



MGMT 5335-600, CRN 12841, Advanced Strategic Management, Spring 2026 Syllabus

Department of Management and Marketing, College of Business

Class Modality: Synchronous, Thurs, 6:00-7:15

Class Duration: January 20, 2026 – May 12, 2026

Course Website: <https://tamusa.blackboard.com/>

Instructor Information

Instructor: Stephanie Black, Ph.D.

Office: BLH Building 341M

Office Phone: 210-784-2555

Email: sblack@tamusa.edu

Student Hours:

Monday–Friday, 10:00 AM–4:00 PM (in person or virtual, by appointment).

Students needing alternative meeting times or formats (e.g., phone, Zoom with captions) are encouraged to contact the instructor.

CATALOG COURSE DESCRIPTION

A capstone course with a focus on the integrative and multi-functional nature of strategic decision making in business organizations including coverage of contemporary problems and trends in the business environment. To be taken in the last semester of a student's MBA program. Prerequisite(s): 24 hours of graduate business courses or final semester of graduate study.

Prerequisites: 24 hours of graduate business coursework or enrollment in the final semester of graduate study. Students who do not meet prerequisites must contact the instructor immediately.

COURSE OBJECTIVES

By the end of this course, students will be able to:

- Explain commonly used strategic decision-making models and analytical tools.
- Apply strategic analysis techniques to real-world business scenarios.

- Use knowledge from multiple business disciplines to support effective managerial decision-making.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Describe the strategic management process and its key components.
2. Analyze business situations using strategic problem-solving tools to support decision-making.
3. Evaluate and apply management theories and concepts to address complex managerial challenges.
4. Assess how organizations incorporate social responsibility and ethical considerations into strategic decisions.
5. Communicate ideas and analyses clearly and professionally through written reports and oral presentations.

REQUIRED MATERIALS

Textbooks (Optional)

Students who have not previously completed coursework in strategy or business decision-making are encouraged to consult one or more of the following optional textbooks:

- Grant, R. M., & Jordan, J. J. *Foundations of Strategy*. Wiley.
- Hitt, M. A., Ireland, R. D. *Strategic Management: Concepts and Cases – Competitiveness and Globalization* (13th ed.).
- Dess, G., McNamara, G., Eisner, A., & Lee, S. *Strategic Management*.
- Barney, J. B., & Hesterly, W. *Strategic Management and Competitive Advantage*.
- Hitt, M. A., Ireland, R. D., & Hoskisson, R. *Strategic Management: Competitiveness and Globalization*.

These texts are intended as supplemental resources and are not required for course completion.

Required Cases and Articles

Required cases and articles will be provided through Blackboard via Harvard Business Publishing.

- Access to Harvard Business Publishing materials is granted for six months from the date of purchase.
- Students are responsible for completing registration and resolving any technical issues directly with Harvard Business Publishing.

Harvard Business Publishing Support:
Phone: 1-800-810-8858
Email: techhelp@hbsp.harvard.edu

Harvard Course pack Link: <https://hbsp.harvard.edu/import/1380765>

This course pack does not include the simulation. Cost is \$149.15

Simulation Requirement

Students are required to purchase and participate in a course simulation through Harvard Business Publishing. Additional details and instructions will be provided in Blackboard. You do not have to purchase this until later in the course.

Supplemental Materials

- Students are encouraged to follow at least one reputable business news source (e.g., *The Wall Street Journal*, *The Economist*, or *Bloomberg Businessweek*) to remain informed about current business trends.
- Additional readings or resources may be provided through Blackboard or instructor announcements.

COURSE REQUIREMENTS

1. Blackboard Access

Blackboard is the official platform for this course. All course materials, announcements, assignments, and communications will be posted there. Students are expected to check Blackboard regularly.

2. Time Commitment

This is a 16-week, 3-credit-hour asynchronous course. Students should expect to spend approximately 10 hours per week on course activities. This course follows scheduled deadlines and is not self-paced.

3. Participation

Students are expected to actively engage in online discussions and group activities. If circumstances prevent participation, students must communicate proactively with the instructor.

4. Assignment Submission

Students are responsible for submitting all assignments on time and verifying successful submission.

5. Exams

Exams may be administered on campus or online using approved proctoring software. Students are responsible for scheduling exams according to provided instructions.

6. Communication Expectations

- Include “Mgmt 5335” in the subject line of all course-related emails.
- Emails should use a professional tone and include the student’s full name.
- The instructor will typically respond within one working day to messages sent in blackboard. If you do not hear back within 48 hours you may follow up on my personal email at SBlack@tamus.edu.
- If no response is received within 72 hours, students should follow up.

7. Technology Requirements

- Microsoft Office is required.
- Students must have access to a reliable computer and internet connection.
- A microphone and speakers or headphones are recommended but optional.

8. Use of Artificial Intelligence (AI) Tools

Any use of generative AI tools (e.g., ChatGPT, Bard, Gemini) must be fully disclosed in an appendix and properly cited. Unauthorized or undisclosed use of AI tools is considered academic dishonesty.

9. Course Ground Rules

Students are expected to:

- Complete readings and assignments by stated deadlines.
- Participate respectfully in all discussions.
- Provide constructive feedback and engage thoughtfully with differing viewpoints.
- Contribute positively to the learning environment.

Grading Policy

Assessment Weights

- **Individual Contribution:** 70%
 - Discussions, assignments, cases, quizzes: 65%
 - Simulation: 5%
- **Group Contribution:** 30%
 - Company presentation: 5%
 - Group research paper: 20%
 - Group case study presentation: 5%

Total: **100%**

Grading Scale

- A: 90–100 (Excellent)
- B: 80–89.99 (Good)
- C: 70–79.99 (Satisfactory)
- D: 60–69.99 (Passing)
- F: 0–59.99 (Failing)

Make-Up and Late Assignment Policy

- **Assignments:** Late submissions are accepted only under extraordinary circumstances and may incur a deduction of up to 20% per day.
- **Exams:** Make-up exams are permitted only for documented extenuating circumstances and require advance notice.
- **Proctored Exams:** Students may schedule remote proctoring through approved services (e.g., Examity) or use on-campus testing centers. All technical and scheduling requirements must be followed.

Exercises and Case Studies

Each week, students will:

- Complete assigned readings
- View a recorded lecture
- Participate in a case study or related activity

Students are expected to review all assigned materials before engaging in case discussions. Online discussions will take place through Blackboard discussion forums.

Case Leadership and Analysis

- Some cases will be led by the instructor; others will be facilitated by student teams.
- For team-led cases, groups will:
 - Summarize key issues
 - Respond to guiding questions
 - Pose an additional discussion question for the class

Cases are designed to reflect real-world strategic decision-making, where information may be incomplete or ambiguous. Students are expected to analyze available data, make reasonable assumptions, and propose supported recommendations.

Strong case analyses should integrate:

- Assigned readings
- Class discussions
- Prior coursework or professional experience
- Independent research and critical thinking

There may be multiple valid approaches. Evaluation focuses on reasoning, evidence, and decision-making quality.

Case Discussion Framework

Cases will be approached using four stages:

1. **Assessment:** Identify key issues, review financials, and clarify strategy.
2. **Analysis:** Apply relevant frameworks and tools.
3. **Action:** Develop and justify strategic options and implementation steps.
4. **Appreciation:** Reflect on lessons learned and remaining questions.

INDIVIDUAL CLASS CONTRIBUTION

Individual contribution is evaluated using the “4 Ps” framework:

- **Preparation:** Completion of readings and written case preparation
- **Presence:** Active online participation
- **Promptness:** Timely engagement in course activities
- **Participation:** Constructive contributions to discussions

High-quality participation includes:

- Linking discussion to course concepts
- Asking thoughtful questions
- Building respectfully on others’ ideas
- Sharing relevant examples or experiences
- Encouraging peer participation

Quality of participation is emphasized over quantity.

Group Activities

1. Group Case Facilitation

Each team will facilitate one assigned case discussion.

Purpose:

- Deepen strategic understanding
- Develop facilitation and analytical skills

Key Requirements:

- Begin with a brief case framing
- Connect to major course themes
- Present three strategic alternatives (no single recommendation)
- Use data and visuals with citations
- Engage classmates through discussion or activities
- Submit slides one day prior
- Present as a cohesive team

Evaluation Criteria:

- Organization and clarity
- Depth of analysis
- Use of evidence
- Critical thinking
- Engagement and creativity
- Integration of course themes

2. Group Project: Company Research Paper and Presentation

Each group will research an assigned global company and submit:

- A written research paper
- A recorded professional presentation

Purpose:

- Apply strategic frameworks at the country, industry, and firm levels
- Strengthen research, writing, and presentation skills

Requirements:

- Analyze company background and strategy
- Conduct country and industry analysis
- Address global themes (e.g., sustainability, innovation, technology)
- Present three strategic options
- Ensure equal participation by all group members

Non-participation in group work may result in course failure.

Paper Submission Guidelines

- Double-spaced, 12-point font, 1-inch margins
- APA 7th edition format for citations and references (including DOIs)
- No abstract required for individual cases

- Cover page, charts, and references are excluded from page count
- All sources must be cited; plagiarism results in a zero

APA support resources are available through [Purdue OWL](#)

Class Conduct and Course Schedule

The instructor reserves the right to modify assignments or the course schedule as needed. Any changes will be communicated in advance through Blackboard announcements.

**Note that the dates and topics indicated above are only tentative and the specific topics and assignments may change throughout the semester. All changes to the syllabus will be announced in class.

Refer to Blackboard throughout the semester for announcements and messages. If you have questions, you may email me in Blackboard. If you do not receive a response within 24 hours, please resend the notification.

TENTATIVE CLASS SCHEDULE – SPRING 2026

| Week | Date | Topic / Lecture | Readings (Required / Optional) | Case Study | Activities / Assignments |
|------|------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------|
| 1 | 1/18 | Course Introduction & Strategy Refresher | Required: - Porter, M. E. (1996). <i>What Is Strategy?</i> HBR 10 Must Reads (20 pgs) (provided) - Casadesus-Masanell, R. (2014). <i>Introduction to Strategy</i> . HBR (10 pgs) Optional: <i>History of Strategy</i> . (provided) | No formal case | Icebreaker discussion, course overview, team assignments |
| 2 | 1/25 | External Environment & Industry Analysis (Porter's Five Forces, PESTEL, Industry Lifecycle) | Required: - Porter, M. (2008). <i>The Five Competitive Forces That Shape Strategy</i> . HBR 10 Must Reads (24 pgs) (provided) - Pangarkar, N. & Prabhudesai, R. (2025). <i>Using Porter's 5 Forces Analysis to Drive</i> | Netflix, Inc. 2023 (HBS) | Instructor moderates, activity on readings, external environment assignment, Netflix case analysis |

| Week | Date | Topic / Lecture | Readings (Required / Optional) | Case Study | Activities / Assignments |
|------|------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| | | | <i>Strategy</i> . HBR (15 pgs) (provided) | | |
| 3 | 2/1 | Internal Analysis & Competitive Advantage (RBV, VRIO, Core Competencies) | Required: - <i>Barney, J. (1991). Firm Resources and Sustained Competitive Advantage. Journal of Management (15 pgs) (provided)</i> - Collis, D. J., & Montgomery, C. A. (2008). <i>Competing on Resources</i> . HBR (20 pgs) | Apple Inc. in 2023 (2023) HBS. | Instructor moderates, Personal SWOT Analysis, discussion, Apple case analysis |
| 4 | 2/8 | Business-Level Strategy (Cost Leadership, Differentiation, Focus) | Required: - McGrath, R. (2013). <i>Transient Advantage</i> . HBR (15 pgs) - Mintzberg, (1987). <i>Crafting Strategy</i> . | Walmart USA – Searching for Growth (HBS, 2022) | Team 1 moderates case, internal & industry analysis, activity on reading, Walmart case analysis |
| 5 | 2/15 | Corporate-Level Strategy (Diversification, Synergy, Portfolio Management) | Required: - Anand, B., & Collis, D. (2024). <i>Why Multibusiness Strategies Fail and How to Make Them Succeed</i> . HBR (20 pgs) - Collins, J., Porras, J. (1996). <i>Building Your Company's Vision</i> . HBR Optional: - Van Den Steen, E. (2022). <i>Creating and Sustaining Competitive Advantage</i> . HBR | Responding to Aggressive Competition Huawei's entry in the Networking Equipment Industry (2024). HBC | Team 2 moderates case, internal & reflection assignment, Huawei questions |
| 6 | 2/22 | Mergers, Acquisitions, & Joint Ventures (M&A Strategy, Valuation, Integration) | Required: - Milosevic, M., Rau, K., & Steelman, L. (2025). <i>A Guide to Building a Unified Culture After a Merger or Acquisition</i> . HBR (15 pgs) | To Fizzle Out or Heat Up? PepsiCo & Coca-Cola SodaStream and Costa Coffee Acquisitions (HBS 724-394, 2023) | Team 3 moderates, M&A Group Assignment, Case Analysis |

| Week | Date | Topic / Lecture | Readings (Required / Optional) | Case Study | Activities / Assignments |
|------|------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 7 | 3/1 | Global Strategy (CAGE Framework, Global Integration vs Local Responsiveness) | Required: - Ghemawat, P. (2001). <i>Distance Still Matters</i> . HBR (20 pgs) - Porter, M. (1990) <i>The Competitive Advantage of Nations</i> . HBR. | Juan Valdez: Taking Colombian Coffee Global (2025) | Team 4 moderates, global expansion assignment, Case Analysis, Discussion, Group Rough Draft Due (3/8) |
| 8 | 3/8 | Spring Break | | | Relax |
| 9 | 3/15 | Innovation Strategy (Disruptive Innovation, Blue Ocean, First-Mover vs Fast-Follower) | Required: Kim, W. C., & Mauborgne, R. (2005). <i>Blue Ocean Strategy From Theory to Practice</i>. HBR (18 pgs) (provided) - Csaszar, F., Karp, R., & Roche, M. (2025). <i>When to Innovate and When to Imitate</i> . HBR (15 pgs) Optional: Yu & Hang (2009). A reflective review of Disruptive Innovation (provided) | Solageo: Extending Global Value Chains to Rural Markets (HBS, 2025) | Team 5 moderates, strategic innovation assignment, analysis, case analysis, DigiStrat Simulation Round 1 |
| 10 | 3/22 | Digital Strategy & AI (AI, Platform Economics, Network Effects) | Required: - Lansiti, M., & Lakhani, K. (2019). <i>Competing in the Age of AI</i> . HBR (20 pgs) - AI Ethics Strategy Lessons From H&M Group (2025). HBR (15 pgs) | DBS Bank Ltd.: AI and Digital Strategy (HBS, 2023) | Team 6 moderates, AI & Digital Transformation Assignment, DigiStrat Round 2, Case Analysis, |
| 11 | 3/29 | Crisis Management & Strategic Risk | Required: - McNulty, E. & Marcus, L. (2020). <i>Are You Leading Through the Crisis or Managing the Response?</i> HBR (15 pgs) - Bene, G., et al. (2025). <i>How to Rescue a Failing Strategy</i> . HBR (15 pgs) | No team case | Team Strategic crisis activity, DigiStrat Round 3 |

| Week | Date | Topic / Lecture | Readings (Required / Optional) | Case Study | Activities / Assignments |
|------|------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12 | 4/5 | Sustainability & CSR Strategy (Shared Value, Triple Bottom Line, Circular Economy) | Required: <ul style="list-style-type: none"> - Porter, M., & Kramer, M. (2011). <i>Creating Shared Value</i>. HBR (15 pgs) - Zeng (2018). <i>Alibaba and The Future of Business</i>. HBR | Transforming a Titan (A) (HBS 125-121, 2025) | Team 7 moderates, Strategy, shared value, and the future of business assignment, DigiStrat Round 4 |
| 13 | 4/12 | Corporate Governance & Ethics | Required: <ul style="list-style-type: none"> - Schwartz, M. (2013). <i>Developing and Sustaining an Ethical Corporate Culture</i>. HBR (15 pgs) - Cheng, J. (2023). <i>Introduction to Corporate Governance</i>. HBR (15 pgs) Optional: <p>Jensen (2001). Value Maximization, Stakeholder Theory, and the Corporate Objective Function,</p> | Governing OpenAI (A) (HBS, 2025) | Team 8 moderates, governance in practice assignment, case analysis, DigiStrat Round 5 |
| 14 | 4/19 | Strategy Execution & Value Creation (Balanced Scorecard & Implementation) | Required: <ul style="list-style-type: none"> - Kaplan, R., & Norton, D. (2005). <i>Balanced Scorecard Measures That Drive Performance</i>. HBR (20 pgs)(provided) - Powers, E., Nielsen, G., & Martin, K., & Powers, E. (2008). <i>Secrets to Successful Strategy Execution</i>. HBR (15 pgs) Optional: <p>Mankins, M. & Steele, R. <i>Turning Great Strategy into Great Performance</i>. In <i>HBR's 10 Must Reads</i>. (provided)</p> | Fleury Group: value Creation and Value Capture in the Supplementary Health Market (2024) | Team 9 moderates, Linking strategy to performance assignment, DigiStrat Round 6 (Final Round), Distrat Reflection, Group Papers Due (4/26), Peer feedback |
| 15 | 4/26 | Capstone Strategy | No new readings | Student Group Presentations Due (4/29) | Post Presentations, Peer feedback, |

| Week | Date | Topic / Lecture | Readings (Required / Optional) | Case Study | Activities / Assignments |
|------|------|--------------------------------------|--------------------------------|-------------|------------------------------------|
| | | Presentations & Wrap Up | | | |
| 16 | 5/3 | Capstone Reflection & Course Closure | No new readings | No new case | Vote Best Presentation, Reflection |

IMPORTANT POLICIES AND RESOURCES

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

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

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

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

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

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



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

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

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

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

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

how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

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

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

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

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

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

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

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

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

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

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

Students' Rights

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

Students' Responsibilities

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

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

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

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. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). 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.

Key Dates For Fall 2026 Semester:

The complete academic calendar is available online:

<https://www.tamusa.edu/academics/academic-calendar/current-year/spring-2026.html>

| Date(s) | Event |
|-------------------------|----------------------------------------------------------------------------|
| October 27 | Registration opens |
| December 24 – January 2 | Winter Break |
| January 13 | Tuition and fee payment deadline |
| January 16 | Last day to withdraw and receive a 100% tuition refund (0% responsibility) |
| January 19 | Martin Luther King Jr. Day – No classes |
| January 20 | First class day |
| January 27 | Last day to register |
| February 4 | Census date |
| February 5 | Drop for non-payment |
| February 23 – March 6 | Midterm grading period |
| March 9 – March 14 | Spring Break |
| April 3 | Study day – No classes |
| April 17 | Last day to drop with an automatic grade of “W” |
| May 1 | Last day to withdraw from the university |
| May 4 | Last day of scheduled weekday classes |
| May 5 | Study day – No classes |
| May 6 – May 12 | Final examinations |
| May 12 | End of term |

| Date(s) | Event |
|----------------|-----------------------------|
| May 15 | All grades due by noon |
| May 18 | Grades available in JagWire |
| May 19 | Commencement |