

EDAD 5345 SYLLABUS

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<u>Course Title:</u>	EDAD 5345 Internship in School Administration (Practicum)
<u>Credits:</u>	3
<u>Meeting Day/Time/Room</u>	This is a Field-based course; A total of 6 meetings are required. <ul style="list-style-type: none">• An Orientation Session will be held online January 13, 2026 via Zoom Time: 5:00 PM Location: Online using the following link: https://tamusa.zoom.us/j/86767956440 Each intern must schedule a meeting with their site supervisor and professor within the first week of class. The purpose of this meeting is to ensure all parties understand their responsibilities during the internship.• Each intern must schedule a total of 3 observations of 45 minutes each, at the beginning, middle and end of the semester.• Each intern must submit a total of 3 videos of themselves leading a meeting for the purpose of <u>informal observation</u>. Videos should be 10- 15 minutes in length.

- Each intern must schedule a final meeting with the campus supervisor and professor within the final week of class. The purpose of this meeting is to review the site supervisor's final evaluation and recommendations for the intern.
- Documentation will be done in our Jagportal as well as Blackboard.
- **Jagportal Link:** educators.tamusa.edu

Prerequisites before you can take this course: Master's candidates should have completed a minimum of 24 hours of EDAD coursework prior to registering for this course. Students enrolled in "principal certification only" should have completed a minimum of 18 hours of EDAD coursework prior to registering for this course.

Course Description: This course is designed to develop in school administrators the skills and competencies needed to provide leadership and direction necessary to carry out a school system's purposes, programs, policies, procedures, regulations, and agreements as they relate to the operation of the school. (K-12).

REQUIRED TEXTBOOKS: N/A

COURSE GOALS AND OBJECTIVES:

The purpose of the internship is to bridge the gap between theory and practice and students' academic and experiential learning. Through **160 hours** of field-based experiences based on ELCC and TExES standards, the student has the opportunity to work with and to learn from administrators in the schools.

STUDENT OUTCOMES:

Students will develop and extend knowledge of:

1. The responsibilities and duties of a school principal in the areas of shared vision which leads to mission statements and strategic planning where the focus is on teaching and learning.
2. The skills, abilities, and ethics necessary to function as proactive problem-solvers and leaders.
3. The tools required for maximizing student performance and academic achievement for all students.
4. The need for effective communication within the school and the broader community.
5. The appropriate use of leadership and management theories.
6. The strategies which might be used in facilitating and fostering a sense of community and collaboration within the school for all personnel, parents, and students.
7. The need for understanding, sensitivity, and acceptance in dealing effectively with diverse

populations and their particular issues.

COURSE STANDARDS: This course covers the following Educational Leadership Constituent Council (ELCC) National Standards for Principals:

7.1 Internship

The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

7.2 Substantial

- a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.
- b. Each candidate should have a minimum of six months (or equivalent) of full-time internship experience.

7.3 Sustained

- a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.

7.4 Standards-based

- a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.
- b. Experiences are designed to accommodate candidates-individual needs.

7.5 Real Settings

- a. Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.
- b. Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses.

7.6 Planned and Guided Cooperatively

- a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.

This course covers the following domains and competencies set by the State of Texas for the Principal as Instructional Leader 268 TExES Exam:

Competency 001: The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders

Competency 002: The beginning principal knows how to work with stakeholders as key partners to support student learning.

Domain II – Leading Learning (Instructional Leadership/Teaching and Learning)

Competency 003: The beginning principal knows how to collaboratively develop and implement high-quality instruction.

Competency 004: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

Domain III – Human Capital (Human Resource Management)

Competency 005: The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

Competency 006: The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

Domain IV – Executive Leadership (Communication and Organizational Management)

Competency 007: The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

Competency 008: The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

Domain V – Strategic Operations (Alignment and Resource Allocation)

Competency 009: The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

Competency 010: The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

Domain VI – Ethics, Equity, and Diversity

Competency 011: The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

Course Requirements:

Students will be expected to provide documentation of performance activities in an online portfolio. Submissions must contain proper supportive documents as well as the completed Performance Activity Report Form explaining the contribution and involvement required to perform the specific duty, task, or activity.

The activities should be ones which go beyond what a teacher might regularly be expected to do. The required performance activities provide a variety of substantial in-school/district experiences in diverse settings planned cooperatively and supervised by university and school district personnel.

The intent of the required assignments and the performance activities is to allow students opportunities to become involved in the area of school administration and leadership; therefore, additional responsibility, time and commitment, on the part of the student interns, will be necessary. Success of the field-based component will be determined by the quality of the various activities, the appropriate supportive documents provided in the Online Portfolio, and evaluations of the candidate's performance. The final grade and determination of successful completion of the internship will be made by the university professor.

Instructional Process or Delivery:

Interns will complete an online portfolio documenting their reflections and learning throughout the internship. The portfolio will be scored based on the TExES competencies. Instructional strategies will empower the interns to gain practical experience in applying administrative skills, techniques, and theory by working with a professional administrator. Performance activities linked to the Principal TExES standards provide the interns the opportunity to experience the realities of educational administration by applying classroom knowledge and theory to actual administrative situations.

Evaluation Policy:

Documentation of performance activities should convey an understanding of the experience, the contribution and involvement required in the performance of the activity by you, linkage to the TExES standards and reflections and responsive comments of any insight or knowledge which might have been gained through participation in the activity. Clarity of thought, originality, and quality of written responses will be important.

Strategies for Success

- ❖ It is the expectation that all assignments are written at a professional graduate level using correct English grammar and syntax, organized thought and higher-level thinking skills.

- ✧ Keep a copy of all assignments until the course is completed and final grades are recorded.
- ✧ Proofread carefully. Graduate work should be as close to error-free as is humanly possible. All written work should be typed and submitted with correct spelling, grammar, style and syntax. Bibliographic entries should be utilized when appropriate. The American Psychological Association's Publication Manual (7th edition) is recommended as an approved guide.

Course Deliverables:

1. **Campus Supervisor Request Form** This form must be signed by the intern and uploaded into Blackboard the first week of class (2% of total grade).
2. **Campus Supervisor Permission Form:** This form must be signed by the intern and the site supervisor. This form must then be uploaded into Blackboard in the first week of class (2% of total grade).
3. **Internship Plan:** This form must be signed by both the intern and the supervisor/site administrator. This form must be completed and signed by the supervisor/site administrator and uploaded into Blackboard in the first week of class (5% of total grade).
4. **Complete 15 Weekly Journal Reflection Activity Logs:** This weekly log will be kept by the intern. They will become a part of the online portfolio. A minimum of 15 weekly logs must be turned in to receive full credit for this activity (30% of total grade). Note: The total number of hours must equal **160 or higher** to receive a passing grade in this course.
5. **Complete 2 Activities on Emotionally Intelligent Leadership:** These activities will become a part of the online portfolio. Note: This assignment is explained in greater detail later in the syllabus (8% of total grade).
6. **Complete 33 Final Documentation of Performance Activities:** 33 of these forms will be completed by the intern (3 for each TExES competency) and will become a part of the online portfolio. Please note your role in each activity and how the activity connects with a principal competency. (33% of total grade). Note: The total number of hours must equal **160 or higher** to receive a passing grade in this course.
7. **Sign and upload 3 Formal Observations: The intern will schedule 3 formal observations (January/February, February/March, and March/April), each of which will be 45 minutes in length. After the observation, the intern will be responsible to sign and upload the formal observation into blackboard (9% of total grade.)**
8. **Upload videos for 3 Informal Observations: The intern will be responsible to upload links to 3 separate videos in which the intern is leading a meeting, each of which will be 10-15 minutes in length (January/February, February/March, and March/April), (6% of total grade).**
9. **Evaluation by Campus Supervisor:** This form must be signed by both the intern and the supervisor/site administrator (5% of total grade).

Grades will be based on a percentage scale:

A 90% and up **B** 80% - 89% **C** 75% - 79% **D** 70% - 74% **F** 69% or below **I** Incomplete*

* 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 missed classes. The 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 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.

Texas A&M University San Antonio Important Policies and Resources



**TEXAS A&M UNIVERSITY
SAN ANTONIO**

University Email Policy and Course Communications

All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

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 January 2026
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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 in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the website 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 academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center 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. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

Day of the Week	Appointments Available	Walk-in Tutoring (no appointment needed)
Monday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Tuesday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Wednesday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Thursday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Friday	8:00 AM – 5:00 PM	11:00 AM – 4:00 PM

Counseling/Mental Health Resources

As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

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, and support services. The SCC is located in Madla 120 and can be reached at 210-784-1331. The SCC is open from 8:00 AM to 5:00 PM, Monday through Friday. The SCC is closed on all university holidays. The SCC is a part of the Student Support Services department.

intervention, consultation, case management, and prevention services. Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.

The [TELUS Student Support App](#) provides a variety of mental health resources to include 24/7/365 support for in the moment distress, crisis support, 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 system. 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 the [Jag E Alert System website](#). You can access more information about [Emergency Operations Plan and the Emergency Action Plan on our website](#). 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 by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing, Language, and Digital Composing Center (WLDCC)

The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, 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 e-portfolios, class presentations, or other digital multimedia projects.

The Writing Center offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the Writing Center in JagWire under the **Student Services tab**. Click on **Writing, Language, and Digital Composing Center** to make your appointment. Students wanting to work in real time with a tutor can schedule an **Online Appointment**. Students wishing to receive asynchronous, written feedback from a tutor can schedule an **e-Tutoring appointment**. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on the [Writing Center's website](#). The Writing Center can also be reached by emailing: writingcenter@tamusa.edu.

Meeting Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to [submit a CARE report for support](#). Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. The [General's Store is a food pantry](#) that is available on campus as well.

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 wide variety 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 with 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 on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to 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, based on race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamus.edu. Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, 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 sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamus.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 accommodation for pregnant students as it would be provided to a student with a temporary medical condition that is 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. Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

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, 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 students' 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.

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](#) or visit the resources available in the [OSRR website](#).

Important Spring 2026 Dates

Dates	Event
January 13	Tuition and Fee Payments deadline
January 19	Marting Luther King Jr. Day – No Classes
January 20	First Day of Class
February 4	Census Date
March 6-23	Midterm grading period
March 9-14	Spring Break
April 3	Study Day – No classes
April 17	Last day to drop with an automatic withdrawal
May 1	Last day to drop a course or withdraw from the university
May 4	Last Day of Classes
May 5	Study Day – No classes
May 6-12	Final Exams
May 19	Commencement

The complete [Academic Calendar](#) as available on our website.

Artificial Intelligence Policy

(Note: Insert one of the AI policy options listed below in your syllabi – Select the one you believe is most appropriate for your course and delete this message and the other options from the page.)

Option 1: No Use of Generative AI Permitted [Insert Course Number]

This assumes 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.

Option 2: Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images)

that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Option 3: Broader Use of Generative AI Permitted Within Guidelines

Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed them of their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Option 4: Customized Policy Generative AI Policy

Faculty may create a customized policy that is unique for a specific course with consultation from the department chair. Faculty are encouraged to view Texas A&M University's Generative AI Syllabus Statement Considerations when preparing a customized AI policy.

(Note: [There is guidance for how to cite AI-generators, like ChatGPT on the APA website.](#))