

# PHYS 1302: General Physics II

## Spring 2026

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### Course Information

<b>Course</b>	PHYS 1302
<b>Name</b>	General Physics II
<b>Section</b>	001
<b>Meeting Time</b>	Tu Th 2:00–3:15 PM
<b>Location</b>	ST 169

### Instructor Information

<b>Name</b>	Sai Madhav Modumudi
<b>e-mail</b>	smodumudi@tamusa.edu
<b>Office</b>	ST 379
<b>Office Hours</b>	Fridays 9:30–11:00 AM.
<b>Online Office Hours</b>	Fridays by appointment.

### Course Description

This course continues the two-part sequence in algebra-based introductory physics and builds directly on the ideas introduced in Physics I. The first part of the course focuses on rotation, oscillations, and wave behavior, with topics such as rotational dynamics, energy in rotating systems, simple harmonic motion, mechanical waves, and the physics of sound. The latter part of the course introduces electricity, beginning with charge interactions and electric fields, then moves into electric potential, capacitance, current, resistance, and simple circuits.

A central goal of the course is to show how these concepts connect to real life. Rotations explain everything from the balance of a gymnast to the operation of turbines. Waves and sound link directly to hearing, speech, and medical imaging. Electricity underlies nerve signaling in the body as well as the design of modern technology, from smartphones to hospital equipment.

Physics II is particularly valuable for students in life sciences, health-related programs, and other fields where an understanding of the physical world supports future study and careers. It blends conceptual insight with practical problem-solving, relying on algebra and trigonometry rather than calculus. Laboratory sessions play a key role, giving students direct experience with experiments and reinforcing principles from class.

By the end of the semester, students will have developed stronger quantitative reasoning skills, a deeper grasp of the connections between physics and biology/medicine, and the ability to apply physics to both everyday situations and advanced coursework in science, engineering, or healthcare.

**Prerequisite:** MATH 1314, MATH 1234, MATH 2313, or MATH 2314. Good standing in algebra and trigonometry is expected from the students.

### Course Objectives and Learning Outcomes

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

- Understand and apply the principles of rotational motion including torque, angular momentum, and energy in rotating systems.
- Describe and analyze oscillatory motion with emphasis on simple harmonic motion and resonance.
- Explain the properties of waves and sound, including wave propagation, interference, standing waves, and the physics of hearing.
- Develop a foundational understanding of electrostatics, focusing on electric charge, Coulomb's law, electric fields, and electric potential.

- Apply concepts of electric circuits, including current, resistance, capacitance, and direct-current (DC) circuit analysis.
- Connect physical principles to real-world and biological systems, such as medical imaging, nerve signaling, and technological applications.
- Strengthen problem-solving skills using algebra and trigonometry to analyze and predict physical behavior.
- Engage in experimental inquiry by designing, conducting, and interpreting laboratory experiments to reinforce theoretical concepts.
- Communicate scientific reasoning effectively through written explanations, problem solutions, and collaborative discussions.
- Build quantitative reasoning and critical thinking skills that prepare students for further study in science, engineering, and health professions.

## Course Material

The recommended textbook for this course is **Physics, by Young and Stadler**. The book is accessible through the WileyPLUS platform on Blackboard. Students are encouraged to pursue other introductory physics textbooks to aid the understanding of physical principles taught in the lectures. Some resources include:

- **University Physics, by Young and Freedman:** Known for clear conceptual explanations with mathematically careful derivations and good problem sets.
- **Fundamentals of Physics, by Halliday, Resnick and Walker:** Known for clear explanations, numerous worked examples and problem sets.
- **Physics by James Walker:** A student-friendly option praised in forums for its clarity and real-world connections.
- **OpenStax College Physics:** A free, high-quality algebra-based physics textbook available online. Widely adopted and includes thorough examples and exercises—very accessible for self-learners.
- **HyperPhysics:** An extensive, concept-based online physics reference covering a wide range of topics with clear explanations.
- **PhET Interactive Simulations:** High-quality, free physics simulations. Ideal for visualizing circuits, fields, waves and optical phenomena.

## Student Commitment

Physics, like mathematics, requires active engagement rather than passive observation. This course is not centered on the rote memorization of formulas. Instead, it is designed to equip you with fundamental concepts, principles, and laws. Your responsibility is to develop a thorough understanding of these ideas and then apply them to problem-solving, laboratory experiments, and active participation in recitation sessions, etc. To succeed, treat physics as a skill you build through practice. Reading solutions or watching someone else work a problem can feel productive, but real learning happens when you struggle productively with questions yourself. The following are proven ways that you could succeed in the course.

- **Come prepared:** Complete the relevant Pre-Lecture assignments (Reading Assignments) before class and write down at least two questions (conceptual or mathematical) that you would like clarified in-class.

- **Engage actively during class:** Take notes that capture *ideas and reasoning*, not just equations. When we introduce a formula, ask: what does each symbol represent physically, and what assumptions are being made?
- **Practice consistently:** Work problems regularly rather than cram them before exams. Aim to start homework early so you have time to identify where you are stuck and to ask for help before deadlines.
- **Use a problem-solving method:** For most problems, a reliable workflow is:
  - Sketch the situation, especially for problems involving rotational motion and/or electrostatics.
  - List knowns/unknowns and write down relevant principles.
  - Solve symbolically first, then substitute numbers, and finally check units.
- **Learn from mistakes:** It might be helpful to keep a short “error log” of mistakes (sign errors, unit mistakes, misreading the question, using a formula outside its assumptions). Revisiting these is one of the fastest ways to improve.
- **Treat lab as physics in action:** Come ready to connect measurements to theory. Record clear observations, include units, estimate uncertainty when appropriate, and reflect on whether results are physically reasonable.
- **Participate in recitation:** Recitation is where you build fluency. Ask questions, attempt problems before solutions are discussed, and be willing to show incomplete work; that is how feedback becomes useful.
- **Use office hours and tutoring effectively:** Bring specific questions and your attempts. “I tried this and got stuck here” is far more productive than “I don’t get any of it.”

## Attendance, Exam, and Homework Policy

1. Regular and punctual attendance is expected. If you are unable to attend a class either for personal reasons or due to an emergency, please let your instructor know by email as soon as possible.
2. Three exams are planned for the semester: Exam 1, Exam 2 and the Final Exam.
3. Exams will be conducted at the testing center. Each student may bring one handwritten Letter-sized ( $11 \times 8.5$  inches in size) cheat sheet (writing allowed on both sides), and a non-programmable, non-graphing calculator. Students are required to register their slot at the testing center as soon as the registration opens. Failure to register promptly may result in limited availability of seats.
4. **Exam 1:** Covers all material discussed up to the exam date. The exam will be 90 minutes long, and will contain 20–25 questions based on the difficulty of the questions.
5. **Exam 2:** Covers all material discussed after Exam 1 up to the exam date. This exam will also be 90 minutes long, and will contain 20–25 questions.
6. **Final Exam:** Comprehensive. Approximately 40% of the questions will focus on material covered after Exam 2, while the remaining 60% will focus on material covered before Exam 2. The final exam will be 110 minutes long, and will contain 25–35 questions based on the difficulty.
7. Make-up exams for Exam 1 and Exam 2 may be allowed under exigent circumstances, with valid documentation. The final examination must be taken as scheduled—make-up exams will not be offered.
8. **Pre-Lecture (Reading Assignments)** and **Post-Lecture (Homework)** will be assigned on WileyPLUS platform accessible through Blackboard. Pre-Lecture is an adaptive-style completion-based

test. Your score doesn't depend on how many questions you get right, rather depends on how far you progress in the assigned concepts. Post-Lecture homework will be a traditional homework with 10–30 questions based on topics covered during the week.

9. Pre-Lecture Homework is assigned every Monday and will be due 11:59 PM following Monday. Post-Lecture homework is assigned every Thursday and will be due 11:59 PM following Thursday. There is a penalty of 20% of the score for every day the homework is submitted late.

## Technology Requirements

Please contact the I.T. department (helpdesk@tamusa.edu or call (210)-784-4357) at TAMU-SA with any technology related questions. You will need a working computer/laptop, with Windows or Mac, or a Chromebook. You will need software to read/write/edit Word, Excel and PowerPoint files, and to read PDF documents. You will also need a proper internet connection. A basic scientific calculator may be helpful for the lectures and for the exams.

## Course Schedule

This is a tentative schedule. Some adjustments should be expected. The pace of lectures may be adapted in accordance with student performance on homework assignments and exams.

Week	Dates	Schedule
1	Jan 20	Introductions, Syllabus, Course expectations, etc.
1	Jan 22	Physics I review
2	Jan 27	} Chapter 8
2	Jan 29	
3	Feb 3	} Chapter 9
3	Feb 5	
4	Feb 10	
4	Feb 12	} Chapter 10
5	Feb 17	
5	Feb 19	
6	Feb 24	Recitation Session
6	Feb 26	Exam Day—No Lecture
7	Mar 3	} Chapter 16
7	Mar 5	
8	Mar 10	Spring Break—No Lecture
8	Mar 12	Spring Break—No Lecture
9	Mar 17	Chapter 16
9	Mar 19	} Chapter 17
10	Mar 24	
10	Mar 26	
11	Mar 31	Recitation Session
11	Apr 2	Exam Day—No Lecture
12	Apr 7	} Chapter 18
12	Apr 9	
13	Apr 14	
13	Apr 16	Chapter 19

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Week	Dates	Schedule
14	Apr 21	} Chapter 19
14	Apr 23	
15	Apr 28	} Chapter 20
15	Apr 30	
16	Final Exam	Tuesday, May 12, 2:00–3:50 PM

## Grading

Your current and final grade is based on the averages calculated in the table below. The lowest of Exam 1 and Exam 2 will be dropped.

Component	Weight	Notes
Pre-Lecture Homework	25%	Completion-based
Post-Lecture Homework	25%	Traditional Homework
Exam 1	25%	} Lowest of the two exams will be dropped in the final grade.
Exam 2	25%	
Final Exam	25%	No make-up exams will be offered
Total	125% (–25% = 100%)	

## Letter Grade

F = 0 – 59%	D = 60 – 69%	C = 70 – 79%	B = 80 – 89%	A = 90 – 100%
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## Extra Credit

There are two ways to earn extra credit in this course.

- **Extra-credit quizzes:** There will be 5 to 10 in-class quizzes administered at unannounced times throughout the semester to assess student progress and understanding of course principles. Each quiz is worth up to 2% extra credit.
- Attendance accounts for half of each quiz score. By completing all quizzes, students may earn approximately 5 to 10% extra credit over the semester (depending on the number of quizzes administered).
- **Extra-credit term paper/presentation:** Students may complete either a term paper or an in-class presentation on a topic related to material covered during the semester. Work may be completed individually or in groups of up to three students. This option is worth up to 5% extra credit. Students must submit the proposed topic to the instructor and obtain approval before beginning. The proposal deadline is Monday, April 6.
- Presentations will be evaluated according to the following criteria:
  - Length: The presentation must be between 10 and 15 minutes. Presentations shorter than 10 minutes do not receive any credit.
  - Preparation: Clarity and confidence in responding to questions from classmates and the instructor.
  - Quality: The presentation must meet academic standards. For example, physical units must be correct; at least one real-world application must be included; scientists' names and contributions

must be presented accurately; and all references must be cited appropriately. The presentation should demonstrate depth and should not be repetitive.

A limited number of presentation slots are available; students should reserve a slot well in advance.

- Term papers must follow the guidelines below:
  - Length: 4 to 5 pages, single-spaced, single-column for the main text. References are not included in the 4–5 page count.
  - Formatting: Use a 12-point Times New Roman font (or another standard, readable font) with 1-inch margins on all sides. Text should be justified. Page numbers are required on every page.
  - Title block (top of first page): Include the paper title, your name, the course, and the date. Do not include a separate title page. Title block should not take more than a third of the first page.
  - References (Chicago style): Provide a full bibliography at the end.

## **Academic Integrity:**      **We take this very seriously!**

According to the Student Code of Conduct, the following are considered violations of Academic misconduct (but are not limited to): Cheating, Plagiarism, Multiple Submissions, Collusion, Lying, and Bribery.

Plagiarism, or copying the words of others with the intent of making it look like your own. Whether you use someone else's phrase word for word, or whether you try and change a few words, or even if you just borrow someone else's original idea and don't give them credit, that's unethical. Use your own words whenever possible, give credit to wherever, and put direct quotes inside quotation marks. Cheating Involves trying to trick me or others into thinking you did work that you did not do.

Searching the Internet for homework solutions and copying what you find is considered cheating. Searching the internet for help on a topic is fine, if you don't copy the answer. For example, suppose a question asks, "What are Newton's Laws of Motion?". Typing that phrase into any internet search engine and pasting the text in the answer box is considered cheating. Typing "What are Newton's Laws of Motion" into any internet search engine, reading a few web pages, and summarizing the information in your own words is not cheating. Borrowing a previous student's homework, exams, or solution sets is considered cheating.

Collusion is defined as working with another person to cheat. This can include copying someone else's answers to an exam or assignment, doing work for another student, buying or otherwise obtaining homework/exam solutions from any source online or offline, or any other instance of multiple people engaging in some form of Cheating or Dishonesty. Working with other students on an assignment is fine as long as everyone contributes, and each student does their work.

If you have any questions on whether a specific action is considered dishonest, please ask the instructor before engaging in the activity. There is no need to be embarrassed about asking, and there is no penalty for asking.

## **Important Policies and Resources**

### **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](mailto: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 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 at the [website](#) or email us at [dss@tamusa.edu](mailto:dss@tamusa.edu). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their academic accommodations 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](mailto: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:

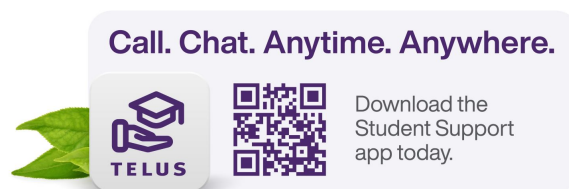
	Appointments Available	Walk-in Tutoring–No Appointments Needed
Monday	8AM–6PM	9AM–5PM
Tuesday	8AM–6PM	9AM–5PM
Wednesday	8AM–6PM	9AM–5PM
Thursday	8AM–6PM	9AM–5PM
Friday	8AM–5PM	11AM–5PM

## 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, 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 including 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 [JagE Alert System Website](#). More information about Emergency Operations Plan and the Emergency Action Plan can be found here. 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 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](mailto: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](mailto: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@tamusa.edu](mailto:titleix@tamusa.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@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K).

If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

## **Pregnant/Parenting Students**

Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide reasonable 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 University-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**

- 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.
- 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.
- 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.
- Each student subject to disciplinary action arising from violations of university students' rules shall be assured a fundamentally fair process.

## Students' Responsibilities

- A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
- 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.
- A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
- A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
- 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

Please refer to the complete [Academic Calendar](#) available on the website.

## Artificial Intelligence Policy

Use of Generative AI permitted under some circumstances 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.