

TO: Dr. Andrew Klein
Speaker, Faculty Senate

FROM: Dr. `Jon (Sean) Jaspersen
Chair, Undergraduate Curriculum Committee

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DATE: April 3, 2020

SUBJECT: Proposed Revision to Minimum Syllabus Requirements

The Undergraduate Curriculum Committee (UCC) and Graduate Council (GC) recommend revision of the current minimum syllabus requirements document. The purpose of this document is to introduce the proposed changes and justification for the changes.

The UCC and GC reviewed the proposal in their April 2020 meetings. The members of both committees recommend approval of the proposed changes.

Proposal

Due to the extent of the proposed reviews, the attached proposal document includes A) the text of the proposed Minimum Syllabus Requirements and B) the current Minimum Syllabus Requirements. The comprehensive revision includes the following major changes:

Additions

- A new introduction section with background information about the purpose of and authority for the minimum syllabus requirements.
- A new section with instructions for posting syllabi for undergraduate courses to the Howdy portal by the first week of classes.
- A new section regarding electronic syllabus accessibility. This section references material from the TAMU IT Accessibility website. It includes requirements for four aspects of document accessibility. In addition, it points faculty, (who use Microsoft Word), to a readily available resource to teach them how to make their electronic syllabus meet some minimal accessibility standards.
- The items from the current minimum syllabus requirements document are grouped into a “Course Information” group and a “University Policies” group. The document has a section for these groups with requirements listed under each. This division helps communicate to faculty the difference between information that they are required to tell their students about their course and policies established by the university that pertain to academic course work. As part of this separation, “attendance policy” and “makeup policy” are located in the University Policies section. You can see comments inside the document with the rationale for this recommendation.
- The requirement to list one or more learning outcomes was expanded from “required for undergraduate courses only” to include all courses.
- A new “Special Course Designation” section to capture CORE, ICD, CD, W, C, cross listing, and stacked course designations.
- A new “Optional Course Informational Items” section.

- A new “Attendance Policy” section under University Policies. The current minimum syllabus requirements document lists this statement as a suggested attendance policy. However, the UCC, GC, and other curricular review bodies such as Core Curriculum Council, W & C Course Advisory Committee, etc. continue to see policies come forward that contradict the student rules regarding attendance. This proposed statement comes directly from the student rules. It is applicable to both traditional and non-traditional courses with respect to attendance. It allows individual flexibility for the faculty member to choose whether or not to take role in a class. Further, individual faculty can choose whether or not to include attendance as part of the grade rule. Requiring a common statement on all syllabi for attendance benefits the student, as the policy for attendance is consistent for all of their courses.
- A new “Makeup Work Policy” section under University Policies. The current minimum syllabus requirements document lists this statement as a suggested makeup work policy. However, the UCC, GC, and other curricular review bodies such as Core Curriculum Council, W & C Course Advisory Committee, etc. continue to see policies come forward that contradict the student rules regarding makeup work. This proposed statement comes directly from the student rules. Requiring a common statement on all syllabi for makeup work benefits the student, as the rules for excused/unexcused absences and makeup work is consistent for all of their courses.
- A new “Title IX and Statement on Limits of Confidentiality” section under University Policies. This section references [University Rule 08.01.01.M1](#) and [Texas A&M System Regulation 08.01.01](#).
- A new section to allow for college-level and department-level policies.

Deletions

- The “New/Change Course Form” checklist was removed. The notes for this checklist are all available as help text in the Curricular Approval Request System (CARS) forms.
- The specific recommendations for information that is not required when submitting curricular requests using the CARS were removed. The UCC, GC, and other curricular review bodies such as Core Curriculum Council, W & C Course Advisory Committee, etc. recognize that some course information such as instructor name, section number, meeting times, meeting locations, etc. will not be available during the course proposal process. As such, these bodies will continue the practice of approving course syllabi that do not include these specific details.
- The example attendance and make-up policy text is no longer needed as these policies are both included in the University Policies group of required statements.

Justification

This comprehensive revision of the Minimum Syllabus Requirements is proposed by a joint task force comprised of representatives from the Faculty Senate; student leadership; Academic Affairs, Student Affairs; Core Curriculum Committee, Undergraduate Curriculum Committee, Graduate Council, and the University Writing Center. In addition, the IT Accessibility Office, Disability Resources, Aggie Honor Office, Center for Teaching Excellence, and the Office of General Council provided input regarding the proposal and reviewed/approved sections of the proposal that directly relate to their respective offices.

The revisions are intended to increase clarity, specifically to differentiate between syllabus requirements for course information and university policies. Faculty may customize the course information requirements to meet the needs of their specific course. Faculty will include the required university policies in their syllabus “as written”. Faculty may add additional explanatory paragraphs regarding university policies if additional information is needed.

Proposed Minimum Syllabus Requirements

The following pages contain the proposed minimum syllabus requirements.

DRAFT

Texas A&M University

Minimum Syllabus Requirements

The Texas A&M University Faculty Senate is responsible for “[p]erforming due diligence in creating or amending courses and programs according to the standards set by the institution, the system, the state, the regional accrediting body, other accrediting agencies, when relevant; and the federal government” (Section 5.4.3 in [TAMU SAP 11.99.99.M0.01](#)). In this role, the Faculty Senate directs the Undergraduate Curriculum Committee (UCC) and Graduate Council (GC) to monitor curricular proposals for consistency in adhering to minimum syllabus requirements (Section 5.3.4 in [TAMU SAP 11.99.99.M0.01](#)).

This document describes the university standard for minimum syllabus requirements. Texas A&M University faculty members are expected to adhere to these standards when creating syllabi for their courses. In addition, the UCC / GC will approve a syllabus attached to a CARS curricular request if the syllabus meets the minimum syllabus requirements outlined below. Similarly, the Core Curriculum Committee and W & C Course Advisory Committee will expect that syllabi accompanying requests for CORE, W, and/or C approval will meet the requirements outlined in this document.

Public Posting of Syllabus to Howdy

The State of Texas requires that all instructors of undergraduate courses post the course syllabus online no later than 1 week after the first class day (see [House Bill 2504](#) and [Texas Education Code 51.974](#)). Faculty must post the syllabus for their undergraduate courses in the Howdy web portal (see [complete and easy-to-follow instructions](#) for uploading the course syllabus).

Electronic Syllabus Accessibility

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

Faculty members must ensure their electronic syllabus meets accessible document standards: “Accessible documents enable assistive technology software such as screen readers and magnifiers to be more effective. Ensuring that your documents are made in an accessible manner provides everyone with an equal opportunity to access information.” (See [Creating Documents](#) on the TAMU Division of Information Technology, IT Accessibility website.)

Faculty should consider the following to make their course syllabus accessible. Many word processing applications have accessibility checkers similar to spelling checkers. Consider using an accessibility checker to ensure your syllabus is accessible. (See “[Microsoft Word: Creating Accessible Documents](#)” available on the Web Accessibility in Mind website.)

The Accessible Electronic Document Community of Practice (AED CoP) provides a training video series for how to ensure your Microsoft Word document is accessible. The series includes 14 modules and

requires about 1.25 hours to complete. (See [“How to Make an Accessible Document in Microsoft Word,”](#) available from the Section508.gov website.)

- ❑ **Heading Structure**
 - Structure syllabus content in a hierarchical manner by using headings. Do not simply change the font size and style. Instead, use the “heading style” feature of your word processor to add headings to your document (c.f., [“Add a Heading,”](#) Microsoft Office Support).
 - Use “Heading 1” as the page title or the main content heading. In general, you should only have a single “Heading 1” in a document.
 - Use “Heading 2” as a major section heading. Use “Heading 3” as a sub heading within “Heading 2” and so on for each subsequent sub level.
 - Do not skip heading levels. You should not go from “Heading 3” to “Heading 5.”
- ❑ **Alternative Text for Images**
 - Add alternative text for all images contained in the syllabus document.
 - Use a succinct, accurate, and equivalent description of the image content or function.
- ❑ **Hyperlinks**
 - Add descriptive link text that does not rely on the surrounding text.
 - Keep the number of words in the link text to a minimum.
 - Display the hyperlink as underlined text that stands out from the surrounding text.
 - Avoid using link text that is ambiguous or dependent upon context (e.g., “click here”).
- ❑ **Bullet and Numbered Lists**
 - Use the list or numbered item feature of your word processor when creating lists rather than formatting the list only with tabs and indents.
 - Use numbered lists for a set of items presented in a sequence.
 - Use bullet lists for a set of items that do not require a sequence.

Course Information

A major purpose of the course syllabus is to inform students about the course, the expected deliverables, and associated grading requirements. This section outlines what information about the course must be included in each course syllabus.

- ❑ **Catalog, Schedule, and Credit Hours**
 - Include course number, course title (must match Catalog), term (e.g., Spring 20##), meeting times, and meeting location.
 - Include the number of credit hours if the course is a variable credit hour course.
- ❑ **Instructor Details**
 - Include name, office telephone, email, office hours, and office location.
- ❑ **Course Description**
 - Provide a course description that closely follow the catalog description for the course.
- ❑ **Course Prerequisites**
 - Include a list of course prerequisites (must match Catalog). If no prerequisites, state “None.”

- **Special Course Designation**
 - Specify if the course has one (or more) of the following special course designations: core curriculum (CORE), international and cultural diversity (ICD), cultural discourse (CD), writing intensive (W), communication intensive (C), cross-listed, or stacked.
 - Include other information as required for the special course designation (e.g., a W course syllabus must specify the student must pass the writing components to earn a grade in the course, a CORE course must include information about the foundational component area to which it belongs, a stacked course must clearly indicate additional work for graduate students, etc.)

- **Learning Outcomes**
 - List one or more learning outcomes for the course.

A learning outcome is a statement regarding what the student will know or be able to do upon successfully completing the course. It must be both observable and measurable. The outcomes may include competencies developed in the course. Additional assistance with learning outcomes is available through the [Center for Teaching Excellence](#) and the [Office of Institutional Assessment](#).

- **Textbook and/or Resource Materials**
 - Specify the textbook and other resource materials that are required, recommended, and/or optional for the course. If no textbook or other resource materials, state “None.”

The syllabus should not promote any one vendor of course materials to the students. Instead, the syllabus should encourage students to acquire the “required and recommended” course material from vendors that provide the best value and amenities for their selection.

- **Grading Policy**
 - Define a grading scale (e.g., A = 90 - 100, B = 80 - 89, etc.).
 - Describe the graded items for the course.
 - Include weights as applicable for grade items (e.g., exams, laboratory assignments, field student work, projects, papers, homework, class attendance, participation, and other graded activities) included in calculating the course grade.

Graded Class Participation – If class participation constitutes more than 10% of grade, the syllabus should explicitly define and outline how the participation grade is determined based on a well-defined rubric (see [Student Rule 10](#)).

Graded Attendance – If attendance is a graded item, the syllabus should state how the faculty member will collect and evaluate attendance.

Grades for Stacked Course – If the course is a stacked course that uses a single, combined syllabus for the undergraduate and graduate courses, the syllabus must clearly indicate additional work required for graduate students. (See [Policy for Stacked Courses](#).)

Grading Policy Changes – Faculty must provide grading policies to students by the first class period. As such, faculty cannot change the course grading policy after the second class session. (See [Student Rule 10](#).)

□ Late Work Policy

- Indicate whether or not the faculty member will accept late work.
- Identify any associated penalty if the faculty member accepts late work for evaluation.

The late work policy should define what constitutes late work (e.g., submitting a deliverable after the established deadline). Work submitted by a student as makeup work for an excused absence is not considered late work and is exempted from the late work policy (see [Student Rule 7](#)).

□ Course Schedule

- Include a list of topics, calendar of activities, major assignment dates, and exam dates.

The course schedule must include lab hours in the calendar of activities. The course schedule must include dates of major exams and assignments. Dates for exams and assignments should not be changed without written notification to all students in the course (notice via email or learning management system is acceptable).

Traditionally Delivered Course – The calendar must include the number of weeks that correspond to the traditionally delivered course semester (e.g., Fall/Spring = 15 weeks; Summer = 5 or 10 weeks as appropriate).

Non-Traditionally Delivered Course – The weeks on the calendar of activities for a non-traditional syllabus will vary according to need. Faculty members in departmental units will determine whether the contact hours for a non-traditional course are appropriate for and equivalent to a traditional course. (See [University Rule 11.03.99.M1](#).)

□ Optional Course Information Items

Consider adding the following additional information items to the course syllabus when appropriate.

- **Technology Support** – Provide appropriate technical support information to inform students who to contact if they encounter technical difficulties (e.g., direct technical questions to the course teaching assistant; contact the vendor; etc.). Technical support information should include information such as who to contact, how to contact that resource, hours of availability, etc.
- **Learning Resources** – Provide information regarding available learning resources such as supplemental instruction or tutoring when appropriate (e.g., information about the University Writing Center for a W/C designated course or related LinkedIn Learning modules appropriate for the course topic). The [Study Hub website](#) lists many on-campus learning resources to support students in achieving academic excellence.

University Policies

Another major purpose of the course syllabus is to inform students about university policies related to coursework. This section outlines the university level policies that must be included in each course syllabus. The wording of these policies is established by the Faculty Senate.

NOTE: Faculty members should not change the written statements. A faculty member may add separate paragraphs if additional information is needed.

□ Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

“Unless otherwise stated in Student Rule 7, to be considered for an excused absence the student must notify the instructor in writing (e-mail is acceptable) prior to the day of absence. In cases where advanced notification is not possible, the student must provide notification by the end of the second business day after the last date of the absence. This notification must include an explanation of why notice could not be sent” ([Student Rule 7, Section 7.1.1](#)).

You can review Student Rule 7 for additional details regarding attendance at <https://student-rules.tamu.edu/rule07>.

□ Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student’s grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor. Student Rule 7 provides a list of reasons absences are considered excused by the university (see [Student Rule 7, Section 7.2](#)).

“If a student’s absence is excused, the instructor [will] either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If an instructor has a regularly scheduled make up exam, students are expected to attend unless they have an excused absence. Students are encouraged to work with instructors to complete make-up work in advance of known scheduled absences (interviews, administrative proceedings, etc.). Make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. Absences related to Title IX of the Education Amendments of 1972 ([Student Rule 7, Section 7.2.1.3](#)) may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor” ([Student Rule 7, Section 7.4.1](#)).

“The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

□ Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case” ([Section 20.1.2.3, Student Rule 20](#)).

You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at <https://aggiehonor.tamu.edu>.

□ Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit <https://disability.tamu.edu>. Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

NOTE: Faculty associated with the main campus in College Station should use the above statement. Faculty not on the main campus should use the appropriate language and location at their site.

□ Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report (per [University Rule 08.01.01.M1](#) and [Texas A&M System Regulation 08.01.01](#)) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

- Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff, or third parties visiting campus.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (<https://scs.tamu.edu>).

Students and faculty can report non-emergency behavior that causes them to be concerned at <http://tellsomebody.tamu.edu>.

College and Department Policies

College and departmental units may establish their own policies and minimum syllabus requirements. As long as these policies and requirements do not contradict the university level requirements, colleges and departments can add them in this section.

Helpful Links for Syllabus Construction

- [Academic Calendar](#)
- [Center for Teaching Excellence](#)
- [Checklist of C Course Requirements](#)
- [Office for Academic Innovation](#)
- [Online Course Catalog](#)
- [Religious Observances](#)

- [Checklist of W Course Requirements](#)
- [Faculty E-Handbook](#)
- [Final Exam Schedule](#)
- [Student Rules](#)
- [University Rule 11.03.99.M1](#)
- [Zoom](#)

Reviewed by University Curriculum Committee, April 2008
Reviewed by Graduate Council, May 2008
Recommended by Academic Affairs Committee, May 2008
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Approved by President, August 2, 2012

Missing information about a revision approved by Faculty Senate as FS 31.88
(see footer of current document)

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Recommended by the Academic Affairs Committee, XXXX 2020
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Current UCC/GC Course Submission Checklist and Minimum Syllabus Requirements

The following pages contain the current UCC/GC course submission checklist and minimum syllabus requirements.

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**UCC / GC Course Submission
- CHECKLIST -**

NEW /CHANGE COURSE FORM

- Department name**
- Course prefix, number and title**
- Course description (for catalog)**
 - No sentences; use phrases/fragments separated by semi-colons, and commas to separate a series.
 - Do not use the word “introduction” in the title or beginning of the course description for 300 and 400 level courses.
- Prerequisites**
 - Prerequisites on course form must match syllabus and catalog.
 - For 300 and 400 level courses, prerequisites must contain either a course prerequisite implying course is designated for upper division students or if no prerequisites, then junior or senior classification. Reference FS.16.166.
- Cross-listed Course (more than one department but at same level)**
 - Cross-listed courses must be exactly alike (except prefix and sometimes course number).
 - Both departments must sign the course form.
- Stacked Course (undergraduate and graduate)**
 - Include reference to graduate information if course will be stacked.
- Variable Credit**
- Course Repeatability**
- Required or Elective**
- Letters of Support**
 - Include if course appears to duplicate another department’s course offering, or if adding/dropping another department’s course in prerequisites.
- Course Inventory Information (shortened title, hours, codes, etc.).**
- Signatures**
- Brief Supporting Statement**
 - Include for changes in prerequisites, course withdrawals, cross-listings, course titles and/or descriptions.

MINIMUM SYLLABUS REQUIREMENTS *(document and checklist combined)*

Reference <http://student-rules.tamu.edu/rule07> and <http://student-rules.tamu.edu/rule10>

- Course title, number, and term (e.g., Spring 201X), meeting times and location**
- Course description and prerequisites**
 - Prerequisites, even if none should be given and must match course form and catalog.
 - In addition to material chosen by instructor, the course description should closely follow the catalog description for the course. In some instances, the course description may include a rationale or context for the subject matter within the discipline.
- Learning Outcomes (required for undergraduate courses only)**
 - A learning outcome is defined as a statement of what the student will know or be able to do upon successfully completing the course. It must be both observable and measurable. The outcomes may include competencies developed in the course. Learning outcomes define what students need to do to show mastery of course materials. Additional assistance with learning outcomes is available through the Center for Teaching Excellence <http://cte.tamu.edu/> and the Office of Institutional Assessment <http://assessment.tamu.edu/>.
- Instructor information**
 - Name, telephone, email, office hours and location. Not necessarily needed for new course requests.
- Textbook and / or resource materials**
- Grading policies**
 - Must include a grading scale (A=90-100, B=80-89, etc.).
 - Include weights as applicable to exams, laboratory assignments, field student work, projects, papers, homework, class attendance and participation, and other graded activities in the calculation of the course grade.
 - If more than 10% of grade is based on participation, syllabus should explicitly define and outline how grade is determined.
 - Stacked courses – syllabus must clearly indicate additional work required for graduate students.
 - Changing grading policies should occur only under extraordinary circumstances.
- Attendance and make-up policies**
 - Include website link to student rule 7 <http://student-rules.tamu.edu/rule07>
 - Must include attendance and make-up policy, especially if attendance/class participation will count as a grade.
 - Policies should detail excused absences, unexcused absences, and make-up policies.
 - Attendance and make-up policies should not contradict student rules.
 - See attached example.
- Course topics, calendar of activities, major assignments, test dates**
 - 14 weeks (15th week is first week of finals).
 - Include lab hours.
 - Must include dates on which major exams will be given and assignments will be due and should not be changed without notification of all students in the course.

**UCC / GC Course Submission
- CHECKLIST -**

Americans with Disabilities Act (ADA) Policy Statement

- Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit <http://disability.tamu.edu>. Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.
- Use current ADA statement (does not show White Creek, Koldus, Cain Hall or Department of Student Life). Programs not on main campus should use the appropriate location at their site.
- Do not change statement; add separate paragraph if additional information is needed.

Academic Integrity Statement and Policy

- *"An Aggie does not lie, cheat or steal, or tolerate those who do."*
- Include Aggie Honor Code statement and website link <http://aggiehonor.tamu.edu>

Helpful links for syllabus construction:

- Academic Calendar <http://registrar.tamu.edu/General/Calendar.aspx>
- Final Exam Schedule <http://registrar.tamu.edu/Courses,-Registration,-Scheduling/Final-Examination-Schedules>
- On-line Catalog <http://catalog.tamu.edu>
- Student Rules <http://student-rules.tamu.edu>
- Religious Observances <http://dof.tamu.edu/rules/religious-observance>
- Center for Teaching Excellence <http://cte.tamu.edu>

EXAMPLE

Attendance Policies:

Make-up Policy:

If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Among the reasons absences are considered excused by the university are the following (see Student Rule 7 for details <http://student-rules.tamu.edu/rule07>). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

- 1) Participation in an activity that is required for a class and appears on the university authorized activity list at <https://stuactonline.tamu.edu/app/sponsauth/index>
- 2) Death or major illness in a student's immediate family.
- 3) Illness of a dependent family member.
- 4) Participation in legal proceedings or administrative procedures that require a student's presence.
- 5) Religious holy day. NOTE: Prior notification is NOT required.
- 6) Injury or illness that is too severe or contagious for the student to attend class.
 - a) Injury or illness of three or more class days:
Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
 - b) Injury or illness of less than three class days:
Student will provide one or both of these (at instructor's discretion), within one week of the last date of the absence:
 - (i.) Texas A&M University Explanatory Statement for Absence from Class form available at <http://attendance.tamu.edu>
 - (ii.) Confirmation of visit to a health care professional affirming date and time of visit.
 - c) An absence for a non-acute medical service does not constitute an excused absence.
- 7) Required participation in military duties.
- 8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.
- 9) Mandatory participation as a student-athlete in NCAA-sanctioned competition.
- 10) In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student's physician. Requests for excused absence related to pregnancy should be directed to the instructor.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation.

In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.