



TEXAS A&M UNIVERSITY
SAN ANTONIO



COURSE SYLLABUS

Texas A&M University – San Antonio
Department of Arts and Sciences
PSYC 3321: Intimate Relationships

Semester: Spring 2026

Time: MW 5:30–6:45 pm

Professor: Kelsey Schroeder, Psy.D.

Office: via Zoom

E-Mail: kschroeder@tamus.edu

Phone: 319-431-0173

Office Hours: F 3:30–4:30pm ON ZOOM. Appointments are recommended so people don't pull me out of office hours for meetings (it's harder to pull me out when I have an actual appointment on the calendar). If these times aren't good for you, you are welcome to make an appointment for other days/times as well.

Zoom: <https://us02web.zoom.us/j/7637293060?pwd=alZkTmJiTEdDbENjaTZ5NVhMS2NjUT09>

Password: 779311

Textbook: Zacchilli, T. L., & Kieffer, K. M. (2025). *Contemporary Issues in Close Relationships*. San Diego: Cognella.
ISBN: 9798823344906 (print); 9798823363235 (e-book)

Course Description: This course covers issues involved in both intimate and platonic close relationships, with an emphasis on intimate relationships, and includes attraction, love, communication, sexuality, power, and dissolution. Current and classic research associated with all aspects of relationships will be considered. Prerequisite: PSYC 2301.

Student Learner Outcomes

Students who successfully complete the course will demonstrate:

1. an understanding and appreciation of the current and classic relationship research, and the empirical methods used to produce these findings.
2. a basic knowledge of topics related to relationships.
3. an understanding of the way research results can be used to better their own relationships, including platonic friendships.

Assessment of Student Learner Outcomes

The student learner outcomes 1 through 3 above will be assessed through students' performance on the exams, participation, reaction papers, and the proposal.

Schedule (subject to change):

Wed, Jan 21	Syllabus Review and Chapter 1: Introduction to Close Relationships Get Contact Information for Group Members (Groups of 3)
Mon, Jan 26	Ch 1 article: Dupuis, H. E., & Girme, Y. U. (2024). "Cat ladies" and 'Mama's boys': A mixed-methods analysis of the gendered discrimination and stereotypes of single women and single men." <i>Work with partners to choose presentation article</i>
Wed, Jan 28	Ch 1a article: Fraley & Shaver (1998): "Airport Separations: A Naturalistic Study of Adult Attachment Dynamics in Separating Couples"
Mon, Feb 2	Chapter 2: Attachment and Family Relationships Meet with group Farrell, Simpson, Overall, & Shallcross (2016): "Buffering the Responses of Avoidantly Attached Romantic Partners in Strain Test Situations" Reaction Paper 1 Due
Wed, Feb 4	Chapter 2 Cont. Article for Presentation due- send me via email APA Citation Workshop Certificate Due
Mon, Feb 9	Presentation- Group #5 Chapter 3: Friendship and Social Support
Wed, Feb 11	Petersen, K. J., Qualter, P., Humphrey, N., Damsgaard, M. T., & Madsen, K. R. (2023). "With a little help from my friends: Profiles of perceived social support and their associations with adolescent mental health." Reaction Paper 2 Due
Mon, Feb 16	Presentation- Group #2 Catch Up
Wed, Feb 18	Chapter 4: Attraction and Relationship Development
Mon, Feb 23	Chapter 4 Cont. Nicholson, Coe, Emory, & Song (2016): "The Politics of Beauty: The Effects of Partisan Bias on Physical Attractiveness"
Wed, Feb 25	Presentation- Group #6 Houle, L., Barker, E., & Pronin, E. (2022). "Playing hard-to-get: A new look at an old strategy." Reaction Paper 3 Due
Mon, Mar 2	Chapter 5: Romantic Love Presentation- Group #3
Wed, Mar 4	Chapter 5 Cont. Presentation- Group #1 Jonason, Lowder, & Ziegler-Hill (2020): "The Mania and Ludus Love Styles are Central to Pathological Personality Traits"
Mon, Mar 9	Chapter 6: Relational Sexuality Jones (2016): "The 'Chasing Amy' Bias in Past Sexual Experiences: Men Can Change, Women Cannot" Reaction Paper 4 Due
Mon-Wed Mar 9-11	SPRING BREAK
Mon, Mar 16	Chapter 6 Cont. Presentation- Group #4

Wed, Mar 18	Midterm Exam (Chapter 1-6, all class material covered to this point)
Mon, Mar 23	Chapter 7: Communication and Relational Maintenance Presentation- Group #7
Wed, Mar 25	Ch. 7 Cont. Holtzman, et al. (2021): "Long Distance Texting: Text Messaging is Linked with Higher Relationship Satisfaction in Long Distance Relationships" Reaction Paper 5 Due Presentation- Group #9
Mon, Mar 30	Chapter 8: Conflict and Abuse Time to work on Proposal
Wed, Apr 1	Chapter 8 Cont. Time to work on Proposal
Mon, Apr 6	Presentation- Group #8 Peterson & DeHart (2014): "In Defense of Self-Love: An Observational Study on Narcissists' Behavior During Romantic Relationship Conflict" Reaction Paper 6 Due
Wed, Apr 8	Small group discussions Catch Up
Mon, Apr 13	Stein, Grogan-Kaylor, Galano, Clark, & Graham-Bermann (2019). The Social and Individual Characteristics of Women Associated with Engagement with Multiple Intimate Violent Partners."
Wed, Apr 15	Chapter 9: Breakup, Divorce, and Bereavement Dekel, R., Shorer, S., & Nuttman, S. O. (2022). "Living with spousal loss: Continuing bonds and boundaries in remarried widows' marital relationships. "
Mon, Apr 20	STUDY DAY-No classes
Wed, Apr 22	Ch. 9 Cont.
Mon, Apr 27	Chapter 10: Class, Race, and Gender Proposal Due
Wed, Apr 29	Haas, & Lannutti (2022). "Relationship maintenance behaviors, resilience, and relational quality in romantic relationships of LGBTQ+ people Presentation- Group #10
May 4 & May 6	STUDY DAYs-No classes
Mon, May 11	Final Exam 4:00pm-5:50pm

If/when changes are made, students will be notified on Bb and an updated will be uploaded for students' access

Assignments: NO LATE WORK IS ACCEPTED

(If accommodations are needed in case of emergencies, please contact me directly)

1. **Exams:** Two exams plus a final exam will be given in class during the semester (midterm and final). The two exams will consist of 60 points, this may include multiple choice, true/false, short answer, and essay questions over the presentations, reading, and any other course material included in the syllabus. Students will be allowed one notecard (standard index card- 3x5in), with HAND-WRITTEN information on the front and back. No other notes will be allowed and all electronics are strictly forbidden during exams. If students are found to be using ANY technology during the exam, they will be excused from the class that day and be given a zero.

2. Presentation Articles:

You will select an empirical article, approved by the instructor, that fits with the chapter you are covering. You are paired with two other classmates who has the same interests you do regarding chapter/topic.

Requirements for article:

1. Must be empirical. This means that they did an experiment with a data collection. Look for a Method section in your article.
2. Must be from 2020-2025. These articles will all be fairly recent.
3. Must be from an academic journal.
4. Must be approved by me.

In the presentation, students will:

1. Give a short introduction
2. Discuss hypotheses, method, and main results. (What they predicted—what they did—what they found.)
3. Give a short conclusion

This presentation should take 20 minutes. Please do not go over 20 minutes. Please use power point for your visual aid. Please paraphrase rather than using quotes on your ppt slides.

Rubric:

PURPOSE OF ASSIGNMENT: To better understand the research in psychological articles related to relationships.

DETAILS OF ASSIGNMENT: See above.

GRADING OF ASSIGNMENT:

125 points

All partners contributing equally and clearly stating their part.	20 points
Introduction is clear and relevant.	15 points
Hypotheses, Method, and Results are clear	35 points
Conclusion	10 points
Length of presentation between 18 and 20 minutes	15 points
Power point is clear and free of mistakes	30 points

Example of an article cited with APA Style, 7th Edition:

Frost, D. M., Meyer, I. H., & Hammack, P. L. (2015). Health and well-being in emerging adults' same-sex relationships: Critical questions and directions for research in developmental science.

Emerging Adulthood, 3, 3-13. (If there is a doi, list it here as an http link) (If there is an issue number, it will appear in parentheses after the volume number, but not in italics.)

3. *Participation:* You will receive a grade based on your participation in class. You will be called on during discussions. You are welcome to bring a copy of your paper with you.
4. *Reaction Papers on articles*
Reaction papers are due throughout the semester for which an article is mentioned in the schedule. I will give you a template to use for the reaction papers. They must be submitted **before** class, but please have a copy available for discussion. You are graded on the completeness of the reaction (you must show some thought) and to get full credit, you must represent your article correctly in APA style. **Articles must be found on PsycInfo.** Sample citation is the Frost citation above.
For days where an article is assigned for the class but no Reaction Paper is due, students are still expected to have the reading completed PRIOR to class and be ready to engage in both small and large group discussions about the assigned readings for that day.
5. *APA Workshop:* You will be reading a lot of articles in this class, and a psychology major is not required. Therefore, to familiarize yourself with the citation style we are using, you will take the workshop on APA style, found in one of the libguides: https://libguides.tamusa.edu/academic_tools/basic_apa
Just turn in the certificate. You can take a screen shot and upload to Bb, or even take a picture on your phone.
6. *Proposal:* At the end of the semester, after learning about the research in relationships, you will be asked to write your own research idea about a topic in relationships. Instructions are posted below:

Instructions:

1. **Rationale:** Why is this study important? Why did you choose these variables? What studies in the literature guided you to believe that your predictions were realistic? (Use at least 3 studies--peer-reviewed, academic articles--paraphrasing and citing in APA style; no direct quotes)
2. **What is your hypothesis or hypotheses (predictions)?** What are your variables? Do you have IVs? DVs? Correlates?
3. **Method:** How, step by step, do you plan to collect data?
4. **Conclusion:** What do you think you will find? This is not a stat or research methods class, and not all of you are psychology majors, so I will not ask you about data analysis and design in detail. Just give a general conclusion.
5. **Reference page for your 3 APA style peer-reviewed journal articles.**
6. **Papers are expected to be 5-7 pages.**

Technical Support

If you are having trouble with Blackboard, or email help, please call the help desk at 784-4357. You can also visit them in CAB 233. If they ask you to send in a request, you will find the links at the ITS homepage:

<https://www.tamusa.edu/information-technology-services/index.html>

Course Grades

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

Letter Grade Cutoff Table

Course Letter Grade	Percentage Correct
A	90% or more
B	80 to 89%
C	70 to 79%
D	60 to 69%
F	59% or less

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

Grading Breakdown:

2 exams: 60 points each	= 120 points;
Reaction Papers: 6 @10 pts ea	= 60 points;
APA Workshop	=20 points;
In-class participation	=50 points; discussion participation
Proposal	= 100 points;
2020's Article Selection	=25 points (submitted on time)
2020's Article Presentation	= 125 points; presentation
	=500 points

What Happens If I am Not Getting the Grade I Want?

Here are some pointers:

1. **Do all the assignments.** So many students perform poorly because they “forget” to do all the work. Keep up and do assignments.
2. If it’s multiple choice you are having trouble with, try to **make your own multiple-choice quiz** on the chapter before the test. You won’t believe how well you actually have to know the chapter to do that. This means not just the questions—make sure you come up with four possible answers, and that you know which one is correct.
3. You are welcome to **see me in my office hours**, especially if you have specific questions. I am available at other times too. If you are going to ask me how you can perform better, we will look at your grades, and then I will probably tell you to do #1 and #2. If you need one-on-one study skills help, we have a new office for you to visit! Please see #4 below.
4. **Go to the Student Academic Success Center.** Here is what they have sent us:
The Student Academic Success Center (SASC) offers one-on-one appointments and walk-in sessions to Texas A&M University-San Antonio students. The Center will also offer online and face-to-face group sessions on topics such as time management, note-taking in College, study skills, goal setting, reading strategies, test taking tips, and stress management. SASC practices proactive outreach to students who may be struggling academically at the University. If you would like to meet with the Student Academic Success Center please call 210-784-1352 or email at Student.Success@tamusa.edu to schedule an appointment!
5. **The Jaguar Writing Center** If you need help with writing, please see the information in the statements below about the Jaguar Writing Center.

Class Attendance:

Participation in discussion is graded, and you cannot participate in discussions without attending class. You are expected to attend each class period. You won’t lose participation credit if you miss one or two classes, for any reason. Remember that you are paying for your college experience, and that you are getting less for your money with every class you miss. Attendance will be taken at each class.

Make-Up or Late Work:

Assignments which are turned in on time must be turned in by the time assigned online (meaning PRIOR TO CLASS), or it is late. Exams cannot be made up without making arrangements with the professor ahead of time. If you are sick, you need to contact the instructor BEFORE the exam and have a doctor's note in order to make up the exam. You may email, text on Remind, or call and leave a voicemail, as long as it is timestamped before 9:30 am the day of the test, or 8 am the day of the final exam.

The presentation needs to be presented on time—the rest of the class depends on the material being presented as the students are reading that section. If you have Covid or the flu, let me know and we will discuss options.

All written assignments will not be accepted late. The APA workshop can be turned in late for half credit.

Instructor Response Time

When you have a question, please email me. I will get back to you within 24 hours. If you don't hear from me in that amount of time, that means I probably didn't get your question. Save all emails to me, so you can go into your sent mail and re-send anything that got lost in cyberspace. After 24 hours, you are welcome to re-send your email. If it's a weekend, wait 24 hours after Monday morning. (If you happen to catch me on the computer, and I don't have to consult with anyone else to answer your question, then I can get back to you right away!)

Other Classroom Policies:

Please be respectful of others. In an online class, this includes the discussion board, email, and any other virtual communication.

****Any material on this syllabus is subject to change if a compelling situation arises.****

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 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 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, 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@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, 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	Marling 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

No Use of Generative AI Permitted [PSYC 3321]

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.