
Course Information

Course Section: PSYC2301_604_202520

Instructional Method: In Person

Part of Term: Full Term

Credit Hour: 3 *3hrs work per week, 1.5 in class, 1.5 outside class*

Meeting Location(s): CAST

Class Meeting Times: 11:07am



Instructor Information

Name: [Jacquelyn Raimondi](#)

Pronouns: she/her

Phone: 210.784.2669

Office: 237D STEM

Office Hours: 237D STEM

Walk-In Hours: Tue./Thurs. 10:30am - 12:00pm

Available by Appointment: Mon./Wed. 2:00pm - 4:00pm

Faculty Profile (CV): (summary)

M.A. Psychology with certificate in Organizational Behavior, Harvard University

[Click Here](#) for more information or contact me with questions.

QUICK LINKS

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[Counseling Services](#)

[Important Dates](#)

Contact Information

Primary Method: Blackboard Messenger

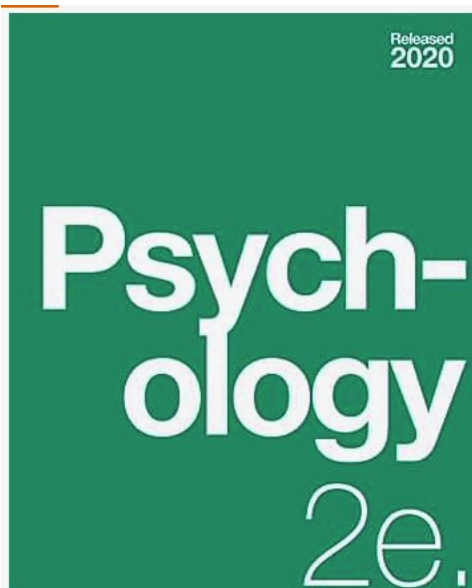
Secondary Method: 210.816.1401 - Text please! Calls reserved for urgent matters.

NOT Preferred: jraimondi@tamusa.edu - Email is chaos.

Department Information

Chair: Amy K. Bohmann, Ph.D. Associate Professor of Psychology Chair, Health and Behavioral Sciences abohmann@tamusa.edu 210-784-2206

Materials



Psychology 2e.

ISBN: 978-1-975076-45-0

Authors: Spielman, R.M., Jenkins, W.J., and Lovett, M.D.

Publisher: OpenStax, Rice University

Publication Date: 2020 Edition: 2nd Additional Information

This is a FREE digital book!

<https://openstax.org/books/psychology-2e/pages/1-introduction>

Digital ISBN-13: 978-1-951693-23-7

It is not necessary to create an account to view the book. However, it is **HIGHLY** encouraged to create an account so you can take advantage of all the study features!

If you would like to view and/or copy sections from a physical copy, please visit the library and request the reserved copy behind the front desk.

Alternatively, you may purchase one yourself on [Amazon.com](https://www.amazon.com)

Communication

Please use Blackboard messenger or the Google Voice number to **text** me. You can expect to receive a response to an inquiry within 72 business hours (this excludes weekends and holidays). My responses will be prioritized by both order of receiving and urgency of message. Blackboard is preferred, however texting is quicker. **Please remember to consult this syllabus and announcements in Blackboard, as you may find answers there. HINT: Download the syllabus and use the [find function](#) to search it!** Contact by phone should be reserved for urgently time sensitive concerns and emergencies. **Please note that I rarely answer the phone, so please leave a voicemail.**

It is important that we stay in touch throughout the semester! My commitment to you is that I will make sure to keep up with messages, respond to questions as best I am able, and be available for meeting. I can't help you if I don't know there is a problem. Meetings can be done in groups or individually.

Messaging Peers

It is also very important to connect with your peers in class. I highly recommend the class find ways to connect with each other. I encourage students to stay in touch throughout the class. My recommendation for doing this is via WhatsApp. While other apps are capable, this allows group members to create a contact list which serves as a network beyond this once class. For example: I have the contact of at least 70% of all my classmates from my graduate class at Harvard. You may find that your contact list from your time at TAMUSA to contain the very connection(s) which launches your career.



Course Description

Survey of major topics in psychology. Introduces the study of behavior and the factors that determine and affect behavior and mental processes. This course fulfills the Social and Behavioral Sciences foundational component area of the core and addresses the following required objectives: Critical Thinking, Communication, Empirical Quantitative Skills, and Social Responsibility.

Learning Outcomes

1. Identify various research methods and their characteristics used in the scientific study of psychology. Identify the historical influences and early schools of thought that shaped the field of psychology.
2. Identify some of the prominent perspectives and approaches used in the study of psychology.
3. Identify terminology unique to the study of psychology.
4. Identify accepted approaches and standards in psychological assessment and evaluation.
5. Identify factors in physiological and psychological processes involved in human behavior.

Evaluation

Evaluation is the way we measure the a student's mastery of the course's learning outcomes. Below is the grading scales, weights, and notes about methods.

Assessment Scale

A student's final grade will be based solely on their own performance. Students do not compete against each other for grades. The grade scale is in percentiles and is as follows:

A= 90 – 100 B= 80 - 89 C= 70 - 79 D= 60 - 69 F= 59 and below

Grade Reporting

Actual grades per assignment will be given on a point bases. Each assignment is given a weight value, as outlined below. Final grades will be reported as a letter grade: A, B, C, D, F. There is no +/- qualifier reported. Point values will be rounded up to determine letter grade.

Weighted Grading

Grading will be weighted, divided into four main categories plus a common assessment required by the State of Texas to ensure learning outcomes are met.

Development Assignments	15%	Small assignments meant to check engagement with material. Includes reading checks. Extra assignments will be added into this category as needed.
Building Assignments	20%	These are medium assignments which may be writing or external activities that engage more deeply with the material.
Milestone Assignments	35%	These are larger assignments such as papers, presentations, projects, and chapter quizzes.
Final Exam	25%	Final examination
General Education Assessment	5%	Selected questions added in final exam used to assess mastery of required skills.

Feedback

All writing assignments will be graded based on the rubric. However, additional feedback may be given that may provide more information than reflected in the grade. This additional feedback is above and beyond the scope of the rubric. It is meant to provide more guidance to help students identify ways to improve their work.

Assignments

All assignments are listed in the **Assignments** tab. Assignments are due 11:59pm on Fridays, except for the final exam which is due Wednesday of finals week. These assignments will populate on the calendar. They *should* also populate in your "To Do" list located on your dashboard. The type of assignment is indicated by an icon. They can be types such as, but not limited to, discussions, writing assignments which require a file to be turned in, a quiz or survey, or a required text entry. A complete schedule will be available digitally and physically by the end of the first week of class. This schedule is to be considered a part of the official syllabus.

Notes About Blackboard

All assignments **MUST** be submitted on the desktop web version of the application. The mobile app and often mobile web versions DO NOT submit properly.

If you have trouble with Blackboard automatically populating your dashboard or syncing to your calendar, please contact me immediately to correct this. Alternatively, you may choose to manually organize your reminders - because: technology!

Changes to Assignment Schedule

I reserve the right to adjust assignments throughout the semester as required. Extra credit opportunities may be presented; they are and added at the end of the semester.

Important Dates

January 21	First day of class [on campus]
January 28	Last day to register
February 5	Census Date
February 6	Drop for non-payment
February 24 - March 7	Midterm grading period
March 10 - March 15	Spring Break
April 18	Study Day – No classes
April 21	Last day to drop with “W”
April 28	Last day to withdraw from university
May 5	Last day scheduled classes for weekday classes [on campus]
May 7 - May 13	Final Examination Week
May 13	End of Term: Last day to submit work or grading concerns
May 16	Official grades submitted
May 19	Grades available in JagWire
May 20	Commencement

The complete academic calendar is available online: <https://www.tamusa.edu/academics/academic-calendar/index.html>.

WEEKLY *Schedule*

Print out these pages
to use in your personal
planner!



ABOUT
me

Use this schedule to plan your progress. Reading assignments may include other media! Assignments and notes are in gray. Digital versions have links embedded! Students are required to have research credits via SONA! This is at your own pace, but do start early!

	Week 1 - INTRO WEEK	
JAN 21-24	<input type="radio"/> Chapter 1.1 <input type="radio"/> Syllabus <input type="radio"/> Blog Post Introduction <input type="radio"/> Crossword <input type="radio"/> Sign up for Open Stax!	:What is Psychology? :What questions do you have about the course? :Is Psychology a science? Due next week. :Intro to psych assignment. Due next week. :Sign up and get comfortable with the platform!
	Week 2	
JAN 27-31	<input type="radio"/> Chapter 1 <input type="radio"/> Blog Post <input type="radio"/> Crossword	:Complete chapter 1: Intro to Psych :Blog Post is due! :Crossword is due!
	Week 3	
FEB 3-7	<input type="radio"/> Chapter 2 <input type="radio"/> Watch Crash Course Video <input type="radio"/> Watch Video: Decision Skills <input type="radio"/> Chapter 2 Quiz	:Principles of research : Watch: Crash Course Psychology #2 : Watch: Decision Skills :OPEN BOOK
	Week 4	
FEB 10-14	<input type="radio"/> Chapter 3 <input type="radio"/> Chapter 3 Quiz <input type="radio"/> Blog Post <input type="radio"/> For extra resource: Crash Course	:Biopsychology :OPEN BOOK :Nature vs Nurture :Biopsychology and more!
	Week 5	
FEB 17-21	<input type="radio"/> Chapter 4 <input type="radio"/> Sleep Hygiene article + worksheet <input type="radio"/> APA formatting <input type="radio"/> Formatting Template	:States of Consciousness :Sleep Hygiene article + worksheet :APA formatting tutorial (+for our assignments) :Submit template
	Week 6	
FEB 24-28	<input type="radio"/> Chapter 5 <input type="radio"/> Think Piece #1 <input type="radio"/> Think Piece #1 is your midterm!!	:Sensation and Perception :Perception



15% ●

20% ●

35% ●

25% ●

5% general assessment
(see syllabus)

WEEKLY *Schedule*

	Week 7	
MAR 3-7	<input type="radio"/> Chapter 6 <input type="radio"/> Chapter 6 Quiz	:Learning :OPEN BOOK
	Week 8 - SPRING BREAK	
MAR 10-14		Make a worry list. Make a plan. Then get some R&R!
	Week 9	
MAR 17-21	<input type="radio"/> Chapter 7 <input checked="" type="radio"/> Blog Post	:Intelligence :There's a controversy? Yep.
		Game day in class this week! 
	Week 10	
MAR 24-28	<input type="radio"/> Chapter 8 <input checked="" type="radio"/> Read: Journal Article <input checked="" type="radio"/> Read: Evidence-Based Practice <input type="radio"/> Think Piece #2	:Memory :The impact of stress on memory :How are evidence based practices developed :Ideas to reduce student stress
	Week 11	
MAR 31- APR 4	<input type="radio"/> Chapter 9 <input type="radio"/> Watch: Erikson's Stages <input type="radio"/> Read: Attachment Style <input checked="" type="radio"/> Take Attachment Style Quiz	:Lifespan Development :Development according to Erik Erikson :Peruse the article :What's your attachment style?
	Week 12	
APR 7-11	<input type="radio"/> Chapter 10.1-10.3 <input type="radio"/> Assigned Reading TBD <input checked="" type="radio"/> Blog Post	:Motivation - what drives us :Motivation in the real world :Response to reading



15% ●

20% ●

35% ●

25% ●

5% general assessment
(see syllabus)

WEEKLY *Schedule*

	Week 13	
APR 14-18	<input type="radio"/> Chapter 10.4 <input type="radio"/> Chapter 11 <input type="radio"/> Big-Five Personality Test <input type="radio"/> Presentation Posted to Blog	:Emotion :Personality :10 min personality test based on the Big Five :Create presentation on personality and emotion
	Week 14	
APR 21-25	<input type="radio"/> Chapter 15 <input type="radio"/> DSM-5 <input type="radio"/> Think Piece #3	:Psychological Disorders :Perusing the Diagnostic and Statistical Manual :Psych Wellness
	Week 15	
APR 28- MAY 2	<input type="radio"/> Chapter 14 <input type="radio"/> OPTIONAL: Listen or Watch <input type="radio"/> Chapter 14 Quiz <input type="radio"/> OPTIONAL: Exercise!	:Stress, Lifestyle, & Health :Explicit Language! Click Here for Spotify :OPEN BOOK : Get moving to de-stress!
	Week 16 - LAST DAY + STUDY DAY	
MAY 5-6	<input type="radio"/> Review! <input type="radio"/> Study!	:Review for Final :Study assignments tbd based on progress!
	Week 16 - FINALS WEEK	
MAR 7-13	<input type="radio"/> Final open from May 7 - May 13, 11:59pm NOTE: No technical help is provided after 5pm, and weekends. No extensions!	
	<i>Ask Me Anything</i> 210.816.1401 jraimondi@tamusa.edu	 15%  20%  35%  25%  <small>5% general assessment (see syllabus)</small>
	<i>Well Done</i>	

Course Policies

Course policies help the class have a plan of action. **These guidelines are here to protect students and instructors alike by making an agreement about how the course is conducted, what the students can expect, and what is expected of the student.**

Reading

You are expected to complete all assigned material for each week before completing any assignments. Reading the course material and engaging with other assigned materials is vital to your success as a student in this course. There is a lot of information to cover and we may not explore everything that is in the textbook. Students who find that a concept is unclear, are invited to request additional resources or schedule time with me to discuss the topic. If it becomes apparent that the majority of the class is not reading the material, I reserve the right to administer pop quizzes or reading checks at 10% of the final grade.

Academic Integrity

Academic dishonesty will not be tolerated. This is a serious issue; students should be aware of the consequences. Any confirmed instance of academic dishonesty will, minimally, result in a 0 on the assignment. It can result in your being removed from the course. In the event of a violation of the [Student Code of Conduct](#) college personnel with administrative authority may initiate disciplinary proceedings. A violation of academic integrity includes, but is not limited to, cheating on a test, plagiarism, and collusion. See Student Code of Conduct for more details. I choose to believe in the integrity of the student; therefore, if I suspect that there is a violation of academic integrity, I commit to my students that I will share my concerns with respect and the intent to help. Often, the incident is only a mistake that can be corrected by better clarification.

Cheating

Examples of cheating include using unapproved resources during exams/assignments, looking at your neighbor's answers during an in-person exams, and purchasing or selling completed assignments. One gray area of cheating is repurposing your own previously written materials into new assignments. In this class, reusing your previously written material is

acceptable only when the student has 1) declared the intent to use the material to me and received permission or 2) the repurposed material makes up less than one paragraph of a short paper (think piece, etc.) or three paragraphs of a full length paper (term paper, research paper, etc.). *Note: You will be penalized 5% of your grade if your paper is marked as plagiarized due to content that is your own writing that was not submitted before the turning in the assignment.*

Plagiarism

Plagiarism is copying someone else's work and presenting it as your own. This includes copying other students' work or writing from published sources, both printed or online. Again, for students who have previously written papers or materials, use of your own material needs to be declared and approved BEFORE submitting the assignment or the automated system may catch it; you will be penalized 5% of your grade if your paper is marked as plagiarized due to content that is your own writing that was not submitted before the turning in the assignment.

AI Tools

The use of generative AI is prohibited, except in the following ways:

1. Students may use AI, such as ChatGPT, as a resource at the level of Wikipedia to help generate ideas for research, topics, and creative templates.
2. Language based generative AI, like ChatGPT, can be used to assist ESL students in ensuring proper usage of English in their original self-written materials.
3. Generative AI, such as ChatGPT, can be employed to clarify or condense **portions** of their self-written material. **This does not allow for editing entire assignments.** Students may use the tool to edit for grammar and spelling, in likes of Grammarly.

Students who choose to utilize language based AI tools for this purpose MUST:

- a. include their original writing as an appendix to any assignment submission,
- b. declare the use of the AI tool by identifying the program used in the comment section of the assignment submission page, and
- c. cite the tool in References.

Students are cautioned that all written assignments are checked for integrity using Turnitin, an AI program that detects plagiarism and language based generative AI content. If generative AI usage is detected and not declared upon assignment submission, the student may be held accountable for violating the Academic Integrity Policy. *The first step following any flagged material is a conversation with the student to discuss the situation.*

4. Graphic generative AI tools, like Midjourney or Firefly, may be used to create visually creative aids in projects. Projects using these tools MUST:

- a. declare the use of the AI tool by identifying the program used in the comment section of the assignment submission page and
- b. cite the tool use in References.

5. Students may use AI tools such as Canva, Gamma, or Express to create presentation materials. Students who choose to utilize AI presentation tools must cite the tool in References.

Students are warned that all material is checked for accuracy - students are encouraged to confirm all information generated from a prompt, even when only created presentation material, is accurate.

6. In the interest of upholding intellectual property rights, the instructor retains the prerogative to limit the use of specific AI tools at any point during the term.

7. Generative AI is not permitted during open-book examinations.

8. The professor retains the right to withdraw the use of any AI tools for any assignment at any time.

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

Attendance

Attendance in an asynchronous course is determined by two main factors: assignment submission and Blackboard engagement. Analytics are enabled for each student such that activity in Blackboard is tracked, including, but not limited to, unique log ins and item views. Census reporting will be determined by these factors. Failure to engage in the course will result

in failure of the class. This course is paced for the minimal pace necessary for student success. While the course is paced individually, it is not freedom to procrastinate and request extensions on due dates. Rather, it is freedom to move more quickly.

I do not drop students for nonattendance other than the first week as dictated by district policy. Failure to officially withdraw may result in a failing grade for the course. It is the student's responsibility to withdraw officially from a class by submitting a completed withdrawal form to the appropriate office.

Within-Class Sections

Depending on the makeup of the class, I may assign sections in order to facilitate communication between instructor and students. These are groups of students who are assigned together for study and support. Each section will have a schedule of online meetings which are optional, during which course material and details can be reviewed. If sections are assigned, these meetings are fully optional; attendance will have no impact on grades. If no one arrives in the Zoom meeting within the first 10 minutes, I, or any assigned section lead, has the right to terminate the meeting for that day. There is no negative consequences for no one showing up! The meeting is only an opportunity for students to communicate as needed: If there's no need, no harm, no foul. If the class size is small, a section meeting may be offered to the whole class. Schedules for this will be posted in Blackboard as needed, and announced in class.

Grading Privacy

Grades are posted in Blackboard. I cannot discuss actual grades over messaging. This is in compliance with federal privacy regulations (FERPA). If you need to discuss a grade with me, please make an appointment to see me during my office hours.

Student Accommodations

Students who are given accommodations from the DSS office must make an appointment to meet with the professor to review their letter of accommodation within one week of it being received or prior to any assessment (i.e. exam, quiz, etc.). This is to ensure that the

accommodations are understood by all parties involved, failure to do so may result in a delay in accommodation implementation.

Late Assignments

Late assignments are not accepted without prior permission for extension or specified late penalty in the assignment details. **Assignments submitted via email or Blackboard messenger are not accepted unless directed otherwise in the assignment directions.** The instructor reserves the right to respond to individual situations. Communication is the only way to receive such responses.

Technical Difficulties

Any trouble with submitting an assignment should be reported to me immediately! If you experience a technical problem, please take a screenshot. I commit to my students that I will respond to any impact to an on-time submission due to technical problems in good faith, seeking a solution which focuses on student success. However, I reserve the right to refuse late submissions for reasons of technical trouble if the circumstance could have been communicated earlier.

Extra Credit

In the interest of equity, I do not provide extra credit to individual students, however general extra credit opportunities may be given to all students.

Classroom Etiquette

When the class is gathered in the classroom, on campus or virtually, I expect us to engage in our studies with professionalism, kindness, and a collectivist attitude. These characteristics are supported by these course values from which I approach teaching: 1) we have Respect For All, 2) we create Brave Spaces, and 3) we Succeed Together. Please take time to read the descriptions!

1. Respect For All

Students are expected to engage with others respectfully, meaning that communication and behavior is mannered with mindfulness for the person, the environment, and the goals of

the class. We keep a "family friendly" atmosphere, so students should please align their language and general decorum. Respect is the cornerstone of professionalism, and create the foundation for a brave space.

2. Brave Spaces

A brave space occurs when respect is leveled up to allow kindness. In a brave space, students should be able to share their thoughts, concerns, and questions with confidence that the instructor and peers will be empathetic and sympathetic, even when disagreeing or feeling frustrated. Discussions in a brave space allow for disagreement, even conflict, and is regarded as a positive interaction, remembering that disagreement and conflict can improve learning, creativity, and problem solving. People in a brave space are encouraged and invited to be their whole, true, self.

3. Succeed Together

By having respect, and creating a brave space, we can keep a "collectivist attitude," which is an attempt to apply the protective factors of a collectivist culture alongside theories of social learning and active learning. In our classroom, we will remember that a cohesive group can create better solutions than an individual. There is no competition within this class, therefore each student group has the opportunity to work together to address the challenges of learning, personal development, and career success.

Selected References

Özcan, B., Bulus, M. Protective factors associated with academic resilience of adolescents in individualist and collectivist cultures: Evidence from PISA 2018 large scale assessment. *Curr Psychol* 41, 1740–1756 (2022).

<https://doi.org/10.1007/s12144-022-02944-z>

Hwang, G. & Chen, P. (2023) Effects of a collective problem-solving promotion-based flipped classroom on students' learning performances and interactive patterns, *Interactive Learning Environments*, 31:5, 2513-2528,

DOI: 10.1080/10494820.2019.1568263

IMPORTANT POLICIES AND RESOURCES

These are the resources available to students through TAMUSA:

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

If you are experiencing a crisis and need immediate help call 911.

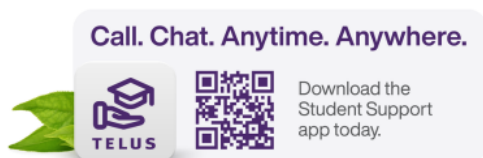
If you are having a mental health crisis and have suicidal thoughts call 988.

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. Any student receiving federal financial aid who does not attend by the census date will have their financial aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester, a Care report will be submitted, and you will possibly be dropped from the class. Your financial aid may have to be recalculated and a portion of your federal aid may have to be returned to the DoE.

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.

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.

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>).

