



TEXAS A&M UNIVERSITY
SAN ANTONIO

**College of Education and Human Development Department of
Counseling, Health & Kinesiology
EDCG 5328 Group Counseling
Spring 2025**

Instructor: Tamara J Hinojosa, PhD, LPC

Class time & Location: Tuesdays 7:00 – 9:45 pm | Hall 303

E-mail & Phone: thinojos@tamusa.edu | (210) 784-2562

Office Hours: Tuesdays 3:00-5:25 pm and Thursdays 3:30-5:30 pm or by appointment

Office Location: Classroom Hall #214E

Virtual Office: <https://tamusa.zoom.us/j/tamara.hinojosa>

Required Textbooks:

Gladding, Samuel T. (2020) *Groups: A Counseling Specialty*. Pearson ISBN: 978-0135166895

Recommended Textbooks:

Kottler, Jeffrey. *On being a therapist*. Jossey-Bass.

McHenry, B., & McHenry. *What therapists say and why they say it: Effective therapeutic responses and techniques*. Boston: Pearson Education, Inc.

Course Description:

This course is designed to provide the student with an understanding of group dynamics, theories, and techniques. Special emphasis on developmental stages of the group process, leadership roles, and various responsibilities associated with forming and conducting groups. Types of groups and common group settings will be examined. Prerequisites: EDCG 5313, and EDCG 5317.

Student Learning Outcomes:

Students will be able to:

- identify and discuss various group counseling theories and techniques.
- evaluate group dynamics, including group stage development and identification of specific group member roles.
- define characteristics, facilitation styles, and approaches of effective group counseling leaders.
- discuss specific ethical codes from the ACA Code of Ethics related to group counseling.
- practice group counseling skills by leading small group activities over the course of one academic term.
- develop a group proposal with an emphasis on establishing appropriate group type and goals, group member selection criteria/screening, and methods of evaluation of group counseling effectiveness.

CACREP Standards:

Section 2: Professional Counseling Identity

F. Counseling Curriculum

6. Group Counseling and Group Work

a. Theoretical foundations of group counseling and group work

- b. Dynamics associated with group process and development
- c. Therapeutic factors and how they contribute to group effectiveness
- d. Characteristics and functions of effective group leaders
- e. Approaches to group formation, including recruiting, screening, and selecting members
- f. Types of groups and other considerations that affect conducting groups in varied settings
- g. Ethical and culturally relevant strategies for designing and facilitating groups
- h. Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

TEA School Counseling Standards:

Domain II – Planning and Implementing the Developmental Guidance and Counseling Program

Competency 006 – Counseling

The school counselor understands how to provide effective counseling services to individuals and small groups.

Key Performance Indicator:

CACREP CORE OR SPECIALTY AREA: Group Counseling and Group Work

The **Group Counseling Techniques Portfolio** is used to determine the level of student knowledge and skills related to the following CACREP Standards:

- 6. a. theoretical foundations of group counseling and group work
- 6. b. dynamics associated with group process
- 6. d. characteristics and functions of effective group leaders
- 6. h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

Students who fail a summative assignment [receive a rating scale of 2 or below] will meet with the issuing faculty and schedule a Fitness to Practice Committee meeting. The Fitness to Practice Committee meeting will result in the student being placed on a developmental plan or dismissed from the program.

KEY PERFORMANCE INDICATOR:

Group will include:

- 1. Group Counseling Skills Scale- students are assessed on their group counseling leadership skills (6 d)
- 2. Group Counseling Session Summary- students will report their understanding of the theoretical foundations of group counseling/work and the dynamics associated with group work (6 a,b,d)
- 3. Small Group Activity 10-Hour Time Log (6 h)

1. Group Counseling Techniques Portfolio Section One: Group Counseling Skills Scale

GROUP COUNSELING SKILLS SCALE

Student Name

Date

This assessment checklist is used to evaluate the following **10 group counseling skills**. Each skill is expected to be demonstrated in the group counseling session:

- opening the group session in a professional manner
- reflecting feelings
- using open ended questions appropriately
- effectively uses silence
- facilitating group toward collaborative goals
- linking group members

- focusing on PROCESS vs. content
- focusing on the here-and-now
- appropriate self-disclosure
- summarizing and closing the session appropriately

Grading Method- Each of the ten group counseling skills will be scored from 0-2 points. The following scale descriptions will be used to assess students' skills:

0	inability to demonstrate the skill
1	ability to demonstrate the skill adequately (some missed opportunities for using the skill in the group session and hesitation in using the skill in the group session)
2	ability to demonstrate the skill competently and consistently with no hesitation throughout the group session

Students can earn up to two points for each of the ten group counseling skills-- earning a maximum of 20 points on the scale.

Group Counseling Skills Scale

		0 Points	1 Point	2 Points
1	Student is able to <u>open session</u> in a professional manner (ie: student may introduce self, discuss confidentiality, review previous session, discuss session plan, etc.).			
2	Student is able to <u>reflect feelings</u> to group members (ie: it seems that you're feeling...).			
3	Student is able to use <u>open ended questions</u> appropriately (How, when, where, what words are used to begin open ended questions).			
4	Student uses <u>silence</u> effectively (student uses silence to help GM's reflect or to prompt group to use their own resources).			
5	Student uses <u>facilitating skills</u> to guide group toward a collaborative goal (e.g., student facilitates communication that helps GM's take responsibility for the group's direction).			
6	Student is able to <u>link</u> group members (verbally connecting what one GM is saying/doing with what other GM's are saying/doing).			
7	Student <i>appropriately</i> focuses on <u>PROCESS</u> vs. content (e.g., helping GM's focus on here-and-now group dynamics; facilitating feedback among GM's).			
8	Student effectively uses a <u>here-and-now focus</u> (i.e: "Let's check-in and see how everyone is doing right now.")			
9	Student uses <u>appropriate self-disclosure</u> (e.g., revealing your reactions to here-and-now events in the group: "I'm concerned that we're not progressing toward our goals.")			

10	Student is able to <u>summarize and close session</u> effectively.			
Total Points				

2. Group Counseling Techniques Portfolio Section Two: Group Counseling Session Summary

GROUP COUNSELING SESSION SUMMARY

Student Counselor’s Name:

Date:

Session Number:

Number of participants:

Presenting Topic:

1. What were the mutually agreed upon group counseling goals for this group session?
2. Did anything happen during the group session that caused you to reconsider your goals? How did you resolve this?
3. Identify the stage of group development that your group appears to be at based on what you observed during the group counseling session. Please provide examples of group interactions and dynamics that support the group development stage that you identify.
4. As group leader, what style did you use (e.g., democratic, authoritarian)? Explain how this was implemented AND how group members seemed to react to this group leadership style.
5. What was the major theme of this group session? Describe any major important content.
6. Describe the group dynamics. Include observations about specific group member roles (e.g., silent members, monopolizers) and about the overall group dynamics (e.g., sub- grouping, conflict).
7. What group counseling theory and group counseling techniques (e.g., linking, facilitating) were used predominantly in this session and why were they used?
8. What ethical questions, concerns, issues or dilemmas were raised during this session? (None is not an appropriate answer)?
9. Review the ACA Code of Ethics. List the specific ethical code(s) that apply in this session.
10. How successful was the group session? How do you know?
11. What did you learn about the group counseling process from this session?
12. What specific questions do you have for your supervisor regarding this and /or future group sessions?

3. Group Counseling Techniques Portfolio Section Three: Small Group Activity 10-hour Time Log
SMALL GROUP ACTIVITY 10-hour TIME LOG

Small Group Activity 10-hour Time Log (4 points)

Student Name: _____ Semester: _____

	Date							
Group Counseling Hours								
Group Co-Leadership								0
Group Member								0
							Total	0

GRADING RUBRIC: The following rubric will be used to score the total Group Counseling Techniques Portfolio, which includes three sections described above; total 20 points maximum.

POINTS	0	1	2	3	4
(1) Group Counseling Skills Scale Score	Demonstrates 4 or less group counseling skills adequately (0-4 points on GCSS)	Demonstrates 5 to 8 group counseling skills adequately (5-8 points on GCSS)	Demonstrates at minimum 9 group counseling skills adequately; Demonstrates at maximum 2 of the 10 skills competently and consistently (9-12 points on GCSS)	Demonstrates 3-6 group counseling skills competently and consistently (13-16 points on GCSS)	Demonstrates 7-10 group counseling skills competently and consistently (17-20 points on GCSS)
(2) Group Counseling Session Summary: Knowledge of group stages	Did not complete	Failed to demonstrate understanding about group stage development	Demonstrates incomplete understanding of group stage development	Demonstrates proficient understanding of group stage development based on observations of group dynamics	Demonstrates comprehensive understanding of group stage development based on observations of group dynamics
Group Counseling Session Summary: Group style/theory used	Did not complete	Failed to demonstrate understanding of group leadership style and group counseling theory used in session	Demonstrates incomplete understanding of group leadership style and group counseling theory used in session	Demonstrates proficient understanding of group leadership style and group counseling theory used in session	Demonstrates comprehensive understanding of group leadership style and group counseling theory used in session

Group Counseling Session Summary: Description of group dynamics	Did not complete	Failed to demonstrate understanding of group dynamics and group member roles	Demonstrates incomplete understanding of group dynamics group member roles	Demonstrates proficient understanding of group dynamics and group member roles	Demonstrates comprehensive understanding of group dynamics and group member roles
(3) Small Group Activity Time Log	Did not complete	Log submitted with 1-3 hours completed	Log submitted with 4-6 hours completed	Log submitted with 7-9 hours completed	Log submitted with 10 hours completed
TOTAL					20

EVALUATION PROCESS:

The following conversion rubric is appropriate for KPI Group Counseling Portfolio.

GROUP COUNSELING TECHNIQUES PORTFOLIO

Points from Group Counseling Techniques Portfolio	Overall Rating	Rating Scale	Description
16-20	Mastery	4	Able to perform at a high level without supervision on a consistent basis
11-15	Proficient	3	Able to perform without supervision on consistent basis
6-10	Developing	2	Able to perform with supervision on a consistent basis
1-5	Beginning	1	Able to perform with supervision on an inconsistent basis
0	Inadequate	0	Unable to perform with supervision

KEY PERFORMANCE INDICATOR SCORE: _____

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.

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 student’s expulsion from the program and/or revocation of a student’s degree, if student has already graduated. Please review Student Handbook for a complete description of the process.

Use of Generative AI

There are a variety of AI programs available to assist writers. AI programs are not a replacement for human creativity, originality, and critical thinking. Writing is a craft that you must develop over time to develop your own individual voice as a writer. However, within limited circumstances, and with proper attribution, AI programs may be used as a tool. Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio’s standards of academic integrity.

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

Religious Observances

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

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 points
B=	80-89 points
C=	70-79 points
D=	61-69 points
F=	Below 60 points

Course Requirements

CACREP Standards	Assignments	Due Dates	Points
Sec.2:F.6.h	1. Attendance & Participation	Ongoing	10

Sec.2:F.6. a,b,c,d,e,f,g	2. Book Chapter Quizzes (4)	2/2; 2/16; 2/23	20
Sec.2:F.6.d	3. Group Counseling Skills Exam	3/2	15
Sec.2:F.6.a,b,d,h	4. Group Counseling Techniques Portfolio	Varies	20
Sec.2:F.6. a,b,c,d,e,f,g	5. Triadic Group Leadership Consultation	Varies	5
Sec.2:F.6.a,b,d,h	6. Group Member Reflection Questions	Varies	5
Sec.2:F.6.e,f,g	7. Group Proposal and Roundtable Discussion	5/4 4/29	10
Sec.2:F.6.a,b,c,d,e,f,g	8. Comprehensive Final Exam	5/13	15
Total Points			100

Attendance and Participation

A vital part of every student's education is regular attendance of class meetings. 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.

This course relies heavily on experiential exercises to foster skill development, therefore attendance at all class sessions is critical, which includes arriving on time and staying for the entire class. ***Two unexcused absences are permitted.*** Any absences after the second, regardless of reason, will result in the deduction of 5 points from your attendance and participation grade. Four or more absences significantly impact your ability to succeed in this course, and you may be dropped from the course. Extreme emergencies will be handled on an individual basis.

Late Work

All assignment, quiz, exam, and experiential due dates are non-negotiable unless an extension is provided to the entire class. Any late written assignments (i.e., portfolio, group proposal) will be subject to a deduction of 1 point from the total points available for the assignment for each day assignment has been turned in late (including weekends).

Online Course Offerings

We want to assure students are receiving the highest quality education in a safe and positive environment. To establish this type of environment in an online course offering we require students to prepare themselves for an online class by following the guidelines below:

Before Class Begins

- Be sure to identify a space where you are able to concentrate without distractions.
- This in an interactive course and it is likely we will be having clinical conversations. Be sure the space you have chosen is confidential.
- Make sure you have access to reliable and stable internet connection.
- Be sure the device you are you using to participate in class is equipped with a functional camera and microphone.

During Class

- Be attentive and present during class meetings-- this means having your camera on and being visible during class times.
- As a safety measure, avoid driving or operating any vehicles while in class.
- Please contact your instructor if you have any questions.

Book Chapter Quizzes

Book chapter quizzes will be completed on Blackboard and will assess students understanding of textbook material.

Group Counseling Skills Exam

This exam will be completed on Blackboard and will assess students' knowledge about group counseling skills.

Group Counseling Techniques Portfolio

In-class small group activities will incorporate professional development topics overseen by the instructor. A two-way fishbowl format will be used. The purpose of this assignment is for students to gain awareness about what it is

like to be both a group member and a group leader. Confidentiality is expected and necessary for trust to develop. Students will sign a confidentiality form before participation in the small group activities. Level of Disclosure during these activities is your choice, but this group is NOT personal counseling and although confidentiality forms will be signed by participants, confidentiality CANNOT be guaranteed. If the instructor believes that the conversation is becoming inappropriate for the small group activity, it will be stopped.

The Group Counseling Techniques Portfolio will include the following *three* components (20 points total):

1. Group Counseling Skills Scale- Completed by Instructor (4 points)

Each student will co-lead a session of the experiential group process by selecting an appropriate group activity and demonstrating specific group leadership skills. Instructor will complete a group counseling skills scale to evaluate each student’s skill level.

2. Group Counseling Session Summary (12 points)

Students will complete a Group Counseling Session Summary form to demonstrate their understanding of theory and dynamics of group work as well as effective group leadership.

3. Small Group Activity 10-hour Time Log (4 points)

Students will document their participation in small group activities on the time log provided. This documentation will include any time students are co-leading a group or participating in small group activities as a group member.

Triadic Group Leadership Consultation

Each student co-leader pair will meet with course instructor to participate in triadic group leadership consultation. Consultation meetings will help student co-leaders prepare for the group counseling session that they will lead, as well as to discuss group counseling skills, and other relevant information. To facilitate this process, each co-leader pair will create an agenda for their consultation meeting. The agenda should include an outline of their upcoming group session (i.e., activities, proposed time allotted for each activity) and questions they have for the instructor.

Triadic Group Leadership Consultation Rubric	
Item	Points
Consultation meeting agenda is uploaded to Bb prior to meeting time	1
Meeting agenda includes outline of upcoming group session	2
Meeting agenda includes questions for instructor	1
Student attends triadic group leadership consultation meeting	1
Total Points Possible	5

Group Member Reflection Questions

Students will be provided with a list of reflection questions to help them process their experience as a group member. They must respond to at least two questions using appropriate group counseling terminology and/or theory. Each response must be at least six sentences long and submitted on the respective due date.

Group Member Reflection Question Responses Rubric	
Item	Points
Responds to at least two group member reflection questions	2
Each response is six sentences or longer	1
Each response effectively integrates group counseling terminology and theory	2
Total Points Possible	5

Group Proposal and Roundtable Discussion

Students will work in pairs to develop a group-counseling proposal and present their proposals to the class. Group proposals can be written as handouts or on power point presentations. Use your textbook and/or at least one peer-reviewed scholarly resource to inform your proposal. You must also provide APA citations. For example, if you create a handout, you should have a reference page that lists your references. If you create a power point, your last slide must contain your references.

In your proposal write-up, please include the following information, with an emphasis on how and why you decided the structure of the group:

- Type of Group- include information about the purpose and goals of the group
- Setting
- Length
- Group Composition
- Commitment- mandated/voluntary; open/closed
- How will your proposed group be evaluated?

Group Proposal and Roundtable Discussion	
Item	Points
Type of group, purpose and goals are stated clearly and with justification	2
Setting is explained and justified	1
Length of each session and of overall group is stated and justified	1
Group Composition is thoroughly explained	1
Group member commitment is explained and justified	1
Evaluation of group is thoroughly explained	1
Reference page is provided.	2
Group proposal presentation clearly outlines the group structure	1
Total Points Possible	10

Comprehensive Final Exam

This comprehensive exam will be completed on Blackboard and will assess students' knowledge about textbook material and group counseling skills that have been presented throughout the course.

Schedule of Course Activities

Date	CACREP standards	Topics Discussed	Reading for class	Assignments Due
1/21	Sec.2:F.6.f	Review syllabus & course structure; Ch 1: Types of Groups and Group Work; Group Skills; Ch 2: Group Dynamics; Ch 3: Effective Group Leadership	Ch 1-3	
1/28	Sec.2:F.6.f	Ch 4: Forming a Group; Ch 5: The Transition Period in a Group: Storming & Norming; Ch 6: The Working Stage in a Group: Performing; Ch 7: Closing a Group	Ch 4-7	Quiz 1- Chpts 1-4 Quiz 2- Chpts 5-7 Available on Bb 1/29-2/2
2/4	Sec.2:F.6.b, c,d	Ch 15: Transactional Analysis, Reality, & PC Groups; Ch 16: Existential, Gestalt & REBT Groups	Ch 15-16	
2/11	Sec.2:F.6.a,b, e	Ch 8: Diversity & Social Justice; Ch 9: Specialty & Creativity in Groups; Ch 10: Ethical & Legal Aspects <i>Group Leadership Experience: Instructor Leads</i>	Ch 8-10; ACA COE	Quiz 3- Chpts 8-10, Available on Bb 2/12-2/16
2/18	Sec.2:F.6.a,b, c	Ch 11 & 12: Groups for Children & Adolescents; Ch13 & 14: Groups for Adults, & Older Adults <i>Group Leadership Experience: Instructor Leads</i>	Ch 11-14	Quiz 4 Chpts 11-16 Available on Bb 2/19-2/23

2/25	Sec.2:F.6. c,f, g	Triadic Group Leadership Consultation		Group Counseling Skills Exam (available on Bb 2/25-3/2)
3/4	Sec.2:F.6.f	Group Leadership Experience		
3/11	SPRING BREAK: NO CLASSES			
3/18	Sec.2:F.6.a,b, c,d,h	Triadic Group Leadership Consultation		
3/25	Sec.2:F.6.a,b, d,h	Group Leadership Experience		
4/1	Sec.2:F.6.a,b, c,d,h	Triadic Group Leadership Consultation		
4/8	Sec.2:F.6.a,b, d,h	Group Leadership Experience		
4/15	Sec.2:F.6.a,b, d,h	Triadic Group Leadership Consultation		
4/22	Sec.2:F.6.a,b, d,h	Group Leadership Experience		
4/29	Sec.2:F.6.e,f, g	Synchronous On-Line Group Proposal and Roundtable Discussion		Group Proposal Due 5/4
5/6	STUDY DAY – NO CLASSES			
5/13	Sec.2:F.6.a,b, c,d,e,f,g,	Comprehensive Final Exam available in Blackboard: 5/11-5/13		

* Schedule subject to change depending upon understanding of content and level of participation.

* Class content may overlap or carry over into following class meetings. Thanks in advance for your flexibility.

* Our research librarian is: Kimberly Grotewold, Kimberly.Grotewold@tamusa.edu (210) 784-1519

IMPORTANT POLICIES AND RESOURCES

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

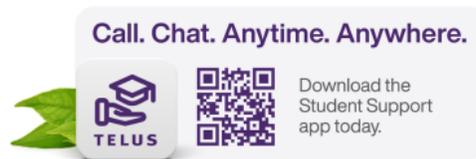
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the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

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

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

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

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



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

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

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

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

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

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

them to direct you to available resources.

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

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

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

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator.

Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

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

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

Students' Rights

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

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

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