



# HIST 4390 - Seminar in US History: US Civil Rights Movement-WIN (SSI- June 02 to July 03)

Summer 2025 Syllabus, Section 301, CRN 52435

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## Instructor Information

**Donovan Weight**

Dr.

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Office: AIC 315

Office Hours:

MTWR-10-12 PM or by appointment.

Office Phone: 9563262612

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## Times and Location

MTWR 12:30pm-2:30pm in Bullock Hall 207

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## Course Description

Lectures, directed readings, seminar reports, and supervised research in a specified field of history. May be repeated twice when topic changes.

Prerequisites: HIST 1301 and HIST 1302 or permission of instructor.

Humanities Department, College of Arts & Sciences

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## WIN-Designation

This course is designated as a writing-intensive (WIN) course. In this course, writing will not only be the subject of study, but it will also serve as a method of learning. Students will learn how communication in written, oral, and visual forms change according to purpose and genre. Brainstorming, drafting, revising, and peer-workshopping are integrated into the course curriculum and are the required components of this writing-intensive course. The final Research Paper is the designated assignment for WIN assessment.

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## Additional Course Information

### I. Course Description

History remembers the first two decades after WWII as years of profound social activism. In this course we will examine in depth two of these movements to understand both the specifics of the sixties and the two movements themselves as well as social activism patterns in general. Multiple questions will drive our inquiry including what were the major goals of the reformers? How did the different movements interact? What were the points of agreement and disagreement of the two movements? Did they believe that they achieved success? What did they accomplish and what remains?

The Black Civil Rights Movement is one of the most fascinating and controversial topics of our past. Because of its importance, it has been analyzed and reanalyzed to the point that historians have questioned most everything about it including its timeframe, scope, and aims. In this class we will examine these topics in order to come up with our own solutions. This course takes a Long Civil Rights Movement approach and examines the beginning of the Civil Rights Movement in the actions of activists in the 1920s, 1930s, and 1940s. The class moves through events of the fifties and the sixties. The assassinations of Robert Kennedy and Martin Luther King Jr. amongst other events demonstrate the not only the violence of the end of the 1960s, but also the reactions to events such as these demonstrate the increasing frustration of the African American Public. During this pivotal period the thrust of the movement evolved into Black Power.



African Americans were not the only ones interested in redefining their role and rights in American Society. Starting at the turn of the twentieth century but really taking off during WWII, immigration into America from Latin America led to a dynamic demographic shift. "Latinos" are now the largest minority in the United States. Many Latinos sought to exploit inroads that the Black Civil Rights Movement had created and exploit them for their own benefit and development. These two movements while occurring at pretty much the same time developed under different dynamics and did not always see eye to eye. The second half of the class will examine the development of the Chicano Movement and look at the dynamic between the two Movements.

This is an upper division course that takes for granted that students will have some background in American History from the 1940s to the 1970s. I do not expect that students will be well read in either of the two movements; however, they should have a beginning understanding of the era and by the end of the course they will feel confident in discussing trends in Civil Rights Historiography.

## Student Learning Outcomes

- **CO1:** Students will be able to outline and explain major players and events in both the Black and Chicano Movements.
- **CO2:** Students will identify and explain how differences of culture and geography affected both the environment and civil rights movements in different areas.
- **CO3:** Upon completion of the course, students will be able to identify trends and epochs in both the Black and Chicano Movements and reflect on how these impact the world today.
- **CO4:** Students will debate the driving force and necessary components of a successful civil rights movements.
- **CO5:** Students will complete a historical review of an academic review.

## Important Dates

Visit the Academic Calendar ([tamui.edu](https://www.tamui.edu/academiccalendar/)) (<https://www.tamui.edu/academiccalendar/>) page to view the term's important dates.

## Textbooks

Group	Title	Author	ISBN
Required	The Eyes on the Prize Civil Rights Reader	Clayborne Carson, David Garrow, Geral Gill, Vincent Harding, and Darlene Clark Hine	978-0-140-15403-0
Required	Debating the Civil Rights Movement: 1945-1968	Steven Lawson, Charles Payne	978-0-742-55109-1
Required	Waiting 'til the Midnight Hour: A Narrative History of Black Power in America	Peniel Joseph	978-0-805-08335-4
Required	The Struggle in Black and Brown: African American and Mexican American Relations During the Civil Rights Era.	Brian Behnken	978-0-803-26271-3
	Rethinking the Chicano Movement	Marc Rodriguez	978-0-415-87742-8

## Other Course Materials

- Other materials (handouts, videos, and other learning activities) provided by the instructor will be labeled throughout course as "required" or "optional".
  - Supplemental materials are not necessarily required, but are encouraged to be used for further learning, reviewing opportunities and will supplement the textbook.

## Grading Criteria

GRADE	PERCENTAGE
A	91-100
B	80-90.9

C	70-79.9
D	60-69.9
F	Below 60

## Open Boilerplate

**Participation:** I think that busywork is generally for high school, but I will not refrain from assigning it if class members refuse to participate in class discussion. Class participation will make up 25% of your final grade. These points will be awarded for participation in class discussion, in class writing assignments, short reaction papers, reading text beforehand, participating in class debates, and overall readiness for class. In this class, we will be utilizing a program called Top Hat. At the beginning of every class there will be a question posted to get your brains flowing. The question will shut off three minutes after class starts. During class time, I will have questions that will require you to input feedback. There is a small fee associated with Top Hat that you will have to pay, but it will be good for the rest of your time here at TAMU. It will be your responsibility to make sure that you have subscribed to Top Hat and enrolled in my course by the first part of Week 2. There are instructions at the end of the syllabus for enrolling in Top Hat. Make sure that you get enrolled by the first of week 2. Failure to do so will dramatically affect your PARTICIPATION GRADE. IT IS YOUR RESPONSIBILITY TO CHECK AND MAKE SURE THAT TOP HAT IS RECORDING YOUR ANSWERS. If there is an issue you need to be proactive in getting it fixed.

A large portion of your participation grade will come from the debates that we will do during class. The info for the first debate will come from the *Debating the Civil Rights Movement* book. We will have at least one or two more debates depending on the ebb and flow of class.

One of your inclass assignments will be to participate in an online discussion forum in Voicethread where you will Provide a five-seven minute presentation on the website that you reviewed. You will then be required to watch everyone else's presentations and comment on three other students presentations.

**Civil Rights Controversy Assignment:** For this class you will be required to make a small presentation to the class about a controversial Civil Rights Topic. It may be about any group that is differentiated from others by race, gender, ethnicity, religion, or sexual orientation. It will be due in an online discussion forum that will be due as indicated on the syllabus. More on this will be provided later. It is worth 5% of your final grade.

**Book Review:** For the review you will be reviewing *Rethinking the Chicano Movement*, by Marc Rodriguez. Book reviews will be approximately 1000 words and will comprise 10% of the final grade and will be done in proper CMS format. The reviews will be due as indicated on the schedule portion of the syllabus. There is more info about writing a book review provided at the end of this syllabus. It is worth 10% of your final grade.

**Historical Website Review:** We live in a digital age and as budding historians this provides you with great opportunities, as well as serious pitfalls. For this assignment you will be doing an academic review of a historical website of your choosing. In many ways this assignment will be similar to the Book Review in that you will be examining content, format, etc. However this will add in elements of user interface. This will be due as indicated on the syllabus and will be worth 10% of your final grade. On Blackboard there is a rubric that will help guide you through what is required for this review. There is also additional information about writing the website review at the end of this syllabus.

**Primary Source Paper:** Students will write a Primary Source Paper where they will look at a substantial work written by a historical character and compare the information provided in the source with the info in the textbooks and the rest of the course. You will need to approve the source with me BY THE END OF THE FIRST WEEK OF THE COURSE. Students will write the paper using proper CMS format for footnotes and a reference list. It will be 5-6 pages minimum, (excluding any front matter or reference list) and have proper academic specifications (i.e. 1 in margins, 12 point professional font). I will provide additional info on the Primary Source Paper via a prompt in Blackboard but please make sure that you ask me if you have any questions. The first draft will be worth 10% of your final grade and the Final will be worth 10 percent of your final grade.

**Exams:** There will be two tests. The midterm will be 15% of the final grade. It will be divided into three parts, a multiple choice section, an ID section, and an essay section. The multiple choice and IDs will be over the stuff that we have discussed in class. The essay will be a question on Peniel Joseph's *Waiting 'til the Midnight Hour*. It will be worth 15% of your final grade. The final will have a comprehensive multiple choice section, an ID section, and an essay. For this essay you will be answering an essay question from Behnken's *Struggles in Black and Brown*. The final will be 15% of your final grade.

To understand grades better, become familiar with the chart on the following page.

## Writing in this Course:

Various written responses, such as discussion forums and short essays, will be required throughout this course. All written work should be written using proper essay format and should follow the Chicago Manual of Style (CMS) for citations and references.

Resources for CMS can be found here:



- <https://owl.english.purdue.edu/owl/resource/717/02/>
- [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

### A note on sources:

There is an exponential amount of information available, but not all of it is created equal. Students are expected to be mindful in selecting the sources (or references) they use when writing assignments for this course. Wikipedia and other online encyclopedias are not acceptable sources. These types of sources are 1) open for anybody to change and 2) a goal of this course is for students to learn how to read a larger work and then be able to synthesize and summarize the information in their own words—this is a critical part of learning. Lastly, a general tip is that “.org” and “.edu” are usually reliable sources, although this not always the case. In fact, there are some “.com” sites that are just as respectable. Please do not hesitate to contact the instructor with any questions and/or concerns regarding sources before a writing piece is submitted.

**Please don't forget to remove these instructions.]**

ASSIGNMENT	VALUE
Participation	25%
Book Review	10%
Civil Rights Controversy	5%
Historical Website Review	10%
Primary Source Paper	20%
Midterm Exam	15%
Final Exam	15%
Total	100%

## Schedule of Topics and Assignments

Day	Date	Agenda/Topic	Reading(s)	Due
Mon	6/2	Week 1: Precursors of the Movement M (6/2)—Welcome to the Class. Go over the syllabus	Syllabus. Arlington National Cemetery	
Tue	6/3	Civil Rights Up to WWII	Carson-Prologue, Carson Ch 2 Intro	
Wed	6/4	W (6/4)— Education Civil Rights Movement, The End of the 1950s	Carson-Ch 2 Docs 1-2, Docs 5-6	
Thu	6/5	PARTICIPATE IN ONLINE PRESENTATIONS OF WEBSITES. No class meeting on campus		Participate in Online Website Review Presentations Historical Website Review
Mon	6/9	Black Civil Rights Movement M (6/9)— PARTICIPATE IN ONLINE CIVIL RIGHTS DISAGREEMENT PRESENTATIONS. No class meeting on campus.	Carson-Ch Intro and 1 Docs 1-10, Carson-Ch 3 Intro and 1-2	Civil Rights Disagreement Presentations
Tue	6/10	Watch Eyes on the Prize Episode 3: Ain't Scared of your Jails 1960-1961. No class meeting on campus		Participate in the Ain't scared of your jails discussion forum
Wed	6/11	Freedom Rides and Alabama	Carson Ch 3 Docs 3-10 Law and Payne p. 1-209 Carson Ch 4-Intro and Docs	In Class Debate #1 Debating the Civil Rights Movement
Thu	6/12	Focus on Mississippi	Ch 5-Intro and all Docs Rodriguez p. 1-173	Book Review
Mon	6/16	Civil Rights Outside the South	Ch 7-Intro Ch 7-Docs 1-3 Ch 8-Intro Ch 8-Docs 1-3, 5.	
Tue	6/17	Black Power	Ch 7-Docs 5-8 Ch 12-Intro Ch 12-1-5 Gangs Doc/Blackboard	
Wed	6/18	Review and Black Power 2	Joseph p. 1-304	
Thu	6/19	Review		Midterm
Mon	6/23	Origins of the Chicano Movement The Bracero Program	I am Joaquin via BB	



Tue	6/24	Early Political Development LULAC and the G.I. Forum. The Longoria Affair	El Plan Espiritual de Aztlan Bracero History Archive—Nicholas Alvarado Bracero History Archive—Maria Collier The Treaty of Guadalupe Hidalgo—in Testimonio: A Documentary History of the Mexican American Struggle for Civil Rights. Arturo Rosales ed. E edition available through the TAMIU Library	
Wed	6/25	Political Development Part II	League of United Latin American Citizens (LULAC), Alonso S. Perales on the Ideals of Mexican Americans, and A Pioneer in Mexican Americanism all found in Ch 6 in Testimonio: A Documentary History of the Mexican American Struggle for Civil Rights. Arturo Rosales ed. E edition available through the TAMIU Library.	
Thu	6/26	Development of the Growers Movement	Chavez's Organizing: the Early Years and Cesar Chavez on How it Began, and El Plan de Delano and the Chicano Student Movement in Testimonio: A Documentary History of the Mexican American Struggle for Civil Rights. Arturo Rosales ed. E edition available through the TAMIU Library.	Rough Draft of Primary Source Paper
Mon	6/30	Growers Movement Part II The Walkouts	Mendez et al. v. Westminster School Dist. Of Orange County et al. Ch 6 And Blowouts, and Walkout Fever Spreads, and Walkouts in Crystal City, and School Walkouts by the Crusade for Justice. Ch 9. in Testimonio: A Documentary History of the Mexican American Struggle for Civil Rights. Arturo Rosales ed. E edition available through the TAMIU Library	In Class Debate if there is one.
Tue	7/1	Latino urban reform	La Raza Unida in Colorado Ch 9 in Testimonio: A Documentary History of the Mexican American Struggle for Civil Rights. Arturo Rosales ed. E edition available through the TAMIU Library	
Wed	7/2	Black vs. Brown discussion.	Early Chicana Feminism and Chicanas Por La Causa, and Chicanas and La raza Unida Party. Ch 9 in Testimonio: A Documentary History of the Mexican American Struggle for Civil Rights. Arturo Rosales ed. E edition available through the TAMIU Library	Final Draft Primary Source Paper

## University/College Policies

Please see the University Policies below.

### COVID-19 Related Policies

If you have tested positive for COVID-19, please refer to the Student Handbook, Appendix A (Attendance Rule) for instructions.



## Required Class Attendance

Students are expected to attend every class in person (or virtually, if the class is online) and to complete all assignments. If you cannot attend class, it is your responsibility to communicate absences with your professors. The faculty member will decide if your excuse is valid and thus may provide lecture materials of the class. According to University policy, acceptable reasons for an absence, which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Students are responsible for providing satisfactory evidence to faculty members within seven calendar days of their absence and return to class. They must substantiate the reason for the absence. If the absence is excused, faculty members must either provide students with the opportunity to make up the exam or other work missed, or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence. Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their instructors with as much advance notice as possible.

## Classroom Behavior (applies to online or Face-to-Face Classes)

TAMU encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The University will always tolerate different, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action (please refer to Student Handbook Article 4).

## TAMU Honor Code: Plagiarism and Cheating

As a TAMU student, you are bound by the TAMU Honor Code to conduct yourself ethically in all your activities as a TAMU student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at <https://www.tamtu.edu/scce/studenthandbook.shtml> (<https://www.tamtu.edu/scce/studenthandbook.shtml>).

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

**Plagiarism:** Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the

Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMIU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.
  - *Caution:* Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.
  - *Caution:* Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W."
  - *Caution:* Chat groups that start off as "study groups" can easily devolve into "cheating groups." Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student's TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

## Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

## AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.

## TAMIU E-Mail and SafeZone

Personal Announcements sent to students through TAMIU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to <https://www.tamiu.edu/adminis/police/safezone/index.shtml> for more information.

## Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit.





Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

## Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Office of Student Counseling and Disability Services located in Student Center 126. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Student Counseling and Disability Services office.

## Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (URL: <http://www.tamiau.edu/studentaffairs/StudentHandbook1.shtml> (<http://www.tamiau.edu/studentaffairs/StudentHandbook1.shtml/>)).

## Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. If a student would like to file a complaint for discrimination due to his or her pregnant/parenting status, please contact the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, [TitleIX@tamiau.edu](mailto:TitleIX@tamiau.edu), 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site: <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>).

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Equal Opportunity and Diversity (Lorissa M. Cortez, [lorissam.cortez@tamiau.edu](mailto:lorissam.cortez@tamiau.edu)) can assist the student and professor in working out the reasonable accommodations. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students at the University, contact the Title IX Coordinator. In the event that a student will need a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU Student Handbook. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. Both rules can be found in the TAMIU Student Handbook (<https://www.tamiau.edu/scce/studenthandbook.shtml> (<https://www.tamiau.edu/scce/studenthandbook.shtml/>)).

## Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, [TitleIX@tamiau.edu](mailto:TitleIX@tamiau.edu), 956.326.2857, via the anonymous electronic reporting website, ReportIt, at <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>), and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

## Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to an "F"; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.





## WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

## Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

## Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

## Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

## Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar's Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

## Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamiu.edu) (<https://www.tamiu.edu/counseling/telus/>) or from the Apple App Store and Google Play.