



BA 6310 - Advanced Business Rsrch Meths

Fall 2026 Syllabus, Section 160, CRN 19310

Instructor Information

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Office: WHTC 219C

Office Hours:

10:30 hrs to 11:30 hrs M-T

Times and Location

M 6pm-8:45pm in WHT 232

Course Description

Additional Course Information

This doctoral seminar examines how credible knowledge about organizations, management, and human behavior is created, evaluated, challenged, and communicated. It treats research methods not primarily as a collection of statistical procedures, but as an integrated process connecting assumptions about reality and knowledge with theory, observation, research design, measurement, evidence, inference, and scientific communication.

The course begins with foundational questions about science: What makes knowledge scientific? What can researchers reasonably claim to know? How do theory, observation, measurement, scientific communities, and technologies shape knowledge? It then examines how consequential research questions and theoretical explanations are developed and how they become connected to research design, causal inference, measurement, statistical evidence, qualitative inquiry, mixed methods, reproducibility, and scientific communication. Artificial intelligence is considered both as a new research technology and as a development that raises fundamental questions about scientific discovery, judgment, authorship, and responsibility.

The course is organized as a doctoral seminar rather than a lecture course. Students are expected to arrive prepared to question arguments, identify assumptions, compare perspectives, defend positions, challenge one another constructively, and apply methodological reasoning to actual management research. The instructor's primary role is to facilitate interesting conversations.

Student Learning Outcomes

1. **Critically evaluate the foundations and practice of scientific inquiry in management**, including philosophical and sociological perspectives on knowledge, assumptions underlying research approaches, the relationships among theory, observation, measurement, and evidence, and the institutional and technological forces—including artificial intelligence—that shape knowledge production.
2. **Develop and critically assess theoretically meaningful and methodologically rigorous management research**, including the formulation of consequential research questions, development of theoretical explanations, conceptualization and measurement of constructs, selection of appropriate research designs, and evaluation of statistical and causal evidence, limitations, and threats to inference.
3. **Develop and defend a coherent doctoral research proposal** that aligns a consequential research question with theory, constructs, research design, evidence, analytical reasoning, and intended theoretical contribution while demonstrating critical awareness of methodological limitations and responsible research practices.



Important Dates

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

Other Course Materials

Required and recommended readings

Week 1: Required Readings

1. Hepburn, B., & Andersen, H. (2021). Scientific method. *The Stanford Encyclopedia of Philosophy*.
2. Chakravartty, A. (2023). Scientific realism. *The Stanford Encyclopedia of Philosophy*.
3. Bacharach, S. B. (1989). Organizational theories: Some criteria for evaluation. *Academy of Management Review*, 14(4), 496–515.

Recommended Readings

1. Popper, K. R. (1963). Science: Conjectures and refutations. In *Conjectures and Refutations: The Growth of Scientific Knowledge*. Routledge.
2. Van Fraassen, B. C. (1980). *The Scientific Image*. Oxford University Press. Selected chapters.

Week 2: Required Readings

1. Bohr, N. (1928). The quantum postulate and the recent development of atomic theory. *Nature*, 121, 580–590.
2. Rovelli, C. (1996). Relational quantum mechanics. *International Journal of Theoretical Physics*, 35, 1637–1678.
3. Boyd, N. M., & Bogen, J. (2021). Theory and observation in science. *The Stanford Encyclopedia of Philosophy*.

Recommended Readings

1. Reiss, J., & Sprenger, J. (2020). Scientific objectivity. *The Stanford Encyclopedia of Philosophy*.
2. Andreas, H. (2021). Theoretical terms in science. *The Stanford Encyclopedia of Philosophy*.

Week 3: Required Readings

1. Bird, A. (2022). Thomas Kuhn. *The Stanford Encyclopedia of Philosophy*. <https://plato.stanford.edu/entries/thomas-kuhn/>
2. Merton, R. K. (1973). The normative structure of science. In *The Sociology of Science*. ites.temple.edu/stsnetwork/files/2022/01/The-Normative-Structure-of-Science.pdf
3. Bourdieu, P. (1975). The specificity of the scientific field and the social conditions of the progress of reason. *Social Science Information*, 14(6), 19–47.

Recommended Readings

1. Longino, H. E. (2019). The social dimensions of scientific knowledge. *The Stanford Encyclopedia of Philosophy*.
2. Larivière, V., & Gingras, Y. (2010). The impact factor's Matthew effect: A natural experiment in bibliometrics. *Journal of the American Society for Information Science and Technology*, 61(2), 424–427.

Week 4: Required Readings

1. Eger, S., Cao, Y., D'Souza, J., et al. (2025). Transforming science with large language models: A survey on AI-assisted scientific discovery, experimentation, content generation, and evaluation. *arXiv*.
2. Lu, C., Lu, C., Lange, R. T., et al. (2024). The AI Scientist: Towards fully automated open-ended scientific discovery. *arXiv*.
3. van Dis, E. A. M., Bollen, J., Zuidema, W., van Rooij, R., & Bockting, C. L. (2023). ChatGPT: Five priorities for research. *Nature*, 614, 224–226.

Recommended Readings

1. Zheng, T., Deng, Z., Tsang, H. T., et al. (2025). From automation to autonomy: A survey on large language models in scientific discovery. *arXiv*.
2. Yamada, Y., et al. (2025). The AI Scientist-v2: Workshop-level automated scientific discovery via agentic tree search. *arXiv*.

Week 5: Required Readings

1. Alvesson, M., & Sandberg, J. (2011). Generating research questions through problematization. *Academy of Management Review*, 36(2), 247–271.
2. Locke, K., & Golden-Biddle, K. (1997). Constructing opportunities for contribution. *Academy of Management Journal*, 40(5), 1023–1062.
3. Grant, A. M., & Pollock, T. G. (2011). Publishing in AMJ—Part 3: Setting the hook. *Academy of Management Journal*, 54(5), 873–879.

**Recommended Readings**

1. Sandberg, J., & Alvesson, M. (2011). Ways of constructing research questions: Gap-spotting or problematization? *Organization*, 18(1), 23–44.
2. Davis, M. S. (1971). That's interesting! Towards a phenomenology of sociology and a sociology of phenomenology. *Philosophy of the Social Sciences*, 1(2), 309–344.

Week 6: Required Readings

1. Whetten, D. A. (1989). What constitutes a theoretical contribution? *Academy of Management Review*, 14(4), 490–495.
2. Sutton, R. I., & Staw, B. M. (1995). What theory is not. *Administrative Science Quarterly*, 40(3), 371–384.
3. Corley, K. G., & Gioia, D. A. (2011). Building theory about theory building. *Academy of Management Review*, 36(1), 12–32.

Recommended Readings

1. Weick, K. E. (1995). What theory is not, theorizing is. *Administrative Science Quarterly*, 40(3), 385–390.
2. Shmueli, G. (2010). To explain or to predict? *Statistical Science*, 25(3), 289–310.

Week 7: Required Readings

1. Antonakis, J., Bendahan, S., Jacquart, P., & Lalive, R. (2010). On making causal claims: A review and recommendations. *The Leadership Quarterly*, 27(6), 1086–1120.
2. Hill, A. D., Johnson, S. G., Greco, L. M., O'Boyle, E. H., & Walter, S. L. (2021). Endogeneity: A review and agenda for the methodology-practice divide affecting micro and macro research. *Journal of Management*, 47(1), 105–143.
3. Pearl, J. (2009). *The art and science of cause and effect*. pdf

Recommended Readings

1. Rubin, D. B. (2005). Causal inference using potential outcomes. *Journal of the American Statistical Association*, 100(469), 322–331.
2. Spector, P. E., & Brannick, M. T. (2011). Methodological urban legends: The misuse of statistical control variables. *Organizational Research Methods*, 14(2), 287–305.

Week 8: Required Readings

1. Lambert, L. S., & Newman, D. A. (2023). Construct development and validation in three practical steps. *Organizational Research Methods*, 26(4), 574–607.
2. Clark, L. A., & Watson, D. (2019). Constructing validity. *Psychological Assessment*, 31(12), 1412–1427.
3. Bagozzi, R. P., Yi, Y., & Phillips, L. W. (1991). Assessing construct validity in organizational research. *Administrative Science Quarterly*, 36(3), 421–458.

Recommended Readings

1. MacKenzie, S. B., Podsakoff, P. M., & Podsakoff, N. P. (2011). Construct measurement and validation procedures in MIS and behavioral research. *MIS Quarterly*, 35(2), 293–334.
2. Edwards, J. R., & Bagozzi, R. P. (2000). On the nature and direction of relationships between constructs and measures. *Psychological Methods*, 5(2), 155–174.

Week 9: Required Readings

1. Wasserstein, R. L., & Lazar, N. A. (2016). The ASA statement on p-values. *The American Statistician*, 70(2), 129–133.
2. McShane, B. B., Gal, D., Gelman, A., Robert, C., & Tackett, J. L. (2019). Abandon statistical significance. *The American Statistician*, 73(sup1), 235–245.
3. Brodeur, A., Carrell, S., Figlio, D., & Lusher, L. (2023). Unpacking p-hacking and publication bias. *American Economic Review*, 113(11), 2974–3002.

Recommended Readings

1. Amrhein, V., Greenland, S., & McShane, B. (2019). Scientists rise up against statistical significance. *Nature*, 567, 305–307.
2. Gelman, A., & Loken, E. (2014). The statistical crisis in science. *American Scientist*, 102(6), 460–465.

Week 10: Required Readings



1. Stuart, E. A. (2010). Matching methods for causal inference: A review and a look forward. *Statistical Science*, 25(1), 1–21.
2. Bertrand, M., Duflo, E., & Mullainathan, S. (2004). How much should we trust differences-in-differences estimates? *Quarterly Journal of Economics*, 119(1), 249–27.
3. Eden, D. (2017). Field experiments in organizations. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 91–122.

Recommended Reading

1. Grant, A. M., & Wall, T. D. (2009). The neglected science and art of quasi-experimentation. *Academy of Management Annals*, 3(1), 653–686.

Week 11: Required Readings

1. Gioia, D. A., Corley, K. G., & Hamilton, A. L. (2013). Seeking qualitative rigor in inductive research. *Organizational Research Methods*, 16(1), 15–31.
2. Gehman, J., Glaser, V. L., Eisenhardt, K. M., Gioia, D., Langley, A., & Corley, K. G. (2018). Finding theory-method fit. *Journal of Management Inquiry*, 27(3), 284–300.
3. Bazeley, P. (2015). Mixed methods in management research: Implications for the field. *Electronic Journal of Business Research Methods*, 13(1), 27–35.

Recommended Readings

1. Eisenhardt, K. M. (1989). Building theories from case study research. *Academy of Management Review*, 14(4), 532–550.
2. Langley, A. (1999). Strategies for theorizing from process data. *Academy of Management Review*, 24(4), 691–710.

Week 12: Required Readings

1. Head, M. L., Holman, L., Lanfear, R., Kahn, A. T., & Jennions, M. D. (2015). The extent and consequences of p-hacking in science. *PLOS Biology*, 13(3), e1002106.
2. Nosek, B. A., & Bar-Anan, Y. (2012). Scientific utopia: I. Opening scientific communication. *Psychological Inquiry*, 23(3), 217–243.
3. Korbmacher, M., Azevedo, F., Pennington, C. R., et al. (2023). The replication crisis has led to positive structural, procedural, and community changes. *Communications Psychology*, 1, 3.

Recommended Readings

1. Nosek, B. A., Ebersole, C. R., DeHaven, A. C., & Mellor, D. T. (2018). The preregistration revolution. *Proceedings of the National Academy of Sciences*, 115(11), 2600–2606.
2. Aguinis, H., Banks, G. C., Rogelberg, S. G., & Cascio, W. F. (2020). Actionable recommendations for narrowing the science-practice gap in open science. *Organizational Behavior and Human Decision Processes*, 158, 27–35.

Week 13: Recommended Readings

1. Colquitt, J. A., & George, G. (2011). Publishing in AMJ—Part 1: Topic choice. *Academy of Management Journal*, 54(3), 432–435.
2. Sparrowe, R. T., & Mayer, K. J. (2011). Publishing in AMJ—Part 4: Grounding hypotheses. *Academy of Management Journal*, 54(6), 1098–1102.

Grading Criteria

Seminar memoranda 15%

Seminar participation 25%

Philosophy, science, and theory essay 15%

Published-study research design critique 15%

Final research proposal 20%

Proposal defense and peer review 10%

GRADE	PERCENTAGE
A	91-100
B	80-90.9
C	70-79.9



D	60-69.9
F	Below 60

Schedule of Topics and Assignments

Day	Date	Agenda/Topic	Reading(s)	Due
Mon	8/24	What is science?	As indicated above-week 1-	Idem
Mon	8/31	Observation, Measurement, and Reality	As indicated above-week 2-	Idem
Mon	9/7	Paradigms, Scientific Communities, and Power	As indicated above-week 3-	Idem
Mon	9/14	Artificial Intelligence and the Transformation of Science	As indicated above- week 4-	Idem
Mon	9/21	From Literature Gaps to Research Questions	As indicated above-week 5-	Idem
Mon	9/28	Theory, Models, Mechanisms, and Hypotheses	As indicated above- week 6-	Idem
Mon	10/5	Research Design, Identification, and Causal Claims	As indicated above- week 7-	Idem
Mon	10/12	Constructs, Measurements, and Validity	As indicated above- week 8-	Idem
Mon	10/19	Statistical evidence, Uncertainty, and Research Judgment	As indicated above- week 9-	Idem
Mon	10/26	Experiments, Quasi-Experiments, and Stronger Research Designs	As indicated above-week 10-	Idem
Mon	11/2	Qualitative, Process, and Mixed-Methods research	As indicated above- week 11-	Idem
Mon	11/9	Reproducibility, Open Science, and Research Credibility	As indicated above-week 12-	Idem
Mon	11/16	Integration, Philosophy, Theory, Evidence, and Contribution	As indicated above- week 13-	Idem
Mon	11/23	Research Proposals Presentations	As sourced	Idem
Mon	11/30	Research Proposals Presentations	As sourced	Idem

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)

In the classroom, students are expected to listen attentively, participate respectfully, and adhere to established rules. Behavior that interferes with the class lecture may result in disciplinary action, ensuring a productive and respectful learning environment for everyone. Any disputes over academic matters should be addressed calmly and constructively, ideally during designated times such as office hours or after class. If a student does not agree with a decision, they can request a meeting with the instructor to discuss their concerns in more detail. Should further resolution be needed, the student may escalate the matter to the department head or use formal grievance procedures as outlined in the sections below. (please refer to Student Handbook Article 4 (<https://www.tamtu.edu/handbook/article-04.shtml>)).

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 Student Handbook (<https://www.tamtu.edu/handbook/index.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.

TAMU 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 SafeZone (<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 Disability Services for Students located in Student Center 124. 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 Office of Disability Services for Students.

For accommodations or assistance with disabilities, contact the Disability Coordinator, Karla Pedraza, at karla.pedraza@tamiu.edu, call 956.326.2763, or visit Student Center 124.

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: Student Handbook (<https://www.tamiau.edu/handbook/index.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. Students who experience or observe alleged or suspected discrimination due to their pregnant/parenting status, should report to the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, 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, *Report It*, at <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/index.shtml>).

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 Compliance (Lorissa M. Cortez, lorissam.cortez@tamiau.edu) can assist the student and professor in working out the reasonable accommodation. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students, contact the Title IX Coordinator. In the event that a student needs 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 LOAs 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*.

For parenting-related rights, accommodations, and resources, contact the Parenting Liaison, Mayra Hernandez, at mghernandez@tamiau.edu, call 956.326.2265, or visit Student Center 226.

For pregnancy-related rights, accommodations, and resources, contact the TIX Coordinator, Lorissa Cortez, at lorissam.cortez@tamiau.edu, call 956.326.2857, or visit Killam Library 159.

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, 956.326.2857, via the anonymous electronic reporting website, *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.