



TEXAS A&M UNIVERSITY
SAN ANTONIO

**College of Education and Human Development Department of
Counseling, Health & Kinesiology**
EDCG 5335 Human Development Across the Lifespan
Spring 2024

Instructor: Carla Smith, PhD, LPC-S

Class time & Location: Tuesdays 5:30 - 6:45 PM | Classroom Hall 203

E-mail & Phone: carla.smith@tamusa.edu | (210)784-2471

Office Hours: Monday 3:00 - 5:00; Tuesday 2:00 - 5:15; by appointment W - F (in person or zoom)

Office Location: Classroom Hal 214J

Required ebook/ Textbook:

Papali D. E. and Martorell, G. (2020) 14th ed., Experience Human Development.
New York: McGraw-Hill Education.

Recommended Textbooks: N/A

Course Description:

This course provides a comprehensive overview of cognitive, physical, and psychological developmental aspects across the lifespan. Various theories associated with the developmental process will be explored and discussed. Special emphasis will be devoted to linking theory with practice across multiple settings (school, agencies, home).

Student Learning Outcomes:

1. Students will learn the influence that biological factors have on the development of a fetus.
2. Students will learn the influence that diseases, nutrition, and physical injuries have on the development of an individual over his/her lifetime.
3. Students will learn the influence of the environment on the individual as he/she develops over their lifetime to include the role of education and social interaction.
4. Students will learn to understand the effect that not only society in general has on the development of an individual over his/her lifetime, but they will also understand the unique effect each individual's culture also has on his/her development.
5. Students will be able to develop treatment programs for individuals taking into consideration the role that human development has on the approaches used.

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6. Students will learn the different theoretical approaches to understanding human development including psychodynamic, behavioral, and cognitive approaches.
7. Students will learn the effect of human development on an individual's ability to work and will learn how work influences human development.

CACREP Standards:

Section 2: Professional Counseling Identity

F. Counseling Curriculum Human Growth and Development

- a. Theories of individual and family development across the lifespan
- b. Theories of learning
- c. Theories of normal and abnormal personality development
- e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. Systemic and environmental factors that affect human development, functioning, and behavior
- h. A general framework for understanding differing abilities and strategies for differentiated interventions
- i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

TEA School Counseling Standards:

Domain I – Understanding

**Students Competency 001 –
Human Development**

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meet the needs of all students.

Domain I – Understanding Students

Competency 003 - Factors Affecting Students

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Key Performance Indicator:

CACREP CORE OR SPECIALTY AREA: Human Growth & Development

The Application of Human Growth & Development Paper will be used to apply the theories taught in the class to a case study specific counseling situations.

3. HUMAN GROWTH AND DEVELOPMENT

- a. Theories of individual and family development across the lifespan
- b. Theories of learning
- c. Biological, neurological, and physiological factors that affect

human development, functioning, and behavior

- d. Systemic and environmental factors that affect human development, functioning, and behavior
- e. A general framework for understanding differing abilities and strategies for differentiated interventions
- f. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

Students who score 0-2 on a key performance indicator assignment will meet with the instructor to discuss remediation with the possibility of a Fitness to Practice referral.

KEY PERFORMANCE INDICATOR:

Human Growth & Development Paper

In this paper students will:

1. Will apply theories of Human Growth & Development to a situation that will deal with counseling relationships.
2. Will demonstrate how they would educate the participants in the counseling relationship dealing with Human Growth & Development.
3. Will discuss how to develop intervention strategies based on Human Growth & Development.
4. Will discuss how to measure successful outcomes.

This paper will be at least 4 full pages of text (not including cover page and reference page). Students will choose a topic from the instructor list of acceptable counseling situations. Three professional COUNSELING journal reference articles will be the minimum. Reference dates should not precede 2014. The paper must be in APA style.

Student papers will include the following:

1. Cover page
2. Reference page – APA style
3. Three professional counseling journal articles related to the case study. These three articles (printed or downloaded) are to be turned in with the paper.

GRADING RUBRIC: Human Growth and Development Paper

Criteria	RATINGS			
	4 Points	3 Points	2 Points	0-1
Identification/Explanation of Counseling problem identified	Identifies a specific human developmental issue and its impact on counseling cases	Demonstrates average understanding of the problem	Demonstrates minimal understanding of the case/theory	Fails to demonstrate an understanding of the case/theory
Applicable Human Growth & Development Theories	Includes all appropriate developmental theories applicable to issue/case Above average detail/analysis	Outlines appropriate theories/has good understanding and elaborates on most applicable theories	Applies partial theories to the case or applies incorrect theories, fragmented application	Fails to apply appropriate theories to the case
Development of a treatment strategy	Fully develops an effective treatment plan over numerous domains of human development	Outlines an average treatment plan for developmental issue	Develops incomplete/partial treatment plan	Fails to develop appropriate treatment plan
Counseling Journal References	Extensive research (3+) on issue /development/case, current	Utilizes 3 references relevant to developmental issue/case	Utilizes 2 or less references or not journal references	No references
Writing Style	Excellent narrative, appropriate use of APA, good organization and flow	Demonstrates good quality of writing and appropriate use of APA format	Writing has many grammatical, spelling errors and/or problems with APA style	Fails to demonstrate quality of writing and proper use of APA style
Total/Notes				

EVALUATION PROCESS:

The professor will complete the following rubric to assess the Human Growth & Development Paper. Points correspond to the rating scale.

Points	Overall Rating	Rating Scale	Description
19-20	Mastery	4	Able to perform at a high level without supervision on a consistent basis
16-18	Proficient	3	Able to perform without supervision on a consistent basis
14-15	Developing	2	Able to perform with supervision on a consistent basis
11-13	Beginning	1	Able to perform with supervision on an inconsistent basis
0-10	Inadequate	0	Unable to perform with supervision

KEY PERFORMANCE INDICATOR SCORE: _____

Students who score 0-2 on a key performance indicator assignment will meet with the instructor to discuss remediation with the possibility of a Fitness to Practice referral.

Graduate Class Policies

A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before mid-semester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment or accusations in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor.

Student Rights and Responsibilities

The purpose of the following statement is to enumerate the essential provisions for the student freedom and responsibility to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the [A&M-San Antonio Student Code of Conduct](#). *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 procedure that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the university, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, genetic information 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 the 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, University Catalog and students must comply with them and the laws of the land.
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 an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.
6. We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Use of Generative AI in Association with Course Assignments

There is a variety of AI programs available to assist in completing assignments, yet AI programs are not a replacement for human creativity, originality, and critical thinking. Writing is a craft that you must develop during your course of studies as a means to organize and communicate your positions and impressions of subject material. Students must obtain permission from the instructor before using AI composition software like (e.g. ChatGPT) for any assignments in this course. Using these tools without instructor permission puts your academic integrity at risk. Additionally, assignments submitted through the course Turnitin platform in BlackBoard will include AI detection as a part of the standard plagiarism screening.

Cheating and Plagiarism

Students are expected to do their own course work. Simple cases of first offense cheating or plagiarism by an individual student may be handled by the instructor after consultation with the department chair. For more serious cases, such as those involving repeated offenses, conspiracy with other students or the theft and selling of examination questions, a report should be made by the instructor via the department chair and college dean to the

provost and vice president for Academic Affairs for disciplinary action. Expulsion from the University is a normal penalty for such offenses.

Plagiarism is a serious violation of academic integrity, and students who engage in plagiarism are subject to disciplinary action. The type of disciplinary action will depend on the severity of the plagiarism but may ultimately lead to the student's expulsion from the program and/or revocation of a student's degree, if the student has already graduated. Please review the Student Handbook for a complete description of the process.

1. Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise to give an unfair advantage to the student. Examples include, but are not limited to:
 - a. Copying from another student's paper or receiving unauthorized assistance during an assignment, quiz, test or examination;
 - b. Having another person other than oneself attempt to complete an assignment or exam.
 - c. The acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff;
 - d. Unauthorized collaboration on assignments and exams; even thru electronic means
 - e. Using unauthorized assistance such as books, notes or other devices (e.g. calculators, cell phones, or computers, etc.);
 - f. Using, Selling, giving or exchanging completed exams to a student who has not yet taken the test;
2. Collusion: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. This includes, but is not limited to, the unauthorized collaboration with another individual in progressing forward on academic assignments.

Class Attendance & Format

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

- 10% of your grade is based on attendance, participation, and accessing Blackboard, which equals 10 points over 16 weeks.
- Class attendance will also be measured by turning in assignments on time.
- Students are allowed 2 absences without penalty, regardless of reason. Each absence after the 2 (again, regardless of reason), will be a 2 point deduction from your attendance grade.
- **All** course material will be turned in on Blackboard.

Religious Observances

Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or 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.

Research on Human Subjects

Any research that involves human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects at A&M-San Antonio prior to any data collection. Specific forms, instructions, and additional information are provided online:

<http://www.tamusa.edu/graduatestudiesandresearch/irb/irbforms.html>.

Americans with Disabilities Act

Academic Accommodations for Persons with Disabilities: The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is dss@tamusa.edu;

<http://www.tamusa.edu/studentengagementsuccess/dss/AccessDSS/index.html>

Message for pregnant and parenting students:

Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. 1681 et seq., protects students in all of the academic, educational, extracurricular, athletic, and other programs or activities of universities. This includes prohibiting discrimination against pregnant and parenting students. A student who is pregnant or parenting is entitled to special services. Texas A&M University-San Antonio is committed to implementing all provisions of Title IX. For availing of special services available to students whose curricular and co-curricular work is impacted by pregnancy and parenting related issues contact Ms. Kimele Carter, Director of Disability Services.

Incompletes

The spirit of the “Incomplete” is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances: 1. 70% of the class has been completed and student is passing with a “C” or better 2. The circumstance for which the “I” is requested is supported with documentation 3. Student has been attending class on a regular basis Incompletes are not to be used to remedy excessive absences. Unforeseen circumstances precipitating the request for an “I”, should occur near the end of the semester.

Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an “I”, a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All “I”s will automatically revert to an “F” after one year.

Dropping a Course

Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for “dropping” a student from a course. Please be aware that if you do not formally drop a course and fail to fulfill the academic requirements, the professor will submit the earned grade.

Grading Policy

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69 and F = below 60

Course Requirements

CACREP/TEA	Assignment.	Percentage	Date
Section 2.F.3.a, 3b, 3e, 3f, 3h, 3i TEA 001 TEA 003	Exam I	20%	02/27
Section 2.F.3.a, 3b, 3e, 3f, 3h, 3i TEA 001 TEA 003	Exam II	20%	04/02
Section 2.F.3.a, 3b, 3e, 3f, 3h, 3i TEA 001 TEA 003	Final Exam	30%	05/07
Section 2.F.3.a, 3b, 3e, 3f, 3h, 3i	HG&D Paper	20%	04/21 @ 11:59 PM
Section 2.F.3.a, 3b, 3e, 3f, 3h, 3i	Participation/Pop Quizzes/ Attendance	10%	Ongoing

Tests

Tests will be multiple choice and short answer administered thru Blackboard or in class. Any additional quizzes included on BB are more for a learning experience to help focus you on what's vital from the chapters, not a gotcha. Do not depend on fellow classmates to give you the answers. Find them yourselves after quiz is discussed in class.

Chapter Outlines

Included on BB are publisher chapter outlines to help you focus on the terminology, theories, etc. They are appropriate for test review or reviewing before you read the chapter. Videos are also on BB to reinforce the concepts in the chapters.

Human Growth and Development Paper

Students will write a paper that deals with a topic in the field of human development. This paper will be according to APA style and will consist of a cover page and will be at least 4 full pages of text (this does not include the cover page) and will be based upon **at least three (3) professional counseling journal articles** related to the issues covered. The student will be given a situation in which an individual or a couple is seeing a counselor to deal with an issue that relates to the field of human development. The

1/30	Section 2.F: 3a, b, c, e, f TEA 001 TEA 003	The influence of biological, environmental, and social/cultural effects on the developing child prenatally; the role of genetics; genetics effects on personality Cognitive Development Video https://fod-infobase-com.tamusa.idm.oclc.org/p_ViewVideo.aspx?xtid=6013 Human Brain Development Nature vs. Nurture https://tamusa.idm.oclc.org/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=104988&xtid=44909	Chapters 3-4
2/6	Section 2.F: 3a, b, e, f TEA 001 TEA 003	Cognitive development during the first 3 years; Language development; Approaches	Chapter 5
2/13	Section 2.F: 3a, b, e, f TEA 001 TEA 003	Psychosocial development during the first 3 years; Developmental issues; Relationships; Abuse	Chapter 6
2/20	Section 2.F: 3a, b, e, f TEA 001 TEA 003	Infancy and Toddlerhood: Physical, Cognitive, and Language Development; Personality Development and Sociocultural Development	Chapter 7
2/27			EXAM I CHAPTERS 1-7 IN CLASS
3/5	Section 2.F: 3a, b, e, f, h TEA 001 TEA 003	Early Childhood: Physical and Cognitive Development; Preschool, Middle Childhood: Personality and Sociocultural Development	Chapter 8
3/19	Section 2.F: 3a, b, e, f, h TEA 001 TEA 003	Physical and cognitive development in middle childhood; What is intelligence? Public Law 94-142; Section 504 of the Rehabilitation Act of 1973 PAPERS DUE: 04/21/24 (4.5 weeks)	Chapters 9-10

3/26		Adolescence and Emerging Adulthood: Physical and Cognitive Development. Adolescence and Emerging Adulthood: Personality and Sociocultural Development. https://fod-infobase-com.tamusa.idm.oclc.org/p_ViewVideo.aspx?xtid=188317	Chapters 11-12
4/2			EXAM II CHAPTERS 8-12 IN CLASS
4/9	Section 2F: 3a, b, e, h TEA 001 TEA 003	Physical and cognitive development in young adulthood; Normative Events vs. Idiosyncratic Events; Stage-Based Theories; Intrinsic and Extrinsic Values of Work	Chapter 13-14
4/16	Section 2, 3a, b, c, e, f TEA 001 TEA 003	Middle Adult Changes: Personality and Sociocultural Development; Health Trends	Chapter 15-16 Paper Due Sunday (4/21)
4/23	Section 2, 3a, b, e, f TEA 001 TEA 003	Late Adulthood Death and Dying: Portraits of Grief https://tamusa.idm.oclc.org/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=104988&xtid=8501	Chapter 17-18 Chapter 19
4/30		Study Day – No Class	
5/7		FINAL EXAM (comprehensive)	All Chapters

Technology Requirements

To participate in this course, you should have easy access to a computer with high-speed internet connection via cable modem, LAN or DSL. Please check with IT for loaner computers.

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments. If you have an issue with using the lockdown browser, please contact me. It is already loaded on university laptop. The software is vetted, approved and paid for by university.

Under each course with a KPI requirement/syllabus, to obtain forms, and to monitor your progress thru program, log in to TEVERA under syllabus tab. You will be **REQUIRED** to sign your KPI for this class before the end of the semester (05/12/24). Please log into Tevera and connect to the class by the end of the first week of school.

If you need Blackboard support at any time during the course or to report a problem with Blackboard you can: *Visit the Blackboard Student Help Site or call 210-784-4357.

ADDITIONAL IMPORTANT POLICIES AND RESOURCES

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 is an appointment-based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu or calling (210)-784-1332. Appointments can also be made through JagWire under the services tab.

Counseling Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM. All mental health services provided by the SCC are free, confidential (as the law allows), and are not part of a student’s academic or university record. SCC provides brief individual, couples, and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit www.tamusa.edu/studentcounseling. *In a crisis situation, please walk-in to the Student Counseling Center (SCC) any time between the hours of 8:00AM and 5:00PM to be seen by a licensed clinician. After hours, please contact UPD at 911 or text “HOME” to 741-741 24/7/365 to connect with a trained crisis counselor. The National Suicide Prevention hotline also offers a 24/7/365 hotline at 1-800-273-8255.*

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio’s mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message,

email and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21:

U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing Center: The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. The Writing Center is currently holding all appointments digitally. Students can schedule appointments with the Writing Center in JagWire under the student services tab. 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 at www.tamusa.edu/Writing-Center. The Writing Center can also be reached by emailing writingcenter@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 contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military@tamusa.edu or (210)784-1397.

Respect for Diversity: We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from

diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

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, equality of 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, diversity, pluralism and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio has staff members trained to support survivors 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 university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and other healthcare providers) 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 or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.