



# PSYC 4301 - Psychology of Personality: Psychology of Personality-WIN

Fall 2026 Syllabus, Section 105, CRN 18757

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## Instructor Information

Karen A. Morales

Ms.

Email: [karena.morales@tamiu.edu](mailto:karena.morales@tamiu.edu)

Office Hours:

Office hours: By appointment only, please e-mail me to schedule a virtual appointment. I will respond within 48 university business hours, often sooner.

Contacting me: The quickest way to contact me is through email. Please note that it may take me longer to respond to Blackboard messages.

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## Times and Location

MWF 8:30am-9:25am in Bullock Hall 220

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## Course Description

Introduces personality theory and the important factors in the development of personality from birth to maturity. Prerequisite: Psychology major and Senior status, or permission of instructor.

Psychology & Communication 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.

## Additional Course Information

The structure of this course will be comprised of quizzes, a research paper assignment, a midterm and final exam. There will be an opportunity for you to gain extra credit through a written paper and research study participation. I expect you to be able to keep up with the readings and actively participate in class. I will provide you with extra resources from the textbook to make this course enriching and helpful to you. Please feel free to reach out to me if you have any doubts. **I am a firm believer that most things can be resolved by talking so do not hesitate to contact me via e-mail.**

1. **Attendance & Participation:** Students will actively participate in class and engage in discussions in a respectful manner. If this guideline is not followed I reserve the right as the instructor to dismiss you from class. In the field of applied and academic psychology respect for the individual is valued as is clear, non-deceptive communication, careful and reflective investigation of class material, appreciation of and sensitivity to gender, sexual orientation, age, cultural/ethnic/language, ability/disability differences, and lifelong learning/self-improvement. **Attendance will be taken and I will allow up to 3 absences without penalty.** After more than 3 absences, students will begin to lose points towards their grade. If you know you will be missing class ahead of time, you can send me an email or talk to me after class. An absence will be excused only if you provide a doctor's note for you or your child, a letter verifying a university sponsored event, or a police report, or a religious service program.

2. **Writing Assignments:** One of the best ways to learn about personality is to assess it using a variety of perspectives and methodological approaches. To provide you with experiential learning opportunities, you will take personality assessments relevant to the class content and write assessment



reports outlining your results and your interpretation of the results obtained. You will be expected to incorporate class content relevant to the interpretation of the assessment results, as well as your personal reaction to the outcomes.

These reports will become the basis of your final Self-Assessment Paper. My suggestion is that you copy and paste the results of all the online tests into a word document and save it, you will need all the information for each report in order to integrate it into the final paper. **It is expected that you write these reports using APA style guidelines** (<https://apastyle.apa.org/style-grammar-guidelines>). Individual feedback will be provided for each report; this feedback should be incorporated into your final paper. A document outlining the structure you should follow for each report is available on Blackboard for your review.

All assignments described here will be due by 11:59 pm on the date indicated on the schedule.

1. **Museum of You.** For this activity, you will describe yourself as if you were roaming an art exhibit about your life. Please refer to the "Museum of You" document on Blackboard to outline your paper for instructions and feel free to include images in your paper to display your 'artwork'. If you do include images, these should be located on the appendix portion of the paper and not on the body.
  2. **Interview about you.** For this activity, you will interview two people who know you very well. You can interview a close family member, friend, significant other, or supervisor. You are expected to attach a copy of the test results to your report. Please refer to the "Interview about you" document on Blackboard for instructions.
  3. **Big Five Personality Assessment.** You will take an online version of a Big Five personality assessment instrument available at: <http://www.outofservice.com/bigfive/>. Once completed, write a 1-2 paged reflection about what was it like completing the assessment and seeing its results. You are expected to attach a copy of the test results to your report.
  4. **Self-Monitoring Test.** Take the Personal Reaction Inventory, which is on your textbook under. The test comes with instructions on how to score it and you have to read the chapter to know how to interpret it. Once completed, write a 1-2 paged reflection about what was it like completing the assessment and seeing its results. You are expected to attach a copy of the test results to your report.
  5. **Narcissism Personality Inventory.** Take the Narcissism Personality Inventory, which is on your textbook. The test comes with instructions on how to score it and you have to read the chapter to know how to interpret it. Once completed, write a 1-2 paged reflection about what was it like completing the assessment and seeing its results. You are expected to attach a copy of the test results to your report.
  6. **Psychosocial Family Tree.** You will create a family tree that includes important psychosocial characteristics including: education, occupation, traits of the five-factor model, and optimism/pessimism. I will upload an example you can use to build your own family tree to Blackboard. You are expected to attach a copy of the test results to your report.
  7. **Thematic Apperception Test.** To complete this assignment, you will take an online version of the TAT test available at: <http://www.utpsyc.org/TATintro/>. Once completed, write a 1-2 paged reflection about what was it like completing the assessment and seeing its results. You are expected to attach a copy of the test results to your report.
  8. **Meaning in Life Test, and Grit Survey.** To complete this assignment you will take the Meaning in Life test and the Grit survey available at <https://www.authentic happiness.sas.upenn.edu/testcenter>. You will have to register in order to take the tests. You will receive a page describing your results, which you need to save for integration into your final paper. Once completed, write a 1-2 paged reflection about what was it like completing the assessment and seeing its results. You are expected to attach a copy of the test results to your report.
  9. **General Self-Efficacy Scale.** To complete this assignment you will take the General Self-Efficacy Scale available at: [https://www.drugsandalcohol.ie/26768/1/General\\_Self-Efficacy\\_Scale%20\(GSE\).pdf](https://www.drugsandalcohol.ie/26768/1/General_Self-Efficacy_Scale%20(GSE).pdf) Once completed, write a 1-2 paged reflection about what was it like completing the assessment and seeing its results. You are expected to attach a copy of the Scale results to your report.
  10. **Strong Interest Inventory.** To complete this assignment you will take the Strong Interest Inventory which will be provided by the career services office. Once completed, write a 1-2 paged reflection about what was it like completing the assessment and seeing its results. You are expected to attach a copy of the test results to your report
3. **Self-assessment Personality Paper.** For this assessment, you will integrate the information you collected from all the writing assignments completed throughout the course. Using all the information, test results from your reports, and feedback provided you will write a paper about **your personality using a theoretical framework** discussed in class (e.g. psychoanalysis, humanism, basic trait approach, existentialism, positive psychology, behaviorism, social learning). You should add at least 3 peer reviewed articles discussing current research on the theoretical concepts you will use in your paper.

The paper should be between 5-7 pages long (using 12 pt. Times New Roman font, double space, and 1" margins) and should be written using APA style. I will grade this assignment based on the depth and breadth of your inclusion of personality theories and concepts to describe your results. The paper should integrate all the information from the reports you turned in throughout the semester. I want you to integrate the reports so the paper provides a cohesive picture of your personality using several perspectives. Do not simply copy and paste your reports without integrating them into a cohesive narrative.

Self-assessment paper theme outline (optional): To help you in the process of identifying major themes found about your personality through the assessments taken, students are encouraged to create an outline of the major or recurrent commonalities or themes found across each of your assignments. I will provide more guidelines about how to identify major overarching themes and upload them to Blackboard.

4. **Exams:** There will be a total of two exams: the midterm, and final exam. You are responsible for the material covered in the textbook, even if it is not covered in the lectures. Please make every effort to take the exam on the assigned date. However, if a significant emergency comes up you should contact me immediately and make arrangements to take the exam.

The exams will be administered online via Respondus Lockdown with Monitor. This means your browser will not open any other windows and taking the test will be monitored using videorecording. Therefore, you must have access to a webcam. Please get in contact with TAMIU e-learning to download Respondus Lockdown with Monitor platform. You will not be able to stop and save your exam progress; you must finish the exam once you start it. The day of the exam, it will be open all day, you have up to 2 hours to complete your test and it will automatically close once your time is up. You have until midnight to complete your exam on the date assigned on the syllabus. Please allow enough time before the deadline to complete your exam.

5. **Extra Credit Assignment (TAMIU Event):** This optional assignment can allow you to earn 5 points of extra credit applicable to your final grade if you complete the Extra Credit Assignment (TAMIU Event). You will attend and describe how a TAMIU event or moments of it are related to some aspect of psychology of personality and prepare a brief report. You will need proof of your attendance to this event by attaching a picture of such event to your report.

The extra credit assignment is a 2-paged paper (double spaced with 12-point font) in APA format 7th edition. Be sure your submitted assignment is complete and uses correct spelling and grammar. Please refer to APA's official website for questions regarding student paper format or visit TAMIU's tutoring center.

6. **Extra Credit Assignment (Research Study):** This optional assignment can allow you to earn 2.5 points of extra credit applicable to your final grade if you complete the Extra Credit Assignment (Research Study). You will submit proof of your participation in any TAMIU held research study. Proof includes e-mail confirmation, confirmation by the study's principal investigator, etc. Some researchers list their studies and available times on SONA, the research scheduling system. You may sign up for those studies via [tamiu.sona-systems.com](http://tamiu.sona-systems.com).

**AI Usage Statement:** Students are not allowed to use generative AI to have it complete any kind of course work for them. Students will develop and use their own critical thinking skills and creativity to learn in this course. I understand that students may use AI to revise their grammar through software like Grammarly which is allowed in this course. If you do use this software, please let me know to avoid any false positive flags. With that said, I highly encourage that you complete your work free from AI software to avoid technical issues. Assignments that do not follow these guidelines will not be approved.

**Cell phone use:** Please remember to silence your cellphone upon entering the classroom and put it away. If you are anticipating an important call, set your phone to vibrate mode and tell me at the beginning of class.

**Laptop use:** You are permitted to use computers in class, but only for class-related purposes – that is, taking notes or reading from your assignments. It is rude, distracting, and unprofessional to be surfing the web, checking e-mail, or using social media during class. I reserve the right to check your laptop screen at any time and dismiss you from class if I find that you are using your laptop for reasons that are not related to the course.

**Name and Pronoun Policy:** If at any point I mispronounce your name, please correct me as soon as possible. You have the right to be referred to by the name you are most comfortable with. If the name listed on my roster is not the name you would like to be addressed as, you are welcome to let me know via an email or Blackboard message at any time. You have the right to be referred to by the pronouns you are most comfortable with. If you wish to do so, feel free to message me (and/or your classmates) with your pronouns. Please know you are in no way obligated to do so, especially if you do not feel safe. My courses are a safe learning space for all my students.

## Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Compare and contrast the major theoretical models of personality development, including relevant research findings.
2. Demonstrate an understanding of the complex interaction of biological, psychological, and experiential influences on personality development.
3. Demonstrate an understanding of personality research including issues of theory testability, generalizability, reliability and validity.
4. Demonstrate critical thinking through identifying, analyzing, and writing about personality assessment from a variety of theoretical and methodological perspectives
5. Demonstrate ability to write clearly using APA style guidelines by writing a self-assessment personality paper incorporating diverse methods of assessing personality.
6. Demonstrate an understanding of the impact of culture on personality development.

## Important Dates

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



## Textbooks

| Group    | Title                         | Author        | ISBN          |
|----------|-------------------------------|---------------|---------------|
| Required | Personality Puzzle. (9th ed). | Funder, D. C. | 9781324060543 |

## Grading Criteria

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

## Course Grades

| ASSIGNMENT                  | VALUE |
|-----------------------------|-------|
| Participation               | 10%   |
| Writing Assignments         | 25%   |
| Final Self-Assessment Paper | 25%   |
| Midterm                     | 20%   |
| Final                       | 20%   |

## Schedule of Topics and Assignments

| Day | Date | Agenda/Topic                                          | Reading(s)                                            | Due                                                            |
|-----|------|-------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------|
| Mon | 8/24 | Syllabus Review                                       |                                                       |                                                                |
| Wed | 8/26 | Ch. 1: The Study of the Person                        | Ch. 1: The Study of the Person                        |                                                                |
| Fri | 8/28 | Ch. 2: Personality Data and Assessment                | Ch. 2: Personality Data and Assessment                | Acknowledgement of Syllabus & Policies<br>8/30/26              |
| Mon | 8/31 | Ch. 2 cont.                                           | Ch. 2: Personality Data and Assessment                |                                                                |
| Wed | 9/2  | Ch. 3: Evaluating Research and Assessment             | Ch. 3: Evaluating Research and Assessment             |                                                                |
| Fri | 9/4  | Ch. 3 cont.                                           | Ch. 3: Evaluating Research and Assessment             | Writing Assignment #1: Museum of You<br>9/6/26                 |
| Mon | 9/7  | Ch. 4: Persons, Situations, and Personality Judgment  | Ch. 4: Persons, Situations, and Personality Judgment  |                                                                |
| Wed | 9/9  | Ch. 4 cont.                                           | Ch. 4: Persons, Situations, and Personality Judgment  |                                                                |
| Fri | 9/11 | Ch. 4 cont.                                           | Ch. 4: Persons, Situations, and Personality Judgment  | Writing Assignment #2: Interview about you<br>9/13/26          |
| Mon | 9/14 | Ch. 5: Traits and Types: The Big Five and Beyond      | Ch. 5: Traits and Types: The Big Five and Beyond      |                                                                |
| Wed | 9/16 | Ch. 5 cont.                                           | Ch. 5: Traits and Types: The Big Five and Beyond      |                                                                |
| Fri | 9/18 | Ch. 5 cont.                                           | Ch. 5: Traits and Types: The Big Five and Beyond      | Writing Assignment #3: Big Five Personality Assessment 9/20/26 |
| Mon | 9/21 | Ch. 6: Personality Stability, Development, and Change | Ch. 6: Personality Stability, Development, and Change |                                                                |
| Wed | 9/23 | Ch. 6 cont.                                           | Ch. 6: Personality Stability, Development, and Change |                                                                |



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|-----|-------|---------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------|
| Fri | 9/25  | Ch. 6 cont.                                                         | Ch. 6: Personality Stability, Development, and Change                    | Writing Assignment #4: Self-Monitoring Test 9/27/26                   |
| Mon | 9/28  | Ch. 7: The Anatomy and Physiology of Personality                    | Ch. 7: The Anatomy and Physiology of Personality                         |                                                                       |
| Wed | 9/30  | Ch. 7 cont.                                                         | Ch. 7: The Anatomy and Physiology of Personality                         |                                                                       |
| Fri | 10/2  | Ch. 7 cont.                                                         | Ch. 7: The Anatomy and Physiology of Personality                         | Writing Assignment #5: Narcissism Personality Inventory 10/4/26       |
| Mon | 10/5  | Ch. 8: Evolution and Genetics                                       | Ch. 8: Evolution and Genetics<br>Writing Assignment Feedback (#1-4)      | Exam 2: Midterm Ch. 1-7 10/5/26                                       |
| Wed | 10/7  | Ch. 8 cont.                                                         | Ch. 8: Evolution and Genetics                                            |                                                                       |
| Fri | 10/9  | Ch. 8 cont.                                                         | Ch. 8: Evolution and Genetics                                            | Writing Assignment #6: Psychosocial Family Tree 10/11/26              |
| Mon | 10/12 | Ch. 9: Basics of Psychoanalysis                                     | Ch. 9: Basics of Psychoanalysis                                          |                                                                       |
| Wed | 10/14 | Ch. 9 cont.                                                         | Ch. 9: Basics of Psychoanalysis                                          |                                                                       |
| Fri | 10/16 | Ch. 9 cont.                                                         | Ch. 9: Basics of Psychoanalysis                                          | Writing Assignment #7: Thematic Apperception Test 10/18/26            |
| Mon | 10/19 | Ch. 10: Psychoanalysis After Freud                                  | Ch. 10: Psychoanalysis After Freud<br>Writing Assignment Feedback (#5-8) |                                                                       |
| Wed | 10/21 | Ch. 10 cont.                                                        | Ch. 10: Psychoanalysis After Freud                                       |                                                                       |
| Fri | 10/23 | Ch. 10 cont.                                                        | Ch. 10: Psychoanalysis After Freud                                       | Writing Assignment #8: Meaning in Life Test, and Grit Survey 10/25/26 |
| Mon | 10/26 | Ch. 11: Humanistic and Positive Psychology                          | Ch. 11: Humanistic and Positive Psychology                               |                                                                       |
| Wed | 10/28 | Ch. 11 cont.                                                        | Ch. 11: Humanistic and Positive Psychology                               |                                                                       |
| Fri | 10/30 | Ch. 11 cont.                                                        | Ch. 11: Humanistic and Positive Psychology                               | Writing Assignment #9: General Self-Efficacy Scale 11/1/2026          |
| Mon | 11/2  | Ch. 12: Cultural Variation in Experience, Behavior, and Personality | Ch. 12: Cultural Variation in Experience, Behavior, and Personality      |                                                                       |
| Wed | 11/4  | Ch. 12 cont.                                                        | Ch. 12: Cultural Variation in Experience, Behavior, and Personality      |                                                                       |
| Fri | 11/6  | Ch. 12 cont.                                                        | Ch. 12: Cultural Variation in Experience, Behavior, and Personality      | Writing Assignment #10: Strong Interest Inventory 11/8/26             |
| Mon | 11/9  | Ch. 13: Personality Processes                                       | Ch. 13: Personality Processes                                            |                                                                       |
| Wed | 11/11 | Ch. 13 cont.                                                        | Ch. 13: Personality Processes<br>Writing Assignment Feedback (#9-10)     |                                                                       |
| Fri | 11/13 | Ch. 13 cont.                                                        | Ch. 13: Personality Processes                                            |                                                                       |
| Mon | 11/16 | Ch. 14 The Self                                                     | Ch. 14 The Self                                                          |                                                                       |
| Wed | 11/18 | Ch. 14 cont.                                                        | Ch. 14 The Self                                                          |                                                                       |
| Fri | 11/20 | Ch. 16: Mental and Physical Health                                  | Ch. 16: Mental and Physical Health                                       | Self-assessment Personality Paper 11/22/26                            |
| Mon | 11/23 | Ch. 16 cont.                                                        | Ch. 16: Mental and Physical Health                                       |                                                                       |
| Wed | 11/25 | Reading Day. Class does not meet.                                   |                                                                          |                                                                       |
| Fri | 11/27 | Thanksgiving Break. Class does not meet.                            |                                                                          | Extra credit assignment 11/29/26                                      |
| Mon | 11/30 | Last Day Class Meet<br>Review Day                                   |                                                                          | Final Exam 8-14 & 16 TBA                                              |

## 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.

## 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](mailto: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 \(https://www.tamiu.edu/handbook/index.shtml\)](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 TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, [TitleIX@tamiu.edu](mailto: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 TAMIU's anonymous electronic reporting site, *Report It*, at <https://www.tamiu.edu/reportit> (<https://www.tamiu.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@tamiu.edu](mailto: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](mailto: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](mailto: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](mailto: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.