



MGT 6312 - Organizational Behavior

Fall 2026 Syllabus, Section 160, CRN 19312

Instructor Information

Ajith Venugopal, Ph.D.

Email: ajith.venugopal@tamiu.edu

Office: WHTC 222B

Office Hours:

Monday to Thursday 9:30 a.m. to 11 a.m., and by appointment

Office Phone: 9563262527

Times and Location

T 6pm-8:45pm in WHT 232

Course Description

The class will cover the following topics: introduction to OB, organizational behavior fundamentals, attitudes and job satisfaction, personality and values, motivation, groups and teams, organizational communication, leadership, organizational climate and culture, organizational change and structure and global organizational behavior. Prerequisite: Consent of the instructor and the Graduate Advisor.

Intl Business&Tech Studies Department, Sanchez School of Business

Additional Course Information

This doctoral seminar provides an in-depth introduction to the theories, methods, and empirical traditions that define the study of organizational behavior (OB)—the psychological and social-psychological foundations of organization science. The course surveys classic and contemporary theory, enduring debates, and cutting-edge empirical research across the individual, dyadic, group, and organizational levels of analysis, situating each within the broader micro–meso–macro paradigm that connects OB to the organizational sciences as a whole.

For students pursuing an OB-focused research agenda, this course is intended to help you begin cultivating your own program of research. For students in other fields (Strategy, IB, Entrepreneurship), the course will equip you to integrate OB constructs and mechanisms into your own research and to engage fluently with OB colleagues

AI Policy

While this course acknowledges the growing role of artificial intelligence (AI) tools in academic and professional settings, AI tools may not be used to develop your synthesis of the readings (for your session leadership sessions), reaction papers, or research proposal. My philosophy on this is simple: your real development as a scholar happens through your own thinking, reflection, and the slow work of building arguments by reading and genuinely wrestling with the existing literature. There is no shortcut to becoming a scholar — the struggle of formulating a question, tracing how a theoretical debate evolved, and finding your own voice within it is the training, not an obstacle to it. Outsourcing that thinking to AI not only risks an integrity violation; it also forfeits the actual purpose of the PhD seminar.

This policy also reflects two emerging bodies of evidence regarding the adversarial effects of generative AI on scholarship, which we may discuss during the seminar. First, Gartenberg, Hasan, Murray, and Pierce (2026), writing as the Organization Science AI Task Force, document a 42% rise in journal submissions since the release of ChatGPT, driven largely by AI-generated text, alongside a decline in review quality — evidence that unchecked AI use can push scholarship toward "more" rather than "better" research. Second, Zhao and colleagues (2026) audited over 111 million citations across 2.5 million papers and found a sharp, ongoing rise in hallucinated (non-existent) references tied to LLM-assisted writing, with errors concentrated among early-career authors and small teams. As doctoral scholars, you are training to be careful stewards of the literature. All written work may be



reviewed using SafeAssign and additional AI detection tools. All submitted work must reflect the student's own analysis, understanding, and original voice.

Student Learning Outcomes

By the end of the semester, students should be able to:

- Critically evaluate OB theory and research design.
- Articulate the major debates, contributions, and open questions defining each core topic area.
- Identify meaningful gaps in the literature
- Develop an original, publishable-quality research proposal grounded in OB theory.

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
Optional	The SAGE Handbook of Organizational Behavior, Volume One: Micro Approaches	Julian Barling & Cary L. Cooper (Eds.)	978-1-4129-2385-9
Optional	The SAGE Handbook of Organizational Behavior, Volume Two: Macro Approaches	Steve W. J. Kozlowski & Cary L. Cooper (Eds.)	978-1-4129-3427-5

Other Course Materials

Required Readings

This seminar draws on a curated set of required readings pulled directly from top-tier outlets in management and organizational psychology, including Academy of Management Review, Academy of Management Journal, Administrative Science Quarterly, Personnel Psychology, Annual Review of Psychology, the Annual Review of Organizational Psychology and Organizational Behavior, Journal of Organizational Behavior, Organizational Behavior and Human Decision Processes, and the Journal of Vocational Behavior. Each session is anchored by 5–6 required readings that pair foundational, field-defining articles with more recent theoretical or empirical extensions, so students can trace how a given debate has evolved.

For those who are interested, more extensive lists of references to OB topics and history are included as recommended readings. Additional books that strengthen students' theoretical and methodological foundations are also included in the recommended reading. To offer insight into the characteristics of award-winning scholarship, a small number of award-winning papers are included as additional readings for select sessions.

To keep the syllabus parsimonious, a fully curated reading list is not included here. A separate curated reading list, covering the broader literature underlying each week's topic, will be made available to students before the first session.

Grading Criteria

GRADE	PERCENTAGE
A	90-100
B	80-89.9
C	70-79.9
D	60-69.9
F	Below 60

Grading Components and Description

Grading Components



ASSIGNMENT	VALUE
Class Participation	20%
Session Leadership (2 sessions)	10%
Weekly Reaction Papers/Synthesis	10%
Final Exam	30%
Research Paper and Presentation	30%

Descriptions

1. Class Participation

Attendance alone isn't enough in this seminar, and I am looking for your entire involvement in the course. Your focus for each week is to show up ready to think out loud with the group: read closely, arrive prepared, and help drive a discussion that has real energy behind it. I encourage you to engage candidly rather than cautiously, to test ideas, question underlying assumptions, and be willing to raise points that may provoke disagreement. More specifically, your class participation grade will be based on the following:

- **Quick Checks:** At the start of most sessions, you will complete a closed-book, 5–10 minute check consisting of 2–3 short-answer questions requiring specific recall or interpretation of that week's required readings (e.g., 'What is the core theoretical mechanism in [Article]?' or 'State one boundary condition on [Author]'s findings'). No notes, laptops, or phones during the check. Each Quick Check is scored on a simple 0–3 scale and averaged across the semester, with your two lowest scores dropped to accommodate an off day or excused absence. Quick checks happen before discussion begins each week and typically seed the discussion that follows.
- **Preparation for every session** means being ready to engage with the full set of required readings, not just a subset. The heart of this seminar lies in the caliber of our classroom discussion, and to support that, a set of guiding questions for each week's readings appears later in this syllabus. I expect a genuine, careful reading of each week's material; skimming will not suffice. Beyond simply completing the assignments, you should be thinking critically both about individual papers and about how the week's readings speak to one another as a set. Your participation grade reflects the substance of what you bring to discussion: critical analysis, constructive pushback, and well-formed questions. Strong participation means adding real value, offering insight, building on classmates' ideas, and drawing others into the conversation, rather than simply speaking often. At the same time, no one should dominate the room. While a different student will lead discussion each week, every member of the seminar is expected to arrive fully prepared to discuss all of that week's assigned readings.

2. Session Leadership

Each student will lead discussion for two sessions during the semester. As session leader, you will prepare a brief slide synthesis of the week's readings and pose 3–5 discussion questions that integrate across the readings and moderate the ensuing discussion. Each week's session leader serves as the discussion's informal leader, at least at the outset. This role goes beyond recapping the readings, and the session leaders should come prepared with a handful of questions and observations designed to spark conversation around the central issues, strengths, weaknesses, points of controversy, and gaps in that week's readings. Please email me your discussion questions by 10 a.m. on the day of the class (Tuesday).

3. Weekly Reaction Papers/Synthesis

For each week you are not the session leader, submit a two-page reaction Paper/synthesis (not summary) of the required readings: identify shared themes, theoretical tensions, and at least one testable research idea the readings suggest. Reaction papers/syntheses are due by 10:00 AM the day before class (Tuesday) and are graded primarily on whether you can defend and extend your written argument when discussed in class.

4. Final Exam

At the end of the semester, students complete a closed-book, in-class exam. The exam is comprehensive and covers all topics included in the course. Questions require you to compare theoretical perspectives, critique research designs, and generate novel hypotheses from memory and reasoning and support them using the relevant citation evidence. This exam is the seminar's primary evidence of individually mastered content knowledge and is weighted accordingly. The final exam is scheduled for Tuesday, December 8th, in class from 6 p.m. to 9 p.m.

5. Research Paper and Presentation

Over the course of the semester you will develop an original research proposal of publishable, national-conference quality (i.e., competitive for the Academy of Management meetings). The written proposal should be 20–25 double-spaced pages (excluding references and appendices), formatted per AMJ style. Papers must be written explicitly for this course. Papers that are revised or modified from other courses will not be accepted. A 2-page proposal abstract is due at the midpoint of the semester (Week 7) for in-class feedback.

The written proposal and its in-class presentation are graded as a single, integrated deliverable. In Week 14, you will present your proposal in a 15-minute Academy-of-Management-style symposium format, followed by open Q&A from the instructor and classmates. The presentation



should clearly convey your research question, theoretical logic, propositions/hypotheses (if it is applicable), and proposed methods (if it is applicable) and should reflect genuine command of your own proposal. You may decide to revise the paper after receiving feedback during the presentation. This is entirely the choice of the student. The final paper is due before 11:59 p.m., Sunday, December 6th.

Students may take one of the following paths toward the final research paper:

1. A conceptual paper, written in the form of an essay or perspective piece, modeled on Academy of Management Review (for rigorous theory-building), Academy of Management Perspectives, or Industrial and Organizational Psychology: Perspectives on Science and Practice (both use a position-paper format built for debate and commentary, rather than new data), or Organizational Psychology Review (an OB-specific outlet for integrative and conceptual pieces).
2. A theoretical paper, developing a new theory or challenging existing theoretical perspectives, following Academy of Management Review conventions, with Organization Science as an additional model for theory-driven contributions in organizational contexts.
3. A literature review paper, synthesizing and critically evaluating a body of research to identify gaps, contradictions, or future directions, modeled on integrative reviews published in the Journal of Management, the Annual Review of Organizational Psychology and Organizational Behavior, Academy of Management Annals
4. A critical paper, offering a rigorous critique of an existing theory, research stream, or methodological approach, identifying unexamined assumptions, inconsistencies, or limitations, and proposing a path forward. The paper can be modeled on critique-oriented pieces in Human Relations, Journal of Organizational Behavior, or the Point/Counterpoint format used by Personnel Psychology, Journal of Occupational and Organizational Psychology, Journal of Management, and Organizational Research Methods.
5. A proposal of an empirical paper, laying out a testable study design, following Academy of Management Journal conventions, with the Journal of Organizational Behavior or Journal of Applied Psychology as additional OB-specific models.

Schedule of Topics and Assignments

Day	Date	Agenda/Topic	Reading(s)	Due
Tue	8/25	What Is OB? Levels of Analysis and the Micro-Macro Divide	See detailed weekly readings	No submission for this week
Tue	9/1	Personality, Dispositions, and the Person-Situation Debate	See detailed weekly readings	Session Leader: discussion questions by 10 a.m. All others: 2-page reaction paper/synthesis by 10 a.m.
Tue	9/8	Person-Environment Fit and Organizational Socialization	See detailed weekly readings	Session Leader: discussion questions by 10 a.m. All others: 2-page reaction paper/synthesis by 10 a.m.
Tue	9/15	Motivation and Self-Regulation	See detailed weekly readings	Session Leader: discussion questions by 10 a.m. All others: 2-page reaction paper/synthesis by 10 a.m.
Tue	9/22	Affect, Emotion, and Mood	See detailed weekly readings	Session Leader: discussion questions by 10 a.m. All others: 2-page reaction paper/synthesis by 10 a.m.
Tue	9/29	Job Attitudes: Satisfaction, Commitment, and Withdrawal	See detailed weekly readings	Session Leader: discussion questions by 10 a.m. All others: 2-page reaction paper/synthesis by 10 a.m.
Tue	10/6	Identity, Self, and Impression Management	See detailed weekly readings	Session Leader: discussion questions by 10 a.m. All others: 2-page reaction paper/synthesis by 10 a.m. Research Proposal Abstract (2 pages) also due by 6 p.m.
Tue	10/13	Stress and Burnout	See detailed weekly readings	Session Leader: discussion questions by 10 a.m. All others: 2-page reaction paper/synthesis by 10 a.m.
Tue	10/20	Positive Organizational Scholarship	See detailed weekly readings	Session Leader: discussion questions by 10 a.m. All others: 2-page reaction paper/synthesis by 10 a.m.
Tue	10/27	Organizational Justice and Behavioral Ethics	See detailed weekly readings	Session Leader: discussion questions by 10 a.m. All others: 2-page reaction paper/synthesis by 10 a.m.



Tue	11/3	Social Exchange, Trust, Psychological Contracts, and OCB	See detailed weekly readings	Session Leader: discussion questions by 10 a.m. All others: 2-page reaction paper/synthesis by 10 a.m.
Tue	11/10	Counterproductive Work Behavior (CWB)	See detailed weekly readings	Session Leader: discussion questions by 10 a.m. All others: 2-page reaction paper/synthesis by 10 a.m.
Tue	11/17	Other Relevant Topics	See detailed weekly readings	Session Leader: discussion questions by 10 a.m. All others: 2-page reaction paper/synthesis by 10 a.m.
Tue	11/24	Emerging Topics in Organizational Behavior	See detailed weekly readings	Session Leader: discussion questions by 10 a.m. All others: 2-page reaction paper/synthesis by 10 a.m.
Tue	12/1	Research Paper Presentation		In-class presentations
Tue	12/8	Final Exam		In Class Exam.

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.

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.

TAMU E-Mail and SafeZone

Personal Announcements sent to students through TAMU 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 TAMU e-mail accounts regularly, if not daily. Not having seen an important TAMU 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, TAMU 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 TAMU Student Handbook (URL: [Student Handbook \(https://www.tamiu.edu/handbook/index.shtml\)](https://www.tamiu.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 TAMU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamiu.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 TAMU's anonymous electronic reporting site, *Report It*, at <https://www.tamiu.edu/reportit> (<https://www.tamiu.edu/reportit/index.shtml>).

TAMU 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@tamiu.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@tamiu.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@tamiu.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@tamiu.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt (<https://www.tamiu.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.