

EDCG 5328: GROUP COUNSELING

Spring Semester 2026 • Cr Hours: 3.0 (Graduate)

Instructor: Melisa Fleming Ph.D., LPC-S, LMFT

Phone:

(210) 725-1039 Work Cell (leave text)

(210) 784-2585 Office (leave message)

Email: mfleming@tamusa.edu

Office: Classroom Hall 214-J

Office Hours:

Monday and Tuesday 10:00am – 4:30pm (in-person and Virtual) Except on University Holidays. If I have a meeting on campus, I will leave a note on my door.

Extended Office hours: I am available on days and times agreed upon by Instructor and Student- In advance

Location of class meeting: Classroom Hall 303

Day and Time of Classes: Tuesdays 7:00-9:45pm

Pre-Requisites:

EDCG 5317 Counseling Techniques; EDCG 5313 Ethics; and EDCG 5327 Abnormal Human Behavior

Course Description:

This course is an overview of group work and designed to expose counseling students to who the group counselor is as a person, and as a culturally diverse professional. Ethical and legal issues in group counseling will be examined. The course will also look at the process and practice of group counseling, along with the theories and techniques behind the practice of group counseling. Group dynamics will be addressed with emphasis on how to form a counseling group, the stages of group counseling, how to effectively lead groups, and how to evaluate results. Development of group leadership, group counseling skills, group membership, and working with specific groups is stressed. Attention is paid to groups for children, adolescents, adults as well as older adults. Special populations are addressed including various minority populations and group work with culturally diverse populations.

Required Text(s):

Gladding, S. T. (2019). Groups: A counseling specialty (8th Ed.) Pearson. Saddle River, N.J.

Relevant articles may be provided to enhance understanding of course content.

Recommended Readings:

ACA code of ethics: Download from www.counseling.org ACA section C: Counselors actively participate in local, state, and national associations that foster the development and improvement.

ASGW Standards of Practice: Download from www.asgw.org

Relevant articles may be provided to enhance understanding of course content.

CACREP Standards:

Section 3: Foundational Counseling Curriculum

F. GROUP COUNSELING AND GROUP WORK

1. theoretical foundations of group counseling and group work
2. dynamics associated with group process and development
3. therapeutic factors of group work and how they contribute to group effectiveness
4. characteristics and functions of effective group leaders
5. approaches to group formation, including recruiting, screening, and selecting members
6. application of technology related to group counseling and group work
7. types of groups, settings, and other considerations that affect conducting groups
8. culturally sustaining and developmentally responsive strategies for designing and facilitating groups
9. ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities
10. direct experiences in which counseling 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

Objectives

Students will:

1. acquire an understanding of the therapeutic influence inherent in group counseling.
2. learn to evaluate principles of group dynamics, group process components, and individual group member's roles and behaviors in the group.
3. become knowledgeable about the development stage process of group counseling.
4. become knowledgeable about the emphasis of personal qualities/characteristics, facilitation styles, and approaches of effective leadership that play on the group process.
5. become knowledgeable about the group process with an emphasis on factors influencing the design and formation of groups including counselor's orientation, selection criteria and methods, and methods of evaluation of effectiveness of group.
6. become knowledge about various group counseling theories by examining commonalities, distinguishing characteristics and pertinent research and literature about various group counseling theories.
7. participate or observe as a group member in a small group setting over the course of one academic term.

Grading Criteria and Course Assignments

Methods of Instruction

To achieve the objectives of this course and address the course content, I will employ the following teaching interventions: discussion, individual and small-group projects, lectures, role plays, facilitated reflection, and simulated activities.

Grading & Evaluation:

STUDENTS WHO MAKE A FINAL GRADE OF C or below IN GROUP COUNSELING MUST REPEAT THE COURSE.

Assignments/Requirements	Due Dates & Times	Available Points
Professionalism & Participation	Ongoing	10
In-Class Introduction	January 20th in Class	1
Book Chapter Quiz 1	February 3rd by 7 pm	3
3 Book Chapter Quizzes (2 pts each)	February 10, 17, 24 All due by 7pm	6
Group Portfolio	May 6th by 7pm	20
Final Project: Group Proposal Write-up	April 21st by 7pm	10
Final Project: Proposal Presentation	May 6th see time on BB	5
Skills Exam	March 3rd by 11:59 pm	15
Final Exam	May 12th by 9:45pm	30
Total Points		100

Attendance and Participation

Attendance and participation are crucial. Students will maintain participation by being prepared and by actively participating in each class. Each student is given two (2) free absences. *Three absences will require both documentation and will result in a letter grade drop. In other words, one cannot earn an A with three absences.* Any more than three absences and we will need to meet in person to discuss re-taking the course or accepting a failing grade. Students missing class are responsible for the material covered. *The instructor will not come to you to discuss your absences.*

Quick View of Attendance for this class:

2 Free absences- No questions

3 absences = drop one letter grade, no excuses

4 absences = Final grade will be at a maximum 'C' and the course will have to be repeated

2 Late entry- 10 minutes late = one (1) absence

15 minutes late= Absence. Please do not disturb the class.

Course Grading:
90-100..... A
80-89..... B
70-79..... C
60-69..... D
0-59..... F

Participation and Professionalism

Be in class on time and prepared to actively engage in the class. You are expected to read all chapters and view/read any additional information prior to the start of class.

Recommendations: have questions, have discussion ideas, volunteer, engage when opportunities arise.

Book Chapter Quizzes

There are a total of Four (4) quizzes, each worth two points. Therefore, students can earn up to 8 points upon completing all quizzes successfully. Each quiz will be available for approximately one week on Blackboard and will contain multiple-choice questions from each chapter. Students can take each quiz twice and the highest score will be recorded. *However, once each quiz closes, students can no longer take the quiz. No exceptions.*

Group Counseling Skills Exam

This exam will be taken on Blackboard and will contain 15 multiple-choice questions-- each worth 1 point. This exam will evaluate students' knowledge about specific group counseling skills. Students can take the exam twice and the highest score will be recorded. *However, once the exam closes, students can no longer take the quiz. No exceptions.*

In-Class Experiential Group Process/Two Way Fishbowl

In-class groups will be processing experiences that will focus on here-and-now, professional development topics overseen by the instructor.

Two Way Fishbowl Format:

The class will be divided into two groups: Group A and Group B. The group leaders will conduct their group counseling session with Group A while Group B observes (i.e., Group A is in the fishbowl). Then the groups will rotate.

- **Purpose:** To develop awareness about yourself- as a group member and as a group leader.
- **Confidentiality:** Is expected and necessary for trust to develop. You will be required to sign a confidentiality form before participating in the group process

Level of Disclosure: Is your choice. Be aware that this group is NOT personal counseling and although confidentiality forms will be signed by everyone, confidentiality CANNOT be guaranteed. If the instructor believes that the conversation is becoming inappropriate for the group session, it will be stopped. *You will be responsible for deciding your own personal goal for this experience and taking the initiative to gain from the group what you want to learn about yourself and the group process.*

Group Leadership Skills Scale

Each student will co-lead sessions of the experiential group process by selecting an appropriate group activity and demonstrating specific group leadership skills. The instructor will complete a group counseling skills scale for each student who leads a group, to evaluate each student's skill level.

Final Project: Group Proposal & Presentation

Students will work in small groups to develop a group-counseling proposal and present their proposals to the class. See the grading rubric for more details. All students in the group do not necessarily earn the same grade. Grades are awarded based on each person's contribution to the project and activity in presentation.

Portfolio

This is the consolidation of your work this semester. You will place your group summaries, skills scales, time log, and consent in this portfolio and submit with a cover page to Blackboard.

Final Exam

This comprehensive exam will be taken on Blackboard and will contain 20 multiple-choice questions-- each worth 1 point. Students can take the exam once. The exam opens at 8am on the day of final, and closes at the time scheduled for class to end, *9:45pm. However, once the exam closes, students can no longer take the quiz. No exceptions.*

Self-Reflection and Disclosure

1. The Master of Counseling Program is committed to student education, safety, and the integrity of well-prepared counselors and therapists.
2. As part of this commitment, all students in the Counseling Program are expected to engage in their own personal growth and self-discovery.
3. As a means to personal growth, self-discovery, and awareness, students are often asked to reflect on personal experiences and reactions (past and present) and share these experiences in classroom settings (i.e., engage in self-disclosure). No one is required to share personal experiences.
4. While we do not engage in counseling or psychotherapy in the context of the Counseling Program, areas of growth are often identified during these self-disclosure processes.
5. **Your course grade is not contingent on what you share or the extent of your self-disclosure. Anything you choose to share is voluntary.**

The implications of your self-disclosure, however, may include reporting information to other faculty, program remediation, program dismissal, ethical charges, requirement to attend counseling, and/or notification to authorities. For additional information on self-disclosure, please refer to the *ACA Code of Ethics, Section F.7.b. Student Welfare.*

COURSE POLICIES & EXPECTATIONS

Late Assignments

- One (1) point reduction will be deducted off of your total grade for the assignment for each day the assignment is turned in late (including weekends).
- Missing an experiential assignment (i.e., group leadership), there is no way to make up the experiential assignments, so that day will be a zero on participation.

It is up to the student to E-mail the professor an explanation about late work, no later than one day after it was due, so that it is documented. Otherwise, the assignment will NOT be accepted late.

Class Etiquette:

Punctuality- Entering class late is distracting to all involved.

As many of you are coming from work to class, please be sure to plan plenty of time to make it to class. *After 15 minutes*, it will be considered an absence.

Extreme emergencies will be handled on an individual basis and must be presented to the professor ASAP. If the late entry is not discussed with the professor on the day of, no consideration will be given. If it occurs more than three (3) times, it will be grounds to meet with professor and another professor to discuss Fitness to Practice plan or removal from course.

Cell Phones

Cell phones will be turned off or silenced and put away while in the classroom.

- If the professor sees cell phones out during the class, you will be addressed directly.
- ***Text messaging or accessing the internet in class, or during meetings with the instructor, is inappropriate and can negatively impact your grade, due to you being asked to leave the class or disruption.***
- After two (2) incidents you will be required to complete a Fitness to Practice plan.
- If you have an emergency that requires your cell phone to be on, please notify your professor at the beginning of class.

NO USE OF GERNATIVE AI WILL BE PERMITTED:

Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism. This will lead to being reported to the university, and a Fitness to Practice board.

COURSE CALENDAR

** Course calendar is tentative; Instructor reserves the right to adjust as needed.

Date Tuesdays	Topic	Reading	Assignments Due
January 20	Review syllabus & course structure; Types of Groups and Group Work; Group Skills	Syllabus Chapter 1	Introduce yourself
January 27	Group Dynamics; Effective Group Leadership	Chapters 2, 3, 4	Quiz one Chapters 1-4 DUE 7pm
February 3	Forming a Group ; The Transition Period in a Group: Storming & Norming The Working Stage in a Group: Performing; Closing a Group	Chapters 5, 6, 7	Quiz two Chapters 5-7 DUE by 7pm
February 10	Diversity & Social Justice; Specialty & Creativity in Groups; Ethical & Legal Aspects	Chapters 8-10; ACA Code	Quiz Three Chapters 8-10 DUE by 7pm
February 17	Groups for Children & Adolescents; Groups for Adults, & Older Adults	Chapters 11-14	Quiz Four Chapters 11-14 Due by 7pm
February 24	Reality, Adlerian, & Person-Centered Groups	Chapter 15	
March 3	Existential, Gestalt, Rational-Emotive BT, & Transactional Analysis Solution-focused, Narrative, & Psychodrama Guest Speaker	Chapter 16 & Chapter 17	<i>Group Counseling Skills Exam</i> <i>Due by 11:59pm</i>
March 10	<i>Spring Break- no class</i>	No Class	<i>Time to work with your group on the proposal</i>
March 17	<i>Group Leadership Experience</i>		<i>Nothing due</i> 😊
March 24	<i>Group Leadership Experience</i>		<i>Nothing due</i> 😊
April 7	<i>Group Leadership Experience</i>		<i>Nothing due</i> 😊
April 14	<i>Group Leadership Experience</i>		<i>Nothing due</i> 😊
April 21	<i>Group Leadership Experience</i>		<i>Written Group Proposal by 7:00pm</i>
April 28	<i>Group Presentations</i>		<i>Portfolio is due by 7:00pm</i>
May 5	<i>University Study Day – No Class</i>		<i>Nothing due</i> 😊
May 12 No class	FINAL EXAM Due no later than 9:45 pm	I hope you have a wonderful break.	<i>Final exam in online.</i>

Group Co-Leaders

Group Number	Co-Leader	Co-Leader	Co-Leader
1	Jennifer B.	Trinity W.	William M.
2	Tomeka F.	Mike H.	Julie P.
3	William G.	Annette H.	Alejandra P.
4	Brian M.	Ximena O.	Brittney W.
5	Kenneth S.	Catherine W.	Pedro M-M.

Group that will be Outside the Fishbowl

Date	Group
March 17	Group 5 for Group 1
March 24	Group 4 for Group 3
April 7	Group 3 for Group 5
April 14	Group 2 for Group 4
April 21	Group 1 for Group 2

Proposal Groups – April 28

Time to Present					
7:10 – 7:40 pm	William G.	Annette H.	Alejandra P.	Brian M.	Brittney W.
7:50 – 8:20 pm	Tomeka F.	Mike H.	Julie P.	Jennifer B.	Trinity W.
8:30 – 9:00 pm	William M	Ximena O.	Kenneth S.	Catherine W.	Pedro M-M

University Policies, Procedures, 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, Disability Support Services is located in the Central Academic Building, Suite 210. You may also contact us via phone at (210) 784-1335, visit us at <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 and 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 <https://www.tamusa.edu/studentcounseling>.

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

Additionally, the [TELUS Student Support App](#) provides a variety of mental health resources 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://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.

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 and 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>).

Use of Generative AI: We recognize that 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 this course, no generative AI is allowed. If used it will be considered plagiarism and will be treated as such with disciplinary actions: reported to the university and in the program you will sit for a Fitness-to-Practice.

Research on Human Subjects: Any research that involves human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects at A&M-San Antonio prior to any data collection. Specific forms, instructions, and additional information are provided online: <http://www.tamusa.edu/graduatesandresearch/irb/irbforms.html>

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