PHIL 1301 - Introduction to Philosophy

Spring 2026 Syllabus, Section 202, CRN 27975

Instructor Information

Jude Galbraith
Professor
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Office: AIC 375
Office Hours:
MWF: 10:30 am-11:30 am
T/TH: 1:30-2:30 pm
Office Phone: 9563262473

Times and Location

TR 10:05am-11:25am in Academic Innovation Center 224

Course Description

An introduction to philosophy as the speculative attempt to present a systematic and complete view of all reality. Students will be introduced to the writings of seminal philosophers as well as to the role of logic and forms of argumentation.
Humanities Department, College of Arts & Sciences

Additional Course Information

Official course time zone: CT (Central Time)

AI policy:

All ideas and written materials submitted by students for this course is assumed to be generated solely by the student (unless cited appropriately from an external scholarly source), and so the use of AI text in essays written for this class is, therefore, not permitted. By using AI generated text in a university level assignment for a grade without approval, students are using text not written by them in order to progress their university career. TAMIU's Honor Council has indicated that it will treat cases of AI generated language in papers, projects, exams and assignments as plagiarism. The unapproved use of AI-generated text in university coursework will be reported as plagiarism to the TAMIU Honor Council, investigated as such and subject to grade penalty. This includes use of tools like Quillette, Grammarly, and other services that will generate ideas or rewrite your work.

If your paper is flagged for AI-generated content, you will have to meet with me during office hours to discuss your writing process.

**If at any time, a student feels as though they need to use AI to complete an assignment, please come talk to me, judgment-free. This allows us to work together to come up with a plan to complete the assignment with academic honesty and integrity.

Student Learning Outcomes

1. Demonstrate awareness of scope and variety of theories spanning the history of philosophy.
2. Relate the influence of these theories on literature, art, politics, science, etc.

3. Engage philosophical theories personally and respond critically.
4. Articulate an informed personal reaction to said theories.
5. Identify types of philosophical theories.
6. Analyze arguments and deploy the process of philosophical argumentation
7. Express one's own viewpoints and respect others'.
8. Develop self-awareness of one's reasoning process.

Important Dates

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

Textbooks

Group	Title	Author	ISBN
Required	The Great Conversation: 8th edition	Norman Melchert	9780190670689

Other Course Materials

To go to the bookstore, **click here (https://www.bkstr.com/texasaminternationalstore/home)**.

Students are requested to use Tophat for this course. In class quizzes will be conducted through Tophat. Our Tophat course can be accessed at this link (https://app.tophat.com/e/859829). The join code is 874503. Tophat use should be **free** for all TAMIU students. **Do not pay** for Tophat access. If you are having trouble accessing Tophat, contact the bookstore or TAMIU eLearning.

Access to a computer and the internet for writing essays, accessing Blackboard course materials and extra readings, viewing video lectures for the course, participating in class polls, surveys, and exercises, submitting assignments, retrieving notes and prompts, and taking exams electronically. It is the student's responsibility to ensure they have adequate access to the Internet and can access and understand the learning management system. Students are also required to have access to a word processor that can save files in formats readable by Microsoft Word (i.e., .doc, docx). Students will have to have (or gain) proficiency in the Blackboard Learning Management System. They will have to be able to submit assignments through turnitin.com.

***Note: This course is "paperless" which means that assignments will be submitted electronically through Blackboard.**

Grading Criteria

Papers: Students are required to compose a major writing assignment, which will build on previous work. Students will do research on a philosophical topic and produce an in-depth analysis of key arguments related to their topic. In the final paper, students will provide an assessment of a key philosophical controversy and apply their analysis to an issue of contemporary import. This final paper will consist in a research paper of no less than 8 pages. For more information, see the "Research Project Instructions" document linked in the "Important Documents" folder on Blackboard.

The most important consideration for all essay assignments is content; however, grammar and usage are also important. If writers have too many grammatical errors or have too many errors in general mechanics and usage, they will fail to communicate effectively. Furthermore, a person's literacy is often judged according to the number of distracting sentence errors that appear in writing. Therefore, students will work on proofreading and editing skills. As the semester progresses, so should students' ability to find and correct their own errors prior to turning in a final draft for grading. Uncorrected errors will affect final paper grades. The general grading rubric for the essays will be provided on Blackboard as "Rubric for assessing philosophical writing."

Other writing assignments: There will be two shorter writing assignments. These assignments will build students' capacity to engage with philosophical reasoning. The first will require students to take "philosophical notes" on a lecture in the first few weeks of the course. The second will require students to keep a writing journal in which they record their thinking alongside a chapter of the textbook. For more information, see the "notetaking assignment instructions" and "philosophical dialogue journal" instructions under the "important documents" folder on Blackboard.

Philosophical Interview: This assignment challenges you to take a philosophical argument we've studied in class and explain it to someone outside our course community, then engage them in a substantive discussion about its merits. You will record an audio interview demonstrating both your understanding of the argument and your ability to facilitate dialogue with a non-philosopher.

Exams: There will be a midterm and a final exam. There will also be quizzes and exercises assigned during most class periods asking students to apply the material from the readings and video lectures.

Writing Requirements and Grade Values:

The work for this course is carefully sequenced and grows out of ongoing classwork as well as class participation/discussion. Staying on top of the assignments, doing them seriously, and being prepared for class is crucial for student success in this course. Students should come prepared with all relevant texts and on time every day. The following gives a basis for how grades will be calculated in this course.

1. 5 % – Notetaking assignment
2. 5% – Dialogue journal assignment
3. 15 % – Philosophical Interview Proposal and Submission
4. 10% – Research project: Argument Analysis
5. 15% Research project: Final draft (MLA Format)
6. 20% – In-class quizzes and participation in class activities
7. 10% – Midterm examination
8. 20 % – Final Exam

The instructor will grade holistically. This means that a student's total progress in the course is analyzed when final grades are assessed. Therefore, doing badly on one assignment does not guarantee a low grade for the course, nor does doing excellent on one assignment guarantee a high grade for the course.

Late Papers: Regardless of the assignment, deadlines are deadlines. If there are extreme circumstances—or a sudden, serious situation—that prevents a student from meeting deadlines, the student should communicate with the instructor so that a solution to the problem can be found. A student may request an extension by communicating with the instructor, in person or via e-mail, AT LEAST 48 hours in advance, but the granting of an extension is dependent upon the circumstances. If a student submits their assignment late (without an excuse), the final grade they will receive on the assignment will normally be reduced by percentage points according to the following scale:

- Submitted less than 12 hours after due date: 1 percentage point grade reduction
- Submitted between 12 and 24 hours after due date: 5 percentage point grade reduction
- Submitted between 1 and 2 days after due date: 10 percentage point grade reduction
- Submitted between 2 and 3 days after due date: 20 percentage point grade reduction
- Submitted between 3 and 4 days after due date: 35 percentage point grade reduction
- Submitted 4 or more days late: not accepted under normal circumstances

Thus, if a student has a paper that would ordinarily receive a 95/100, they will receive a 94/100 if submitted less than 12 hours late, a 90 if submitted 15 hours late, an 85 if submitted a full 24 hours late, and a 75 if submitted 2 days late. Materials submitted more than 4 days late will not, under normal circumstances, be accepted without prior excuse. As you can see, the penalty for a few hour's lateness is so small as to make very little difference for your grade, so if the choice is between writing a poor paper and submitting by midnight vs. writing a decent paper and submitting in the morning, the latter is advised.

Students can expect me to be as prompt as humanly possible in grading and returning submitted material (what is humanly possible depends upon the number of students I am teaching). I encourage students to demand of me the same respect, fairness, and openness in class as I expect of them. If a student feels I have graded their assignment too harshly, they should feel free to email me or speak to me in office hours for clarification. I am happy to adjust a grade up (or down) if a student can provide a compelling argument for this adjustment or point out something I missed in my initial grading.

Excellent participation consists in participating in all classes, both orally and via tophat. Determining the "quality" of a contribution to class discussion is, to some degree, an inherently subjective judgment that will be made by the instructor. In general, if your participation shows familiarity with and good understanding of the readings and leads to on-topic discussion, it will be judged high quality. A rough rubric showing what I look

for in participation can be found in the rubrics folder, entitled “Rubric for Excellent In-class Participation.” (https://docs.google.com/document/d/1K9w2ykPZmr5zigoSYt93Sq4iZiJYuXYQKOPhrxQc_O8/edit?usp=sharing)

One minute papers: There is one, additional, required but ungraded activity. After every live class session you will write a so-called “one-minute paper,” in which you will write no more than two- or three-sentence answers to two questions: (a) What was the most important point covered in today’s class? (b) What issue or question was left most unclear in your mind at the end of today’s class? You will submit these immediately after the live class session is concluded.

Grading scale:

GRADE	PERCENTAGE
A	91-100
B	80-90.9
C	70-79.9
D	60-69.9
F	Below 60

Other important information

A word on timely completion of the reading

There will be a lot of reading in this course. I designed this course to be highly interactive, and timely reading, participation and attendance are expected and necessary for earning a successful grade.

Read each chapter carefully and take notes. Re-reading the chapter will help clarify and/or verify your understanding of the material; taking notes and putting ideas in your own words is an effective learning strategy. Attend all online lectures and take notes. Allot sufficient time to the assignments, working thoroughly and entirely through each one without hurrying so that you understand the ideas and new terminology. Only by working, concentrating, and thinking things through can you learn.

Your success is important to me; I want you to understand the material and do well in this class. Please contact me if you are having any difficulties. If you need to meet with me, please come to my office hours or email and make an appointment. Be sure to include PHIL 1301 in the subject line!

Communication policy

Instructor will make every effort to respond to emails within 72 hours M-Th and by Monday EOD for emails sent over the weekend. Exception to the rule: emails asking for points at the end of the semester will go unanswered.

TurnItIn: This is web-based anti-plagiarism software that all students must incorporate into their submission process for all essays. Work that is not submitted to TurnItIn will not be accepted for grading. **IT IS THE STUDENT’S RESPONSIBILITY TO CONFIRM THAT THE ESSAY IS UPLOADED INTO TURNITIN PROPERLY AND ON TIME. SHOULD TECHNICAL DIFFICULTIES ARISE DURING SUBMISSION IN A TIMELY MANNER, THE STUDENT MUST TAKE SCREEN SHOTS AS PROOF. FAILURE TO DO SO WILL NOT BE ACCEPTED AS EXCUSABLE.** The instructor will evaluate the report generated by the software to determine if there are any plagiarism infractions or inappropriate use of automated writing software. NOTE: Working drafts (all drafts that are composed to final essay submission) must include all necessary and appropriate citations for source material.

Any part of this syllabus is subject to revision at the discretion of the instructor.

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
1/20	Course Introduction "Argument" as a philosophical method	"A Word to Students" (Textbook xv-xix) Sinnott-Armstrong, Walter (2013) "What is Philosophy?" 3 pp (Blackboard) Monty Python. "The Argument Clinic." (Blackboard) View lecture on "Argument" as a philosophical method Johnathan Vajda's youtube playlist: "Tools of Philosophy: Basic Logic." Only the first six videos are required viewing. Jeffery L. Johnson. Inferring and Explaining. Chapter 4: "Arguments." Provided on Blackboard (extract from open-source textbook).	
1/27	The Beginnings of Reason	Watch the lecture video on the first philosophers Read: Early Man as Poet and Myth Maker- Chapter 1 Read: The Pre-Socratics- Chapter 2 (pp. 14-32) Watch: lecture video on the sophists Read: the sophists - Chapter 4	Notes on Philosophy Lecture Due EOD: 1/30
2/3	The School of Athens	Watch the lecture videos: An introduction to Socrates and Socrates II: Against the Sophists Read: Socrates - Chapter 6 Read: Euthyphro and commentary – Ch. 7, 111-116	
2/10	Plato's philosophy	Watch the lecture video on the Crito Read: Chapter 7: Crito (pp. 135 - 144) Watch the lecture video on Plato Read: Chapter 8	Dialogue Journal on Textbook chapter. Due by 11:59 PM on 2/13
2/17	Plato and Aristotle	Watch the lecture video on Aristotle's epistemology and metaphysics Chapter 9 -- "Aristotle and Plato," "Logic and Knowledge," "The World." Pages 182-197 First Philosophy," "The Soul," "The Good life: Happiness." Pages 197 – 212 Watch the lecture video on Aristotle on happiness and the good life Read: "The Good Life: Virtue or Excellence," "The Role of Reason," "Responsibility," "The Highest Good." Pages 212-217	
2/24	Philosophy and the Abrahamic Religions	Discussion day: Aristotle Watch the lecture videos on Christianity and Philosophy Read: Chapter 13: Augustine's biography: 261-266. " The Great Chain of Being:" 270-272. " Evil:" 273-274. " Human nature and its corruption; Human nature and its restoration," 277-284. " The two cities:" 285-287.	

3/3	Medieval Philosophy	Watch the lecture videos on Islamic philosophy Read: Chapter 14: Introduction: 292-294; Al-Farabi and Avicenna: 297-306 Watch and respond to lecture videos on Anselm and Aquinas Read: Anselm and Aquinas' proofs for God (Pages 311-324); The nature of God and the nature of humanity (pages 324-335)	Midterm exam: 3/5
3/10	Spring Break		
3/17	Revolutions in Philosophy and Science Descartes	Watch and respond to lecture videos on Revolutions in Philosophy and Science Watch and respond to lecture videos on Revolutions in Philosophy and Science Watch and respond to lecture videos on Descartes (I) Read from the textbook: Chapter 17: Introduction - Meditation III (Pages 360-384) Watch and respond to lecture videos on Descartes (II) Read from the textbook: Chapter 17: Chapter 17: Meditation IV - end of chapter (pages 384-403)	
3/24	Hobbes, philosophy and science Locke	Watch videos on "Bacon, Newton, and Scientific Methods" and "Hobbes" Read: Chapter 18: Hobbes Watch and respond to lecture videos on Locke Read: Chapter 18: Locke	Philosophical Interview Plan: Due EOD March 29
3/31	Epistemology and decision theory Kant	Watch and respond to lecture videos on Hume and Pascal Read from the textbook: Hume - Chapter 19, 441-464 Read selection on blackboard: Pascal, Blaise. The Pensees. Selections Watch the lecture videos on Kant Read Kant, Chapter 20	
4/7	Utilitarianism Existentialism	Watch the lecture videos on Utilitarianism part I-II Read: Moral and Political Reformers – Chapter 23, 545-555 Read: Utilitarianism in practice: Chapter 23, 555-561 Read: Singer, Peter. "Famine, affluence, and morality." (attachment on blackboard) Watch and respond to lecture videos on Kierkegaard Read from the textbook: Kierkegaard, Chapter 22 (521-537)	Philosophical Interview: Due EOD 4/12
4/14	Existentialism	Watch the lecture videos on Nietzsche Read Friedrich Nietzsche – Chapter 24 Read Simone de Beauvoir. 20th century existentialism. Chapter 28 Watch the lecture videos on Sartre and de Beauvoir	

4/21	Materialism and mind	Watch video on the problems of materialism and mind. Read from the textbook: Chapter 30, 733-743 Bring final paper drafts to class	
4/28	In-class workshop: completing the final paper		Final paper due SUN, May 3 11:59 pm

Core Curriculum Learning Outcomes

Core-Curriculum Learning Outcomes:

1. **Critical Thinking Skills (CT)** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills (COM)** - effective development, interpretation and expression of ideas through written, oral and visual communication
3. **Social Responsibility (SR)** - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
4. **Personal Responsibility (PR)** - ability to connect choices, actions and consequences to ethical decision-making

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.tamiu.edu/handbook/article-04.shtml)).

TAMIU Honor Code: Plagiarism and Cheating

As a TAMIU student, you are bound by the TAMIU Honor Code to conduct yourself ethically in all your activities as a TAMIU 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.tamiu.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, 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)).

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, 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) 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.