



TEXAS A&M UNIVERSITY  
**SAN ANTONIO**

## **COURSE SYLLABUS**

Texas A&M University- San Antonio

College of Arts and Sciences

Department of Life Sciences

**Psychology of ADJUSTMENT**

**PSYC 2315.001 CRN: 24778**

Spring 2025 (January 22 – May 7<sup>th</sup>)

Class MW 3:30 pm – 4:45 pm

Brenya Buchalski, MA., JD.

Science & Technology Building RM 223

E-Mail: [Bbuchalski@tamusa.edu](mailto:Bbuchalski@tamusa.edu)

## Student hours – appts per zoom

About the Instructor:

I have over 30 years of experience working with multiculturally diverse individuals and families within the fields of:

Law, Criminal Justice and Psychology

As a Clinician I have served Military Veterans and Foreign Nationals from many countries

I have been blessed to be a Practitioner and also serve as a Part time and also a full time professor since 1986

**Required Text** Weiten, W, Dunn, D.S., & Hammer, E.Y. (2012). *Psychology Applied to Modern Life: Adjustment in the 21<sup>st</sup> Century*. 11<sup>th</sup> Edition. Belmont, CA: Wadsworth.

**Suggested Text** APA Manual (6<sup>th</sup> edition)

### **Course Description:**

*From the catalog:*

Adjustment problems of normal people. Principles of healthy psychological functioning in relation to family, peers, career, community and culture. Prerequisite: PSYC 2301.

### **Student Learning Outcomes:**

Student learning outcomes are based on the Specific Learning Objectives from APA Guidelines for Psychology Majors: <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>  
In this class, the following student learning outcomes are expected:

- 1.1 Describe key concepts, principles, and overarching themes in psychology**
- 1.3 Describe applications of psychology**
- 2.1 Use scientific reasoning to interpret psychological phenomena**
- 2.2 Demonstrate psychology information literacy**
- 2.3 Engage in innovative and integrative thinking and problem solving**
- 2.5 Incorporate sociocultural factors in scientific inquiry**
- 3.1 Apply ethical standards to evaluate psychological science and practice**
- 3.2 Build and enhance interpersonal relationships**
- 3.3 Adopt values that build community at local, national, and global levels**
- 4.1 Demonstrate effective writing for different purposes**
- 4.2 Exhibit effective presentation skills for different purposes**
- 4.3 Interact effectively with others**
- 5.1 Apply psychological content and skills to career goals**
- 5.2 Exhibit self-efficacy and self-regulation**
- 5.5 Develop meaningful professional direction for life after graduation**

## **COMMUNICATION PLAN**

**Email is the method of communication with me:**

**Bbuchalski@tamura.edu**

**I do not access any other form of communication**

**I WILL MAKE AN ACTIVE EFFORT TO RESPOND TO CLASS-RELATED EMAIL QUERIES WITHIN 24 HOURS. THEREFORE, USE THE EMAIL INFORMATION GIVEN ABOVE - NOT THE WEBCT EMAIL SYSTEM).**

PLEASE READ OVER THE ENTIRE SYLLABUS BEFORE EMAILING ME.  
FIRST AND FOREMOST ALL WORK IS DUE on December - at 11:59 PM –  
No Exception.

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## **Learning Objectives and Class Structure**

When did psychology as we know it originate? On whose shoulders do we stand as we explore modern questions about behavior and mental processes? Did the times make these individuals, or did they forge new paths in the dark? These are the sorts of questions we will ask as we study the history of psychological inquiry from its roots in antiquity to the modern age. The first unit of this class will cover methods used in historical research, scientific reasoning, and Western philosophical perspectives about the nature of knowledge and how human minds attain it. The second will address the emergence of psychological science in Europe and the United States with a focus on Structuralism, Functionalism, and Behaviorism. Finally, we examine the modern science of psychology and its place in the future of human inquiry.

## **My part**

### **Encouragement:**

1. Student hours per zoom Meeting
2. Struggling with coursework or experiencing academic challenges at some point is a common part of learning, and is not judged.
3. I faced diverse academic challenges when I was a student. I was able to overcome them with time and strategies
4. We in our Class follow Growth Mindset
5. There is support for diverse student challenges – eg work – life conflict, housing /food issues, mental health
6. Life – Work Balance: I model health and family time – so am not available From Friday @ 5:00 pm to Monday @ 9:00 am

7. I do stick to policy and I do expect you to do your work within six days (by Saturday end of day) I am helping you as a para professional. You are learning through best practices to be a professional. All weekly assignments and work due in six days. Exception has to be syllabus and University sanctioned with Formal Documentation

## Course Format - Technology Expectations

### TECHNOLOGY REQUIREMENTS AND SUPPORT

- Basic computer skills. Computer with a web camera and speakers/earbuds/headphones. You can use your own personal device (laptop or desktop). If you need to borrow a device, contact the Tech Café (see contact information below) to inquire about checking out a laptop for the semester.
- For more information on accessing desktop computers on campus in the labs and the library, visit the UTSA [Student Connect Computer Lab information page](#).
- Internet access. Wired or reliable connection recommended for online exams and assignments.
- Google Chrome is the recommended browser. Issues may happen if using Internet Explorer or Safari, especially with Blackboard Collaborate Ultra. *In case you are having trouble opening or accessing content, clear the cache and try a different browser.* You can run the [Blackboard Browser Checker](#).
- Access to the Microsoft Office suite and Adobe Creative Cloud suite. These tools are provided free of charge to UTSA students and you can learn more about this software, including instructions on how to access these programs by visiting the [Digital Tool Resources page](#).
- Review the [Blackboard Self Help Portal](#).
- Review the [Minimum Technical Requirements for Online Learning page](#).

If you have a problem with Blackboard and you have already **cleared the cache** and tried with a **different browser**, please submit a ticket to

University Technology Solutions (UTS) Tech Café. Be ready with your course ID and section. A screenshot of the issue will accelerate the troubleshooting process. Always notify the instructor about the issue you are encountering.

### University Technology Solutions (UTS) Contact Information

- Email UTSA Tech Café at [techcafe@utsa.edu](mailto:techcafe@utsa.edu)
- Call UTS Tech Café at 210.458.5555
- Visit the UTS [Tech Café page](#)

### Our Class Schedule:

### Organization:

**Expectation** is you spend 6 to 8 hours each week working on this one course (and every other as well).

Gentle Reminder: Do stay organized and you shall do well in this course and form an excellent habit toward your future career.

**Appointments with Instructor are encouraged. Appointments are after class on Tuesday and Thursday or by future appointment.**

### COURSE REQUIREMENTS

1. **Introduce Yourself Icebreaker:** First week
2. Class and Team Discussions and Role Plays
3. One page paper
4. Power Points
5. **Lectures and Reading**
6. **Attendance Policy:** Attend to actively interact in role plays and discussions

**5. Participation Policy:** Students are expected to participate in the course by way of appropriate discussion and role play F2F and completing chapter tests and Papers on time.

**If for a University sanctioned reason** (such as your Hospitalization) you will have only one day to complete expected assignment for full points.

For any other reason there are no makeups – again as this is an online class. Having one week to complete assignment gives ample time to complete all assignments. I wish for your career success.

**6. Classroom Conduct, Civility, and Plagiarism:** Appropriate classroom conduct and civility during interactions are expected (see Netiquette Guide section). Incivility and/or harmful remarks will not be tolerated. In addition, the university takes an extremely serious view of violations of academic integrity. As members of the academic community, UTSA's administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner. Individual students and faculty members are responsible for identifying instances of academic dishonesty. Student assignments will be checked for plagiarism using a plagiarism detection tool. The complete policy on academic integrity and student code of conduct can be found in UTSA's policies and procedures, <http://catalog.utsa.edu/informationbulletin/appendices/studentcodeofconduct/>

**7. Late Work, Incomplete Work Policy, and Makeup Work:** If you miss assignment (i.e., discussion, test, and papers ) **for any reason except a university-approved absence, you will receive a 0 for that assignment.** Missing an assignment due to an unfortunate event (e.g. funeral, illness, accident, or loss of Internet access) is not a university-approved absence and will result in a 0 for assignment(s) missed. Missing an assignment for a university-approved absence must be cleared with me before the deadline of the assignment.

## ASSIGNMENTS & ASSESSMENTS

See Chart and Syllabus breakdown of F2F assignments, and paper.

## Roles and Responsibilities

### YOUR RESPONSIBILITIES

- You will ensure your full name and course number and section are listed on the Subject line of the email (e.g., John Doe BIO 1033.002) so I know in which course/section you are registered.
- You will check your email account regularly. Make sure that your email address is listed correctly in ASAP.
- You will not fall behind the syllabus/schedule.
- You will not consistently wait until the last minute to take assessments or submit assignments.
- While you MAY be given a grace period to allow for technical problems, you MUST report problems immediately to me and to OIT Connect.
- Syllabus: In Class Team Exercises are done for Critical Thinking reasons and application of Material – bring Text Book to class for each scheduled Team Exercise – Devices not permitted to search for answers
- Syllabus: When we have Class and Team exercises do prepare by doing the reading prior to class

### MY RESPONSIBILITIES

- I will create a clear and complete syllabus and schedule.
- I will respond to email messages within 48 hours.
- I will monitor the class discussions on a daily basis.
- I will post all grades in the Grade Center in Blackboard Learn.

## COURSE FORMAT

### F2F

Dr. B's Briefing:



There shall be 15 modules – each opens every Sunday end of day – midnight and closes every Saturday end of day midnight. Do note course work will take approximately 6 to 8 hours per week to complete – do schedule accordingly. Each three credit course you take shall actually be 6 – 8 hours a week to complete. We are here academically to support you in your learning regarding your future career goals and profession. This Class in addition supports your learning in your personal and your social goals and community understanding. Do enjoy the learning process.

**Fun in Learning:** All must participate in supporting a fun class environment. One person can not create a fun class environment – each member of the class supports such.

Collaborative Learning. Discussion. Team Work. To be able to do our online class work one must have read the chapter **prior** to class session.

## **COURSE EXPECTATIONS & POLICIES**

### Announcements

**Critical to keep a daily – weekly view of all your class announcements. Such is student responsibility**

### Submission of Coursework

**Papers are due the week of due date (*before the due date helps; that is Sunday through Friday – such is***

**preferred so can be graded with feedback) note syllabus**

### Quality of Work

All work must be of professional quality, neatly presented, grammatically correct, and free of spelling and punctuation errors.

### Grading and Feedback

To view your grades on Blackboard, click on the “Grades” tab on the sidebar menu of our course in Blackboard. If additional feedback has been included with your grade, a speech-bubble icon will appear next to your grade.

Clicking on this icon will open an additional window on your screen providing you with feedback.

### Hours per Week

Student can expect and schedule and plan to complete this online class successfully. For every module that opens (each week) up to six hours work is expected. In other words expect to put into each week (*from January to May*) six to eight hours. The six hours will include your text reading, content review and completing each assignment. Plan for such

time commitment. Do be mindful to **Schedule** such to stay organized from week to week.

## GRADING INFORMATION

### Grading Schema for Final Grade:

Final grades will be based on the following cumulative point totals:

### **COURSE GRADES**

Each student's grade will be based solely on his/her performance. Students will not compete against one another for grades (i.e., the instructor will not limit the number of As, Bs, etc.). An individual's course grade is based on his or her raw score points (i.e., the total number of points earned during the semester). For example, using the table below, a student who earns 850 points during the semester will earn a "B." A student who has a total of 642 points at the end of the semester will earn a "D" in the course.

#### Letter Grade Cutoff Table

*Course Letter Grade      Percentage Correct      Raw Score (total raw score points earned)*

A	90% or more	90 or more
B	80 to 89%	80 to 89
C	70 to 79%	70 to 79
D	60 to 69%	60 to 69
F	59% or less	59 and less

Grades will be posted on Blackboard so that any time during the semester, you can check your grade at any time.

### Detailed Grading Scheme

Grades will sum to a maximum of 100 points in the following manner:

Source	Points	Percent
Introduction Ice Breaker &	2	2%

picking your Team		
<b>Growth Mindset</b>	2	2%
Syllabus Review	2	2%
<b>Feb 5 Wednesday Film Maker - Homelessness</b>	4	4%
Visit to TAMUSA Police Station	6	6%
<b>Wed Jan 24 and Wed March 27</b> <b>IN CLASS Assignment</b>	4	8%
<b>One page Paper Making a Change</b>	5	5%
<b>Five In Class Team Share</b>	4	20%
Power Point Presentation	6	6%
One Online Test	10	10%


<b>Teams Debate Social Justice in USA</b>	10	10 %
<b>Introspection</b>	Due April 24	10%
2 Role Plays	4	8%
Final: One Pager	7	7
<b>Total</b>	<b>100</b>	<b>100% of total</b>

**There are no Bonus points or extra assignments – given our easy flow.**

**There are no make ups – unless Formal Documentation showing-given hospitalization and other University sanctioned days off from class (with Formal Documentation). There are no Bonus points or extra assignments – given our easy flow. Plan ahead for each of your classes and what is due.**

### Tentative Course Schedule of Assignments and Exams

I will try my best to stay with this schedule. Do note that at times we may need more time and other times less time.

Week Module Date		<b>Topic</b>
<b>Orientation/Introduction</b>		Read Chapter /View Dr. B Lectures/Discussion/Assignments/Papers/ Tests
<b>Week 1</b> <b>Wed January 22</b>		Class Approach, introducing each other ( <i>who I am, who am I</i> ) <ul style="list-style-type: none"> <li>➤ <b>Picking your Team</b></li> <li>➤ <b>Syllabus Review</b></li> <li>➤ <b>Growth Mindset</b></li> </ul>
<b>Week 2</b>		Bring Text Book to Class We shall together explore

<p><b>Mon January 27 &amp; Wed January 29</b></p>		<p>Personal Explorations Work Book W 3 – W 58</p> <p><b>In Class Assignment # 1 Self assessment Exercise</b></p>
<p><b>Week 3</b></p> <p><b>Mon Feb 3 &amp; Wed Feb 5</b></p>		<p>Chapter 1 Adjusting to Modern Life</p> <p>On Wednesday Feb 5<sup>th</sup> a young Film Maker shall visit our Class – Topic Homelessness</p> <p>Introspection Rubric posted Due April 24</p>
<p><b>Week 4</b></p> <p>Mon February 10</p> <p><b>&amp;</b></p> <p><b>Wed Feb 12</b></p>		<p><b>Chapter 2 Theories of Personality</b></p> <p><b>Exam I</b></p> <p><b>Wed: Online from 3:30 pm to 4:45 pm</b></p>
<p><b>Week 5</b></p> <p><b>Mon February 17 &amp; Wed Feb 19</b></p>		<p><b>Chapter 3 Stress and the Effects</b></p> <p><b>Assignment In Class Team Share # 1</b></p> <p><b>&amp;</b></p> <p><b>Chapter 4</b></p>

		<p><b>Coping Processes</b></p> <p>Assignment In Class Team Share # 2</p>
<p><b>Week 6</b></p> <p><b>Mon February 24 &amp; Wed Feb 26</b></p>		<p><b>Monday: Chapter 5: Psychology &amp; Physical Health</b></p> <p><b>Visit to TAMUSA Police Station</b></p> <p>Wed: Chapter 6 The Self</p> <p><b>Submit One Page Paper: Making a Change</b></p>
<p><b>Week 7</b></p> <p><b>Mon March 3 &amp; Wed March 5</b></p>		<p>Chapter 7 Social Thinking &amp; Social Influence</p> <p><i>Two Days prepping for Debate with Team (Monday)</i></p> <p><i>Debating other Team</i></p>
<p><b>March 10 - 15</b></p>		<p><b>SPRING BREAK</b></p>
<p><b>Week 8</b></p> <p><b>Mon March 17 &amp; Wed March 19</b></p>		<p><b>Chapter 8: Interpersonal Communication</b></p> <p>Assignment In Class Team Share # 3</p> <p>&amp;</p> <p><b>Chapter 9:</b></p>

		<p><b>Friendship &amp; Love</b></p> <p>Assignment In Class Team Share # 4</p>
<p><b>Week 9</b></p> <p>Mon March 24 &amp; Wed March 26</p>		<p><b>Chapter 10: Marriage &amp; The family</b></p> <p><b>Chapter 11 Gender &amp; Behavior</b></p> <p>Assignment In Class Team Share # 5</p>
<p><b>Week 10</b></p> <p>Mon March 31 &amp; Wed April 2</p>		<p><b>Chapter 13: Careers &amp; Work</b></p> <p><b>365 degree Circle In Class Assignment # 2</b></p>
<p><b>Week 11</b></p> <p>Mon April 7 &amp; Wed April 9</p>		<p>Chapter 14: Psychological Disorders</p> <p><b>Wed: Exam II Online from 3:30 pm to 4:45 pm</b></p>

<p><b>Week 12</b></p> <p><b>Mon April 14 &amp; Wed April 16</b></p>		<p><b>Chapter 15: Psychotherapy</b></p> <p><b>Wed Role Play # 1– for Points</b></p> <p><b>Power Point Rubric</b></p>
<p><b>Week 13</b></p> <p><b>Mon April 21 &amp; Wed April 23</b></p>		<p><b>Chapter 16 Positive Psychology</b></p> <p><b>Submit Introspection</b></p> <p><b>Wed Role Play # 2– for Points</b></p>
<p><b>April 28</b></p> <p><b>&amp;</b></p> <p><b>May 5<sup>th</sup> Due</b></p>		<p><b>Class Discussion &amp;</b></p> <p><b>Final one page perspective on self</b></p>
		<div data-bbox="984 1150 1239 1339" data-label="Image"> </div> <p><b>Enjoy Your Summer</b></p> <p><small>Source: Retrieved from: <a href="http://www.BuyEssentialOilsHere.com">www.BuyEssentialOilsHere.com</a> Jana Tzinberg</small></p>

**Key Dates**

The complete academic calendar is available online:  
<http://www.tamusa.edu/provost/academicresources/academiccalendar.html>



### Grading and Feedback

To view your grades on Canvas click on the “Grades” tab on the sidebar menu of our course in Canvas. If additional feedback has been included with your grade, **a speech-bubble icon will appear next to your grade**. Clicking on this icon will open an additional window on your screen providing you with feedback.

## IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Persons 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, please contact Disability Support Services in the Central Academic Building, Suite 210, or at (210) 784-1335 or visit <https://www.tamusa.edu/index.html> or email us at [dss@tamusa.edu](mailto: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](mailto: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/or 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.

**Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').** For more information and self-help resources, please visit [www.tamusa.edu/studentcounseling](http://www.tamusa.edu/studentcounseling)

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/campus-information/safety/university-police-department/documents/emergency-operations-plan.pdf> and <https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-action-plan.pdf>

Download the SafeZone App 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://bit.ly/WLDCCenter>.

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.va@tamusa.edu](mailto: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 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, 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 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 or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student

Counseling Center at (210) 784-1331 or visit them in Madla 120.

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

Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status ([titleix@tamusa.edu](mailto:titleix@tamusa.edu); 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger

than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

### 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, 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, University Catalog and to comply with them, as well as 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 an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.

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.

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.

### **No Use of Generative AI Permitted**

In our Class we assume that all work submitted by students will be generated by the students themselves, working individually or in groups.

Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT.

Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Important Dates:

January 16 First day of class

March 11-17 Spring Break – No classes

March 29 Study Day – No classes

April 13 Last day to drop with an automatic “W”

April 20 Last day to drop a course or withdraw from the University

April 29 Last day of classes

April 30 Study Day – No classes

May 1-7 Final exams The complete academic calendar is available online: <https://www.tamusa.edu/academics/academic-calendar/index.html>

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### **Other Important Information**

In Blackboard’s Course Content Folder, find a document with important “boilerplate” information about dropping, academic integrity, emergency weather accommodations, and other important information.