



COMM 3307 - Health Communication

Fall 2025 Syllabus, Section 101, CRN 16916

Instructor Information

Di Mu

Assistant Professor

Email: di.mu@tamiu.edu

Office: AIC 363

Office Hours:

MWF: 1-2 pm & MW: 3:20 - 4:20 pm (in-person and virtual)

OR by appointment

Office Phone: 956-326-2540

Times and Location

MWF 2:20pm-3:15pm in Western Hemispheric Trade Ctr 103

Course Description

In depth study of the central issues, topics, theories, and perspectives relating to health studies, health education, and communication. Surveys rhetorical, pragmatic, and interpretative, and contextual perspectives of communications processes that influence health care practices.

Psychology & Communication Department, College of Arts & Sciences

Additional Course Information

EXPECTATIONS

My Commitment

I aim to create a learning environment that supports a diversity of thoughts, perspectives, and experiences. I also understand that broader challenges, such as economic disparity, public health issues, or personal well-being concerns, may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. Please do not hesitate to come and talk with me if you have any questions or encounter any challenges.

I will generally respond to Blackboard messages and emails within 36 hours during the week, but please allow 48 hours for a reply. If the email is about an individual question, **please include COMM 3307 in the subject line**. If the email is about the group project, please include COMM 3307 and the group number in the subject line. You also need to copy all team members in your email or Blackboard messages. Additionally, you should check your Blackboard messages and emails regularly. I generally do not respond to messages or emails during the weekend, nor is it expected that you will respond over the weekend.

Student Expectations

I have high expectations for your performance and success in this class. I know many of you are concerned about your GPAs, but I encourage you to focus more on the material you are learning rather than on the grades you are earning. This learning-centered approach to class material will likely increase your grades in this course. Additionally, adhering to the following reading, writing, research, and technology expectations will enhance your success in this course.

Reading Expectations. Please come to class prepared with all assigned readings completed. Class lectures and discussions are organized to expand on concepts found in the readings. If you do not read, you will perform poorly on class assignments and quizzes.

Writing Expectations. I expect your writing to be clear and well-organized. Spelling, grammar, and punctuation count on all assignments. Any of these errors are problematic and cast serious doubt on the accuracy of the facts in your project. Multiple errors of this type will lower your grade.

Research Expectations. Please remember that websites often contain errors. Some of the most incisive and important information about campaigns can only be found in books and academic journals. It is recommended that you visit <https://www.tamui.edu/library/> to find out more information about how to utilize the resources available to you.

Technology Expectations. Please use technology purposefully and professionally in class. You are expected to refrain from browsing the internet, texting, listening to music, and talking on the phone when meeting synchronously in class.

Late Work Policy. Students are expected to turn in work on time. Late work will receive a 50% grade deduction after the assigned deadline and will not be accepted if submitted more than one week after the deadline. Due to the utility of the assessment, late peer evaluations will not be accepted. Students must make up missed quizzes and presentations within one week of the scheduled due dates.

Academic Integrity and AI Use. In this course, students are encouraged to explore the use of artificial intelligence (AI) tools, such as ChatGPT for brainstorming research ideas, and Grammarly for grammar support. However, the use of these tools must follow principles of academic integrity and responsible scholarship.

Why this matters:

- AI-generated content may not be considered original work. Because AI models are trained on existing texts without citing their sources, turning in AI-generated work without acknowledgment is considered automated plagiarism.
- AI can be wrong, misleading, or incomplete. Students are responsible for fact-checking and ensuring their work meets academic standards.
- AI tools contain built-in biases that reflect the data they were trained on. Always use critical thinking and supplement AI-generated content with scholarly sources.

Ultimately, your assignments must demonstrate your own learning, analysis, and voice. AI should supplement—not replace—your original contributions.

Please Do:

- Be transparent about how you used AI tools, clearly indicating what work is your original contribution.
- Appropriately acknowledge and cite any use of generative AI tools following APA Style guidelines (<https://apastyle.apa.org/blog/how-to-cite-chatgpt/>), including specifying the version of the tool used. For example: OpenAI. (2025). "[insert your prompt]" *ChatGPT (GPT-5)* [Large language model]. <https://chat.openai.com/> (See the example at the bottom of this section).
- Failure to provide proper attribution will be treated as plagiarism.

Please DON'T:

- Use AI-based tools for quizzes.
- Use AI-based tools to cheat on assessments.
- Submit AI-generated work as your own without acknowledgment (this is considered plagiarism).
- Share AI-generated work in ways that misrepresent authorship or violate copyright and intellectual property rights.

Please also note: Overreliance on AI tools may limit your own independent thinking and creativity. Use them thoughtfully, and always ensure your work reflects your academic voice.

OpenAI. (2025, August 22). "Please write a syllabus policy regarding the academic integrity of students using generative AI-based tools." *ChatGPT (GPT-5)* [Large language model]. <https://chat.openai.com/>

Note: This part of the syllabus was generated by ChatGPT using the prompt above, modified by the instructor to improve structure (reorganized the "why this matters" section) and include course-specific details (dos and don'ts), and checked for grammar using ChatGPT.

Attendance. Students should make every reasonable effort to attend all class meetings. However, if a student is unable to attend a class, it is the student's responsibility to inform the instructor as soon as possible and make up missed classwork within a reasonable amount of time. Attendance will be taken at the beginning of every class session. I understand that life happens; therefore, students are allowed two absences without penalty for any reason. After these two allowed absences, each unexcused absence will result in a 5-point deduction from your final grade. To have an absence excused, students must notify the instructor with a reasonable explanation before the start of class. Any absence that is not excused before the start



of class will be considered unexcused. You will NOT be allowed to make up assignments or quizzes missed due to an unexcused absence, and you will receive a zero.

Grade Discussions

I do not discuss grades or any student record issues via email or Blackboard messages. Please schedule a meeting with me to discuss these matters. If necessary, I may ask you to submit a written petition along with your work in question. The classroom is typically not an appropriate place for these discussions.

Important Dates:

First Class Day: Monday, Aug 25

Last Class Day: Tuesday, Dec 2

Last Day to Drop Without Record (12th class day): Tuesday, Sep 9

Last Day to Drop a Course or to Withdraw from the University: Thursday, Nov 20

Thanksgiving Break: Nov 27-29

Final Exam: Friday, Dec 5, 2:20 pm

Program Learning Outcomes

1. Students will evaluate theories and approaches to selected problems and write a paper linking knowledge or skills acquired in research activities with the knowledge acquired in the field of media and communication studies.
2. Students will construct sustained, coherent arguments, narratives, or explications of communication-related issues or problems in academic and professional presentations to general and/or specific audiences.
3. Students will apply and integrate the communication knowledge and skills acquired in the program in professional settings, evaluate the strengths and weaknesses of the process and, where applicable, describe the result.

Student Learning Outcomes

- To increase knowledge of theory, methods, policies, and practice related to health communication.
- To examine how health organizations and practitioners communicate various health topics (e.g., depression, vaccination, obesity, tobacco cessation, healthy eating, exercise, health crisis, and so on).
- To explore career options in strategic health communication that informs the public about health risks and crises and design effective communication strategies and messages via traditional and social media channels that aim at changing behaviors.
- To use analysis, research, and critical thinking to develop a health communication campaign project that addresses health communication campaign strategies.

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	Communicating about health: Current issues and perspectives (7th ed.)	du Pré, A.	9780197664339

Other Course Materials

Other additional readings will be available on Blackboard.

Grading Criteria

GRADE	PERCENTAGE
A	90-100



B	80-89.9
C	70-79.9
D	60-69.9
F	Below 60

Assignment & Points

The course grade will be determined on a 1000-point scale as follows:

INDIVIDUAL GRADES

Assignment #1: Health campaign/ads critics	100
Assignment #2: Ethnographic profile	100
Quizzes	200
Weekly Notes & Reflections	80
Attendance	40

TEAM GRADES

Assignment #3: Situational analysis	150
Assignment #4: Formative research report	150
Final Project: Health campaign plan	180
Total Points	1000

INDIVIDUAL GRADES (52% of final grade)

Attendance (4% of final grade)

Attendance is required. Students are allowed TWO absences without penalty for any reason (e.g., illness, missed bus, oversleeping). After these two allowed absences, each unexcused absence will result in a loss of 5 points from your final grade. To have an absence excused, students must notify the instructor with a reasonable explanation before the START of class.

Weekly Notes & Reflections (8% of final grade)

Each lecture week (approximately 8 weeks), students will submit a brief set of notes and a reflection (150-250 words) on the material covered in class. The submission should summarize the three most important takeaways from the week, address any questions or challenges encountered, explain how the content relates to personal experiences or future goals, and predict one question that might appear on the module quizzes. Each weekly notes and reflection submission is worth 10 points.

Quizzes (20% of final grade)

Students will complete four in-class quizzes throughout the semester. Each quiz will feature a mix of T/F, multiple choice, short answer, and essay questions. Each quiz is worth 50 points.

Assignment #1 Health Campaign Critical Essay and Presentation (10% of final grade)

Each student will look for a health campaign or advertisement they like or dislike. Based on what you have learned in this class, you will critically analyze the campaign and provide useful insights by connecting your knowledge of health communication and research to the main ideas in the campaign or advertisement you choose. This assignment includes a written essay and an in-class presentation. This assignment is worth 100 points.

Assignment #2 Ethnographic Profile (10% of final grade)

Students will conduct an interview with a family member to reflect on, discuss, and share how their culture informs their health beliefs. An ethnographic profile is a detailed description of the customs, beliefs, and practices of a particular group or culture. By conducting an interview and creating an ethnographic profile, you will gain a deeper understanding of how culture influences health beliefs and behaviors. This assignment includes a written essay and an in-class presentation. This assignment is worth 100 points.

TEAM GRADES (48% of final grade)

Assignment #3 Situational Analysis (15% of final grade)

Students will conduct a literature review and secondary research to identify gaps and issues based on the topic their team chooses, supporting their team's health campaign plan. This assignment is worth 150 points.

**Assignment #4 Formative Research Report (15% of final grade)**

Students will conduct primary research to bolster their health campaign plans. This report will include research questions, insights from qualitative or quantitative data collection, and data visualizations. This assignment is worth 150 points.

Final Project: Health Campaign Plan (18% of final grade)

Students will design a micro-health campaign that utilizes at least one behavior change theory to address a community health disparity. This plan will include the situational analysis, research report, GOSTs (goals, objectives, strategies, and tactics), theory-driven key messages, and campaign prototypes. This campaign plan is worth 200 points.

Peer Evaluations

To determine individual effort, students will evaluate their teammates' and their own work three times throughout the semester based on the following categories: attendance at meetings, meaningful contribution to content, timeliness, and work quality. The grade of any student who consistently receives low ratings on the group work will be reduced by 15%. For instance, if a team member receives low ratings from two or more group members, their final grade for the group assignment will be reduced by 15% from the final score. Be aware that members of your team may not receive the same grade on this group project based on the peer evaluation. Rather, your grade will reflect your own performance.

Informal Presentations

Students will share their teamwork and individual work through in-class informal presentations. Each student should prepare a 5- to 10-minute brief that summarizes the main points of their key messages and ethnographic profiles. Student teams should prepare 15-minute presentations that summarize their situational analyses, research reports, and health campaign plans. These presentations may include a Q&A session. The talks are informal and graded on a participation basis. Corresponding online assignments should be submitted to Blackboard by 11:59 p.m. on the assigned due date.

COMM 3307 F25 Schedule*

Week of	Agenda/Topic	Reading(s)	Due
8/25	##MODULE 1: Establishing a Context for Health Communication## Introduction What is health communication?	Read chapters 1-2	Weekly notes & reflection #1
9/1	Health communication in a changing world Introduction to health communication theories	Read chapters 1-2	Weekly notes & reflection #2
9/8	Quiz 1 and reflection Health Campaign/Ads Critics Presentations		Quiz 1 in class Assignment #1: Health Campaign/Ads Critics (in-class and Blackboard)
9/15	##MODULE 2: Patient-Caregiver Communication and Sociocultural Issues## Patient-Caregiver Communication	Read chapters 3-5	Weekly notes & reflection #3
9/22	Culture and health communication Social roles and health	Read chapters 6-7	Weekly notes & reflection #4
9/29	Quiz 2 and reflection Ethnographic profile presentations		Quiz 2 in class Assignment #2: Ethnographic profile due (in-class and Blackboard)
10/6	##MODULE 3: Media, Technology, and Health## Media and health Marketing and PR in health communication Guest Lecture	Read chapters 10-11	Weekly notes & reflection #5
10/13	Technology and health Guest Lecture	Read chapter 9	Weekly notes & reflection #6
10/20	Quiz 3 and reflection Situational Analysis presentations		Quiz 3 in class Assignment #3: Situational Analysis due (in-class and Blackboard)



10/27	##MODULE 4: Health Promotion Campaigns## Health campaign steps Campaign design Campaign evaluation	Read chapters 13-14	Weekly notes & reflection #7
11/3	Public health and crisis communication Research settings and data analysis skills One-on-one group meetings for research report	Read chapter 12	Weekly notes & reflection #8
11/10	One-on-one group meetings for research report		
11/17	Quiz 4 and reflection Formative research report presentations		Quiz 4 in class Assignment #4: Formative research report due (in-class and Blackboard)
11/24	Coping and Health Resources Happy Thanksgiving!	Read chapter 8	
12/1	Group workshop for health campaign plan Final Exam: 12/5 - final presentations *Course schedule subject to change		Final Project: Health campaign plan due (in-class presentation and Blackboard)

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)

TAMU encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The University will always tolerate different, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action (please refer to Student Handbook Article 4).

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 <https://www.tamui.edu/scce/studenthandbook.shtml> (<https://www.tamui.edu/scce/studenthandbook.shtml>).

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.
 - **Caution:** Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.
 - **Caution:** Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W."
 - **Caution:** Chat groups that start off as "study groups" can easily devolve into "cheating groups." Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student's TAMU 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 TAMU Honor Council of their intent



to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.

TAMU E-Mail and SafeZone

Personal Announcements sent to students through TAMU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMU e-mail accounts regularly, if not daily. Not having seen an important TAMU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to <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 Student Counseling and Disability Services located in Student Center 126. 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 Student Counseling and Disability Services office.

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMU Student Handbook (URL: <http://www.tamiu.edu/studentaffairs/StudentHandbook1.shtml> (<http://www.tamiu.edu/studentaffairs/StudentHandbook1.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. If a student would like to file a complaint for discrimination due to his or her pregnant/parenting status, please contact the TAMU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamiu.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMU's anonymous electronic reporting site: <https://www.tamiu.edu/reportit> (<https://www.tamiu.edu/reportit/>).

TAMU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Equal Opportunity and Diversity (Lorissa M. Cortez, lorissam.cortez@tamiu.edu) can assist the student and professor in working out the reasonable accommodations. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students at the University, contact the Title IX Coordinator. In the event that a student will need a leave of absence for a substantial period of time, TAMU 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 LOA's 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 (<https://www.tamiau.edu/scce/studenthandbook.shtml> (<https://www.tamiau.edu/scce/studenthandbook.shtml>)).

Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, TitleIX@tamiau.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt, at <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>), and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to an "F"; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar's Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.



Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamiu.edu) (<https://www.tamiu.edu/counseling/telus/>) or from the Apple App Store and Google Play.