23 | <b>Value Proposition &amp; Customer Demand</b>   | Value Proposition Challenge; customer problem/solution fit; Simulation Round Practice Round | <b>Allen Ch. 5:</b> Developing and Testing a Business Model.  | Value Proposition, Simulation Practice Round & Round 1                    |
| 6 | Sept. 30 | <b>Business Model Design</b>                     | Business Model Canvas workshop; model assumptions                                           | <b>Allen Ch. 5:</b> Developing and Testing a Business Model.  | Business Model Canvas, Simulation Round 2                                 |
| 7 | Oct. 7   | <b>Customer Demand, Sales &amp; Pricing</b>      | Demand and pricing challenge; revenue-model analysis                                        | <b>Allen Ch. 9:</b> Calculating Startup Capital Requirements. | Pricing + Revenue Assumptions; Simulation Round 3                         |
| 8 | Oct. 14  | <b>Competition &amp; Market Positioning</b>      | Competitive response challenge; differentiation                                             | <b>Allen Ch. 4–5:</b> Industry/Market + Business Model.       | Competitive Positioning Analysis; Simulation Round 4                      |
| 9 | Oct. 21  | <b>Experimentation &amp; Product Development</b> | Experiment-design lab;                                                                      | <b>Allen Ch. 6:</b> Prototyping and                           | Experiment Plan; Simulation Round 5                                       |

|    |         |                                                                               |                                                                                         |                                                                                                                       |                                                                                                                                                                                                                                                  |
|----|---------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |         |                                                                               | hypothesis testing                                                                      | Validating a Solution.                                                                                                |                                                                                                                                                                                                                                                  |
| 10 | Oct. 28 | <b>MVP Design &amp; Prototyping</b>                                           | MVP/prototype workshop; Rapid testing                                                   | <b>Allen Ch. 6:</b> Prototyping and Validating a Solution.                                                            | MVP/Prototype; Simulation Round 6 & Reflection                                                                                                                                                                                                   |
| 11 | Nov. 4  | <b>User Testing: Pivot, Persist, or Abandon?</b>                              | User-testing workshop; experiment analysis; Simulation Debrief                          | <b>Allen Ch. 7–8:</b> Protecting the Startup's Assets; Building the Founding Team.                                    | Experiment Results + Pivot/Persist/Abandon Decision; <b>Quiz 2</b><br><b>Chapters 5-9</b>                                                                                                                                                        |
| 12 | Nov. 11 | <b>Building a Viable Venture: From Idea to Operation</b>                      | Venture feasibility stress test; operations, resources, costs, and startup requirements | <b>Allen Ch. 10–13:</b> Startup Capital; Business Plan; Entrepreneurial Organization; Startup Operations; Legal Form. | Technological, Operational & Economic Feasibility Analysis; <b>Quiz 3</b><br><b>Chapters 10-13</b>                                                                                                                                               |
| 13 | Nov. 18 | <b>Funding Your Venture: Marketing, Storytelling &amp; the Investor Pitch</b> | Go-to-market challenge; pitch structure; peer feedback                                  | <b>Allen Ch. 14–15:</b> Startup Marketing Plan; Ethics and Social Responsibility.                                     | Go-to-Market Strategy + Draft Pitch Assignment                                                                                                                                                                                                   |
| 14 | Nov. 25 | <b>No Formal Class</b>                                                        | No class. Independent venture development and pitch preparation                         | <b>Allen Ch. 16–17:</b> Funding Startup and Growth; Planning for Growth and Change.                                   | <b>Portfolio Integration &amp; Pitch Preparation</b><br>Students organize and revise their venture portfolio, finalize the BMC, feasibility analysis, go-to-market strategy, and prepare the final pitch; <b>Quiz 4</b><br><b>Chapters 14-17</b> |
| 15 | Dec. 2  | <b>FINAL VENTURE LAUNCH DAY</b>                                               | <b>7-Minute Pitch + 3-Minute Q&amp;A;</b> venture presentations; final                  | Review relevant chapters and course materials                                                                         | Final Pitch due 12/4;<br>Venture Portfolio + Final BMC +                                                                                                                                                                                         |

|  |  |  |                             |  |                                                |
|--|--|--|-----------------------------|--|------------------------------------------------|
|  |  |  | entrepreneurial<br>learning |  | Individual Reflection,<br>Peer Evaluation 12/5 |
|--|--|--|-----------------------------|--|------------------------------------------------|

## IMPORTANT NOTICE ABOUT THE COURSE SCHEDULE

This schedule is provided for planning purposes and is not contractual.

The instructor reserves the right to modify course content, readings, assignments, due dates, activities, or sequencing when necessary to support student learning, accessibility, current events, or course needs.

Changes will be communicated through Blackboard and/or university email.

Students are responsible for checking Blackboard regularly.

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## Reading Progression

The textbook progression intentionally follows the venture-development process:

**Weeks 1–2:** Entrepreneurship and opportunity

**Weeks 3–4:** Industry, market, and customer discovery

**Weeks 5–6:** Business models and value propositions

**Weeks 7–8:** Financial assumptions, demand, pricing, and competition

**Weeks 9–10:** Prototyping and validation

**Week 11:** Assets and founding teams

**Week 12:** Capital, planning, organization, operations, and legal structure

**Week 13:** Marketing, ethics, and social responsibility

**Week 14:** Funding, growth, and next-stage planning

**Week 15:** Integration, pitch, and launch recommendation

This progression is designed to ensure that textbook concepts are immediately applied to the student's venture rather than treated as separate academic material.

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## ENTREPRENEURIAL EXPERIMENT LOG

Throughout the semester, students should maintain an experiment log.

Each major experiment should document:

Component   Question

**Assumption**   What do we believe to be true?

**Importance**   Why does this assumption matter?

**Hypothesis**   What specifically do we predict?

**Test**   How will we test it?

**Evidence**   What data will we collect?

**Result**   What happened?

**Learning**   What did we learn?

**Decision**   What will we do next?

The experiment log becomes an important component of the final portfolio.

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## **BUSINESS MODEL CANVAS DEVELOPMENT**

Students should expect their Business Model Canvas to change.

The course will use the Business Model Canvas as a **living document**, rather than a one-time assignment.

Students should preserve major versions of the canvas so that the final portfolio demonstrates:

**What we originally believed → What we tested → What we learned → What changed**

The final Business Model Canvas should represent the team's best evidence-based model at the end of the semester.

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## **SIMULATION LEARNING CYCLE**

The simulation should be treated as a laboratory for entrepreneurial decision-making.

For each major simulation round, students should consider:

## **1. DECISION**

What did we decide?

## **2. ASSUMPTIONS**

What did we believe would happen?

## **3. EVIDENCE**

What information influenced the decision?

## **4. RESULT**

What happened?

## **5. LEARNING**

What did the result teach us?

## **6. ADAPTATION**

What would we change?

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## **COURSE EXPECTATIONS**

### Preparation

Students should arrive prepared to discuss assigned readings and apply course concepts to their ventures.

### Evidence

Entrepreneurial claims should be supported by evidence whenever possible.

Students should distinguish among:

- What they know
- What they believe
- What they assume
- What they have tested
- What remains uncertain

### Professionalism

Entrepreneurship requires professional interaction with customers, teammates, community members, business owners, and other stakeholders.

Students are expected to communicate respectfully and professionally.

Iteration

Venture concepts are expected to change.

Students should not feel pressure to preserve an idea merely because it was their original idea.

The strongest entrepreneurial decision may be to:

- Persist
- Pivot
- Pause
- Redesign
- Test again
- Abandon the opportunity

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

Generative AI tools may be used in this course when the instructor explicitly identifies an activity as an appropriate context for AI experimentation, analysis, or learning.

Outside those circumstances, students should not use AI tools to generate content that becomes part of evaluated student work unless the instructor has explicitly permitted such use.

When AI use is permitted:

1. Students must clearly identify where and how AI was used.
2. Students remain responsible for the accuracy, originality, and integrity of submitted work.
3. Students must cite AI-generated material that informed their work when required by the assignment.
4. No more than **25% of submitted student work may be generated by AI**, unless a specific assignment provides a different written instruction.
5. Students should retain appropriate records of significant AI assistance when requested.
6. Students should not represent AI-generated work as entirely their own.

AI should be treated as a tool for learning—not as a substitute for entrepreneurial judgment.

Students should be able to explain and defend the ideas, evidence, calculations, decisions, and conclusions contained in their work.

If students are uncertain whether a particular use of AI is permitted, they should ask the instructor **before submitting the work**.

Unauthorized or improperly attributed AI-generated work may constitute academic dishonesty under Texas A&M-San Antonio policies.

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## A FINAL WORD ABOUT THE COURSE

MGMT 3372 is not designed around the assumption that every student will create a successful business.

It is designed around the assumption that **every student can learn to think and act entrepreneurially**.

You may discover that your original idea is excellent.

You may discover that it needs significant revision.

You may discover that customers do not want what you initially thought they wanted.

You may pivot.

You may abandon one idea and develop another.

All of these outcomes can represent successful entrepreneurial learning.

What matters is that you can demonstrate:

**I had an assumption.**

**I tested it.**

**I gathered evidence.**

**I learned something.**

**I changed my thinking.**

**I made a better decision.**

That is the entrepreneurial experience.

The goal of MGMT 3372 is simple:

Don't just develop an idea. Develop evidence.

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## 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](mailto: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](mailto: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](mailto: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:

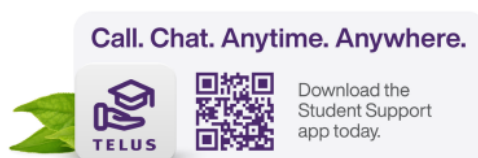
**Appointments available MATH Walk in Tutoring – No appointment needed**

|           | <b>Appointments available</b> | <b>Walk in Tutoring – No appointment needed</b> |
|-----------|-------------------------------|-------------------------------------------------|
| 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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 /<br>University Closed                                                                 |
| September 9              | Census Date – Students not paid in full<br>or enrolled in a payment plan by 4:59<br>pm may be dropped for non-payment |
| October 5 – October 16   | Midterm grading period                                                                                                |
| November 13              | Last day to drop with an automatic<br>“W”                                                                             |
| November 25              | Study Day – No classes                                                                                                |
| November 26-November 28  | Thanksgiving Holiday – No Classes /<br>University Closed                                                              |
| November 30              | Last day to drop a course or withdraw<br>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*