



TEXAS A&M UNIVERSITY  
**SAN ANTONIO**

## **EDBL 3307**

### **Academic Spanish in Dual Language Immersion Programs**

*\*This is a Writing Intensive course\**

**PLAN DE ESTUDIOS - SYLLABUS**

**Spring 2026**

**Madla 254**

**Tues 4:00-6:45 PM**

**STUDENT RESOURCE GUIDE**

<https://www.tamusa.edu/documents/community-safety-together/student-resources-guide.pdf>

#### **INSTRUCTOR INFORMATION**

<b>Instructor Name:</b> Santos Gutierrez, PhD	<b>A&amp;M-San Antonio email:</b> <a href="mailto:sgutierr@tamusa.edu">sgutierr@tamusa.edu</a> Cell: 210-478-1665
<b>Office Hours:</b> Via Zoom: TBA & by appointment	<b>Meeting Times:</b> Martes, 4:00-6:45 pm

### **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.

#### **TEXTBOOK AND/OR RESOURCE MATERIALS**

#### **MANDATORY TEXTBOOKS/READINGS:**

Requerido:

Morris, L. & Rosado, L. (2013). El desarrollo de español para maestros en programas de educación bilingüe. Arlington, Texas. L. M. Consultant. ISBN 978-0-9800028-0-5



240Tutoring.com - **How to Pass Using the TExES BTLPT Spanish (190) Study Guide**

Van a usar este sitio cada semana para prepararse para el examen.

Opcional:

Guerrero, M., Guerrero, C. Soltero-Gonzalez, & Escamilla, K. (2017). Abriendo brecha: Antología crítica sobre la educación bilingüe de doble inmersión. Fuentes Press. ISBN-13: 978-0984316977

Requerido:

TEKS en español. <https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills-in-spanish>

Lecturas adicionales estarán accesibles en la plataforma digital de Blackboard.

## COLLEGE OF EDUCATION AND PROGRAM POLICIES

### Los objetivos del curso basados en los estándares estatales

Los estudiantes podrán desarrollar su competencia en español con énfasis particular en la terminología académica en

- comprensión auditiva (I)
- comprensión de lectura (II)
- expresión oral (III)
- expresión escrita (IV)

Los estudiantes podrán identificar los conceptos relacionados a la educación en conexión a la comunidad de hispanoparlantes, sitios escolares, currículo y administración de programas de doble sendero y bilingües.

### PROGRAM STUDENT LEARNING OUTCOMES:

#### Bilingual Target Language Proficiency Test (BTLPT) Competencies

1. Competency 001—The teacher will demonstrate the ability to apply literal, inferential and interpretive listening skills to authentic materials heard in the target language that are relevant to the bilingual classroom and the school environment.
2. Competency 002—The teacher will demonstrate the ability to apply literal, inferential, interpretive, and critical reading skills to authentic materials written in the target language that are relevant to the bilingual classroom and the school environment.
3. Competency 003—The teacher will demonstrate the ability to construct effective and appropriate oral discourse in the target language for various audiences, purposes, and occasions relevant to the bilingual classroom and the school environment.
4. Competency 004—The teacher will demonstrate the ability to write effectively in the target language for various audiences, purposes, and occasions relevant to the bilingual classroom and the school environment.

## COURSE DESCRIPTION & OBJECTIVES

Academic Spanish for Enrichment provides development of Academic Spanish proficiency for any student who wishes to successfully utilize Academic Spanish in a dual language academic setting or similar environments. Students will refine their language skills in listening, speaking, reading, and writing to become successful dual language teachers. This course is intended to support academic study areas of biliteracy and Spanish proficiency.

## MAJOR REQUIREMENTS, DEMONSTRATION OF MASTERY AND EVALUATION

### STANDARDS, LEARNING ACTIVITIES & EVALUATION

- Teacher candidates in initial programs must demonstrate competence in teaching the Texas Essential Knowledge and Skills (TEKS) appropriate to their area of certification. Assignments that require teacher candidates to use the TEKS will include the links to the TEKS via EDBL course and by visiting **Texas Essential Knowledge and Skills in Spanish** (you will use these to create the lesson plan): <https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills-in-spanish>

## TEXAS BILINGUAL EDUCATION STANDARDS

- Standard I The teacher is able to derive essential information, interpret meaning, and **evaluate oral communications** in the target language.
- Standard II The teacher is able to derive essential information, interpret meaning, and evaluate a variety of authentic **materials written** in the target language.
- Standard III The teacher is able to construct effective interpersonal and presentational **oral discourse** in the target language.
- Standard IV The teacher is able to **write** effective interpersonal and presentational discourse in the target language.
- The table below includes alignment to standards and competencies and evaluation format relevant to the course. Locate this information following the link to **Approved Educator Standards > Supplemental Certificate Standards** (Scroll to bottom of page) > **Bilingual Target Language Proficiency Test (BTLPT)**: <https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards>

Standards	Course Module, learning activity and evaluation
<p>Standard I. The teacher is able to derive essential information, interpret meaning, and evaluate oral communications in the target language.</p> <p>The beginning teacher knows and understands: 1.1k how to derive essential information, interpret meaning, and evaluate oral communication in the target language in contexts relevant to the bilingual in contexts relevant to the bilingual classroom. See also: 1.1s, 1.2s, 1.3s, 1.4s, 1.5s</p>	<p>Module 10, Comprensión auditiva, multiple choice questions</p>

<p>Standard II. The teacher is able to derive essential information, interpret meaning, and evaluate a variety of authentic materials written in the target language.</p> <p>The beginning teacher knows and understands: 2.1k how to apply literal, inferential, and interpretive reading skills to authentic materials written in the target language that are relevant to the bilingual classroom. See also: 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s</p>	<p>Module 11, Comprensión de lectura, multiple choice questions</p>
<p>Standard III. The teacher is able to construct effective interpersonal and presentational oral discourse in the target language.</p> <p>The beginning teacher knows and understands: 3.1k how to communicate effective and appropriate oral messages in the target language in contexts relevant to the bilingual classroom. See also: 3.1s, 3.2s, 3.3s, 3.4s</p>	<p>Modules 3-4, Expresión oral, timed video recordings</p>
<p>Standard IV. The teacher is able to write effective interpersonal and presentational discourse in the target language.</p> <p>The beginning teacher knows and understands: 4.1k how to write effectively in the target language for various audiences, purposes, and occasions relevant to the bilingual classroom. See also: 4.1s, 4.2s, 4.3s, 4.4s</p>	<p>Modules 5-9, Expresión escrita, email, letter, persuasive essay, and lesson plan</p>

## TECHNOLOGY REQUIREMENTS

### COMPUTER HARDWARE:

To participate in this course, you should have easy access to a computer with high-speed internet connection via cable modem, LAN or DSL.

### STUDENT TECHNICAL SKILLS:

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

### SOFTWARE:

Mozilla's Firefox (latest version; Macintosh or Windows)  
Google Chrome (latest version; Macintosh or Windows)  
Adobe's Flash Player & Reader plug-in (latest version)

### BLACKBOARD SUPPORT CONTACT INFORMATION:

If you need Blackboard support at any time during the course or to report a problem with Blackboard you can: \*Visit the Blackboard Student Help Site\*

## COURSE POLICIES

### ATTENDANCE:

**The student is expected to attend all classes.** It is the responsibility of the student to inform each instructor of absences. When, however, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor will recommend the student to drop the course. It is important to understand that class attendance can be used by the instructor as one criterion for grading; therefore, **a student cannot earn an A in the course with more than two unexcused absences from class. Time spent on Blackboard (can be monitored by professor).** A student who enrolls for a course and then does not attend is considered absent from class until the student officially drops the course.

### STUDENT REQUIREMENTS:

In-class participation:

1. Students are expected to demonstrate active participation via in-class discussions, assignments, and activities.
2. Class attendance and punctuality are an expectation and include being on time and ready for active engagement in classroom activities and/or participation in on-line discussions.
3. Participation in class is weighed heavily; therefore, a student cannot earn an A in the course with more than two unexcused absences from class.
4. Planning and Preparation: Success in this course demands that reading assignments are completed before class begins in order to:
  1. develop an in-depth understanding of the content, and
  2. promote familiarity of concepts that will facilitate effective participation in classroom activities.

Group projects and Activities:

Active participation is expected in group activities to organize, plan, develop and present group projects of high quality in class in collaboration with classmates. All members must be present during the day of the presentation of projects since the absence will negatively impact the grade of the student that is absent on the day of the presentation.

Professionalism and Respect:

Substantially, successfully, and equally contribute to the planning, organization, and the completion of individual/group assignments and projects.

### PROFESSIONAL DISPOSITIONS:

Your professional disposition will be assessed at all times through your interactions and communication, both orally and in writing, with classmates and instructor online, on campus, and with students and teachers in any academic setting.

### LATE WORK POLICY:

Any papers not turned in by the date due will be designated late and will receive an **10-point** deduction per day. Late work will be accepted at the discretion of the professor and may not receive full credit. See Calendar.

#### ASSIGNMENT SUBMISSION:

All assignments must be neatly typed. The content of all tasks and assignments will be evaluated based on the level of higher order thinking skills demonstrated by the student according to the criteria for grading included in this syllabus, Blackboard and the expectations explained in class. **All assignments must be submitted through Blackboard** unless otherwise specified by the instructor. **Please submit assignments in the following format:**

**lastname\_assignmentname.doc**

#### COMMUNICATION SKILLS:

All students must have adequate writing skills in English and Spanish to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

#### NETIQUETTE:

##### 15 Essential Netiquette Guidelines to Consider in Online Learning

- Before posting your question to a discussion board, check if anyone has asked it already and received a reply.
- Stay on topic. Don't post irrelevant links, comments, thoughts or pictures.
- Don't type in ALL CAPS! If you do it will look like you are screaming.
- Don't write anything that sounds angry or sarcastic even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.
- Always remember to say "please" and "thank you" when soliciting help from your classmates.
- Respect the opinion of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate's argument. If you reply to a question from a classmate, make sure your answer is accurate!
- If you ask questions, many people respond. Summarize all answers and post that summary to benefit your whole class.
- Be brief. If you write a long dissertation in response to a simple question, it's unlikely that anyone will spend the time to read through it all.
- Don't badmouth others or call them stupid. You may disagree with their ideas but don't mock the person.
- If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you're referring to.
- Before asking a question, check the class FAQs or search the Internet to see if the answer is obvious or easy to find.
- Check the most recent comments before you reply to an older comment.
- Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go.
- Run a spelling and grammar check before posting anything to the discussion board.

Source:

<https://www.educatorstechnology.com/2014/06/15-essential-netiquette-guidelines-to.html>

## SCHOLASTIC INTEGRITY:

As members of an academic community, students at Texas A&M University- San Antonio are expected to exhibit a high level of honesty and integrity in their pursuit of higher education, be mature, be self-directed and be able to manage their own affairs. Students who are unwilling to abide by these basic expectations will find themselves facing academic and/or disciplinary sanctions. Students are expected to share in the responsibility and authority with faculty and staff to challenge and make known acts that violate the Texas A&M University- San Antonio Code of Conduct.

Texas A&M University- San Antonio faculty has the discretion to impose grade penalties as deemed necessary. Faculty members are required to report such serious breaches of academic honesty to their chair, their dean and the Office of Student Rights and Responsibilities. In cases of academic misconduct, students may be subject not only to grade sanctions in courses but to disciplinary action. Grade sanctions may be imposed only by faculty members, but suspension or expulsion may be imposed only by the Vice President for Student Affairs.

According to the Student Code of Conduct, the following are violations of Academic misconduct: Cheating, Plagiarism, Multiple Submissions, Collusion, Lying, and Bribery.

For more information, please refer to the [Texas A&M University- San Antonio Handbook](#) under Academic Policies: Violations of Academic Conduct.

## DEFINITIONS:

1. **Bribery:** Providing, offering or taking rewards in exchange for a grade, an assignment or the aid of academic dishonesty.
2. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise to give an unfair advantage to the student. Examples include, but are not limited to:
  - a. Copying from another student's paper or receiving unauthorized assistance during an assignment, quiz, test or examination;
  - b. Having another person other than oneself attempt to complete an assignment or exam.
  - c. The acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff;
  - d. Unauthorized collaboration on assignments and exams;
  - e. Using unauthorized assistance such as books, notes or other devices (e.g. calculators, cell phones, or computers, etc.);
  - f. Using, Selling, giving or exchanging completed exams to a student who has not yet taken the test;
3. **Collusion:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. This includes, but is not limited to, the unauthorized collaboration with another individual in progressing forward on academic assignments.
4. **Lying:** The deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.

## COURSE STRUCTURE & ASSIGNMENT DESCRIPTIONS

## COURSE STRUCTURE:

El curso se divide en Módulos que corresponden en número a las 16 semanas del semestre. Dentro de cada Módulo se hace referencia a diferentes actividades de aprendizaje, Tutoring240, o tareas. Estas se explican por medio de presentaciones, anuncios en Blackboard, grabaciones en video o audio, correos electrónicos y reuniones en clase para esclarecer dudas (o por medios virtuales como Zoom). Estas actividades de aprendizaje requieren la participación del estudiante a modo de formatos electrónicos. Por ejemplo, deberán acceder a pruebas de opción múltiple en línea, hacer presentaciones en grupo en Blackboard, participar en discusiones, escribir ensayos, grabar vídeos y audios y publicar contenido original en foros como DIGICATION para recibir retroalimentación de sus compañeros.

## ASSIGNMENTS, DESCRIPTIONS AND POINTS

Asignaturas	Descripción	Pts.
<b>Asistencia y participación</b>	La asistencia a clase y la puntualidad son una expectativa e incluyen llegar a tiempo y estar listo para participar activamente en las actividades del aula y/o participar en debates en línea.	<b>10</b>
<b>Diarios – Discussion Board</b>	<p><b><u>Reading Reflection (30 pnts)</u></b> Se espera que completen todas las lecturas antes de discutirlos en clase. El propósito de la lectura de reflexiones tiene como objetivo desarrollar conocimientos de contenidos y habilidades de pensamiento crítico ante diferentes cuestiones en la educación de una segunda lengua. Durante el curso se darán 10 temas de discusión de lectura (3 puntos cada uno) (consulte el cronograma del curso).</p> <p><b><u>La rúbrica para los ensayos/las entradas</u></b>  <b>3 pnts</b>- La entrada demostró comprensión de los detalles relevantes del texto y ejemplos y citas específicos basados en texto que respaldan los ejemplos/posición del lector. Al menos un tercio de la entrada analiza la aplicación de conceptos de los textos del curso, con citas explícitas (autor y p.#) en el estilo APA correcto. La extensión de la publicación es de <b>entre 300 y 500 palabras</b> para respaldar su declaración, argumento o reflexión en un ensayo completo.  <b>2 pnts</b> - La entrada analiza los conceptos de los textos del curso sin vincularlos a la aplicación. La extensión de la publicación es de <b>entre 300 y 500 palabras</b> para respaldar su declaración, argumento o reflexión en un ensayo completo.  <b>1 pnt</b> - Se hacen algunas conexiones explícitas con los textos del curso, pero la publicación no sigue el estilo APA o la reflexión se basa únicamente en experiencias personales sin tener literatura que lo respalde.  <b>0 pnts</b> - Reflexión sobre la lectura sin conexión con ideas irrelevantes de los textos del curso, o no se envía ninguna entrada o tiene menos de 300 palabras.</p>	<b>30</b>



<b>Evaluaciones: exámenes y pruebas</b>	<b>4 exámenes (5 pnts. cada uno):</b> El propósito de las evaluaciones es para que el estudiante 1) demuestre su habilidad de comprensión auditiva y 2) de lectura; 3) demuestre su habilidad de expresión oral y 4) escrita.	<b>20</b>
<b>Expresión oral (Speaking)</b> <b>4 grabaciones en total, una de ellas es de práctica y no tiene puntos asignados.</b>  <b>STANDARD III</b>  <b>30 puntos en total</b>	<b>Preguntas y respuestas cortas (2.5 pnts. Cada una)</b> El propósito de este ejercicio de expresión oral es para que el estudiante demuestre su entendimiento del lenguaje y su habilidad para comunicarse al contestar de manera sucinta (breve, concisa y precisa). Respuestas de 1 minuto cada una	<b>10</b>
	<b>Discurso persuasivo</b> El propósito de este ejercicio de expresión oral es para que el estudiante demuestre su entendimiento del lenguaje y su habilidad para comunicarse al contestar de manera precisa por un lapso de tiempo más extenso. Respuesta de dos minutos en total	<b>10</b>
	<b>Conversación simulada</b> El propósito de este ejercicio de expresión oral es para que el estudiante demuestre su habilidad para dialogar de manera sucinta (breve, concisa y precisa). Respuestas de 20 segundos cada una	<b>10</b>
<b>Expresión escrita (Writing)</b>  <b>STANDARD IV</b> <b>40 puntos en total</b>  Utilizar lecturas como respaldo para formular sus respuestas.	<b>Correo electrónico a padres de familia/administración (Email)</b> El propósito de este ejercicio de expresión escrita es para que el estudiante demuestre su habilidad para formular una contestación siguiendo el formato de un correo electrónico.	<b>10</b>
	<b>Carta a colega/padre de familia (Letter)</b> El propósito de este ejercicio de expresión escrita es para que el estudiante demuestre su habilidad para responder en forma de carta.	<b>10</b>
	<b>Ensayo persuasivo (Persuasive Essay)</b> El propósito de este ejercicio de expresión escrita es para que el estudiante demuestre su habilidad de crear un ensayo persuasivo de cinco párrafos (introducción, desarrollo y conclusión). Requiere borrador y documento final.	<b>10</b>
	<b>Plan de enseñanza (Lesson Plan)</b> El propósito de este ejercicio de expresión escrita es para que el estudiante demuestre su habilidad de crear un plan 1) siguiendo el formato del BTLPT, 2) utilizando los TEKS en español como referencia. Requiere borrador y documento final.	<b>10</b>
<b>Comprensión auditiva (Listening)</b>	El propósito de este ejercicio de expresión escrita es para que el estudiante demuestre su comprensión auditiva. El estudiante	<b>10</b>

<b>STANDARD I</b>	escuchará audios y responderá a preguntas de opción múltiple basadas en esos audios.	
<b>Comprensión de lectura (Reading)</b> <b>STANDARD II</b>	El propósito de este ejercicio de expresión escrita es para que el estudiante demuestre su entendimiento del lenguaje y su comprensión auditiva. El estudiante leerá diferentes materiales y responderá a preguntas de opción múltiple basadas en esos textos.	<b>10</b>
<b>Carpeta de recursos (Portfolio)</b>	<p>El propósito de esta carpeta electrónica es múltiple: 1) el estudiante mantiene un archivo electrónico y transferible de su propio trabajo 2) con reflexiones personales que incluyen ejemplos de cómo mejorar cada trabajo y 3) demuestra comprensión de las lecturas a través de las reflexiones.</p> <p>Se requiere la creación de una carpeta en Google Drive con enlace para instructora que incluya:</p> <ul style="list-style-type: none"> <li>● LOG - diario, 2-3 cosas que aprendieron, total de 15 entradas</li> <li>● 4 reflexiones sobre lecturas siguiendo las preguntas para cada capítulo (Guerrero et al.)</li> <li>● El plan de enseñanza</li> <li>● 1 carta</li> <li>● 1 correo electrónico</li> <li>● 1 trabajo de expresión oral</li> <li>● 1 trabajo de comprensión auditiva</li> <li>● 1 trabajo de comprensión de lectura</li> </ul>	<b>20</b>
<b>Presentaciones didácticas - la gramática – en grupo (presentations)</b>	<p>El propósito de las presentaciones es para que el estudiante 1) demuestre conocimiento de la gramática del español, 2) explique conceptos gramaticales por medio de presentaciones, 3) presente su trabajo a la clase, 4) dé y reciba crítica constructiva con sus compañeros.</p> <p><b>2 presentaciones, 10 puntos cada una (requiere PowerPoint/Slides)</b></p>	<b>10</b>
<b>240Tutoring</b>	<p>Práctica interactiva en línea – asignaturas durante todo el semestre – y el examen final se harán en esta aplicación.</p> <p>1. Complete the 240 Tutoring modules for the TExES exam.</p> <p>2. Take and pass a 240 Tutoring Practice exam with an 80% or better.</p> <p>a. 240 Tutoring only allows 3 attempts at the practice exam</p> <p>b. If a candidate does not pass a 240 Tutoring practice exam, then he/she must study and wait for AT LEAST 3 days before taking another 240 Tutoring practice exam.</p> <p>3. Once the 240 Tutoring Practice exam has been passed with an 80% or better, register to take the Pearson Representative Practice exam</p>	<b>20</b>

	<b>TOTAL</b>	<b>200</b>
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### GRADING POLICIES

Evaluations will be made with numbers. Final course grades of “A” through “F” will be awarded based on the TAMUSA grading Policy (see below):

#### Grading scale

Grades will be assigned on the basis of the following scale:

### TEXAS A&M SAN ANTONIO POLICY STATEMENTS

Course Grading Scale		
Letter Grade	Percentage Equivalent	Point Range
A	90 – 100%	180 – 200
B	80 – 89%	160 – 179
C	70 – 79%	140 – 159
D	60 – 69%	120 – 139
F	00 – 59%	00 – 119

### Fechas Importante - Primavera 2026

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

Dates	Event
May 19	Commencement

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

## Texas A&M University San Antonio 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 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 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](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:

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](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](mailto: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](mailto: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](#).

## Artificial Intelligence Policy

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

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

This assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing



of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

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

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

## Option 3: Broader Use of Generative AI Permitted Within Guidelines

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

## Option 4: Customized Policy Generative AI Policy

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

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

### ATTENDANCE:

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. Texas A&M-San Antonio's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

### SCHOLASTIC DISHONESTY:

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic misconduct for which a student is subject to penalty includes

cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Misconduct Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.

University policy prescribes serious consequences for acts of academic misconduct including, but not limited to, a grade of 'F' on the particular paper or assignment or a failing grade in the course. Also, a referral may be issued to the Office of Student Rights and Responsibilities where the sanctions can vary up to possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation.

All student term papers and other written assignments are subject to analysis by anti-plagiarism software.

#### **SEXUAL MISCONDUCT:**

A form of sex-discrimination. Includes, but is not limited to, unwelcome sexual advances, requests for sexual favors or other verbal, non-verbal or physical conduct of a sexual nature constitute sexual harassment when this conduct is so severe, persistent or pervasive that expressly or implicitly affects an individual's employment, unreasonably interferes with an individual's work or educational performance, or creates an intimidating or hostile work, educational, or campus living environment. Unwelcome means that an individual did not request or invite it and considers the conduct to be undesirable or offensive. Submission to the conduct or failure to complain does not always mean that the conduct was welcome. Sexual harassment may be quid pro quo ("this for that") or may constitute a hostile environment. Sexual harassment includes non-consensual sexual contact, sexual assault, sexual exploitation, stalking, dating violence, and domestic violence when based on sex.

#### **COURSE DROPS:**

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.

#### **STUDENT SERVICES:**

##### **Student Success Center**

[Student.Success@tamusa.edu](mailto:Student.Success@tamusa.edu)  
(210) 784-1307

##### **Academic Advising**

<https://www.tamusa.edu/u/undergraduate-academic-advising/>  
(210) 784.1307

##### **University Library**

<https://www.tamusa.edu/library/index.html>  
(210)784-1500

**Counseling &  
Wellness**

<https://www.tamusa.edu/studentengagementsuccess/studentcounseling/index.html>

(210) 784-1331

**Registrar**

<https://www.tamusa.edu/registrar/index.html>

(210) 784-1300

**Tutoring Services**

<https://www.tamusa.edu/academic-affairs/student-academic-success-center/tutoringservices/index.html>

(210) 784-1332