



CSDO 4426 - Clin Prac in Comm Disorders

Fall 2026 Syllabus, Section 101, CRN 18453

Instructor Information

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Times and Location

MW 1:10pm-3pm in PLG 219

Course Description

Introduction to analysis of clinical professional practices in communication sciences and disorders. Included in the theoretical portion of the class are professional ethics, the scope of practice, and the influence of cultural diversity in the application of skills related to professional interaction with clients. This course includes a clinical practicum focused on the initial implementation of clinical practice skills. The course is 3 hours of theory and 1 hour lab/clock time. Prerequisites: CSDO 3305 and CSDO 3322. Corequisite: CSDO 4026.
Health Sciences Department, College of Nursing&Health Sci

Additional Course Information

This is a **LEARN (Learning Experientially: Active Real-world Navigation), Experiential Learning** course. A pre/post NACE Competency Survey, Student Participation at the LEARN Expo, and a critical reflection essay will be part of this course.

Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

Proctoring

This course requires the use of LockDown Browser and Respondus Monitor (webcam) for online exams. All students need to purchase a year-long license for Respondus. The cost is \$15, and you will be able to use it in all of your classes. Student instructions for purchasing and installing can be found: [respondus lockdown browser \(https://www.tamiu.edu/distance/technology/respondus-ldb-and-monitor.shtml/\)](https://www.tamiu.edu/distance/technology/respondus-ldb-and-monitor.shtml/)

Artificial Intelligence (AI) Policy

Each student is expected to complete each assignment without assistance from others, including automated tools. Using generative artificial intelligence (AI) tools such as ChatGPT on assignments in this course will be allowed only if instructor permission is obtained in advance. If AI is approved, it must be properly documented and cited in accordance with the citation style specified by the instructor. Students are responsible for ensuring the accuracy of all content submitted, as AI-generated content may contain inaccuracies. Review and verify all information independently. Failure to disclose the use of GenAI tools or presenting AI-generated content as one's original work constitutes academic misconduct and may result in disciplinary action.

Cell Phone and Other Electronics Policy

Please avoid using cell phones in class. It can prevent you and others from learning. In case of an emergency, please take your phone outside. For in-class tests, you will need to use a computer with internet access. Ensure your camera and all required test items are functioning properly before



arriving at class. You are free to use your computer to take notes if that is easier for you. However, please refrain from doing anything other than taking notes in class. Also, remember, handwritten notes support your learning even more.

Attendance and Punctuality

Professional behavior begins with consistent class attendance and punctuality, essential habits in the field of Speech-Language Pathology. Because this course is heavily discussion-based and includes hands-on activities, your presence and active engagement are critical.

- Students are expected to attend every scheduled class unless there is a documented emergency or excused absence (e.g., illness with documentation, university-sponsored event). We may have assignments or quizzes during class, that will require your presence to obtain a grade.
- Please make plans to arrive on time and be ready to engage (e.g., with materials read, assignments printed/uploaded) will contribute positively to your grade.
- You are expected to stay for the entire duration of the class unless previously discussed with the instructor.
- Students who are tardy may not be permitted to enter class that day; the student is still responsible for the information/tasks given during that class.

Class Format

Weekly class will focus on lectures, clinical case studies, class discussions, and consistent hands-on activities.

Each student is expected to participate actively in class discussions and activities. To participate successfully, students are expected to familiarize themselves with the assigned readings or provided materials before each class.

Late assignments need prior approval from the instructor and are subject to a percentage off from the grade. Please make sure you are aware of deadlines and manage your time wisely to avoid late submissions of assignments. Any assignments with broken or non-functional links will receive point deductions, so please check your work. Make-up tests or late assignments will ONLY be allowed in extreme circumstances accompanied by official documentation (medical, etc.) AND the decision to accept these is at the discretion of the instructor. In case of illness, documentation will be required. There will not be any make-up exams or time extensions allowed for students who lack proof of emergency, sickness, or prior approval for late arrival or absence. There is no make-up for the final exam.

Class Participation

Regular participation in class is a necessary part of a quality learning experience. We will have in-class discussions, quizzes, small group activities, homework assignments, etc. Your class participation is expected. If you are concerned about topics to be presented, please talk to me.

Student-Instructor Communication

The best way to contact me is through Blackboard messages. I typically respond to messages promptly, Monday through Friday, and will make every effort to respond within 24-48 hours. Please note that I may not respond to messages over the weekend. If you have sent me a message and have not received a response, please feel free to remind me in class.

My office hours are listed in the syllabus and will be held in my office. However, I understand that students may have varying schedules, so I am happy to accommodate meetings outside of regular office hours when possible. Please contact me in advance to schedule an appointment.

Tips for Success

- Complete the reading before class for the topic covered in that class.
- Prepare any questions you may have.
- A few minutes of the class will be devoted to answering questions. Bring your questions!
- Attend every class and arrive on time! We'll have in-class discussions and activities that will prepare you for exams and assignments. Attendance and punctuality are also important parts of developing professional responsibility and effective time-management skills. Developing these habits now will help prepare you for success in your clinical experiences and professional career.
- Participate during lectures. This will help you be more proactive in your learning, and it'll keep you awake!
- Review your notes from each lecture to help reinforce your learning. It will mean less effort later when preparing to study for your tests, because you will have already begun the knowledge consolidation process.
- If you need more practice with a specific concept or topic, please email me, and I will send you more practice activities and advice for that topic.
- Again, DON'T MISS CLASS! The in-class activities will ensure you're successful in all the required components of this class.

Clinical Practicum/Lab

***Clinical Hour Breakdown:** TAMIU Clinic Experience/Simulations: students **MAY** earn up to 12 clock hours, **these are NOT guaranteed as they depend on student clinical skill and client availability.**

Clinical hours are required to provide students the opportunities to obtain knowledge and skills to function safely as a clinician. Punctuality is expected in the professional workplace. Important information affecting client care is communicated to the students at the start of the clinical experience. Therefore, tardiness clinical/lab/simulation experience jeopardizes the student ability to give clinical practice. Simulation experiences are



considered clinical experience. Housekeeping topics of importance and expectations for uniform and professionalism for clinical practicum will be thoroughly reviewed in class by the instructor. Additional information is also available in the CDC manual.

Clinical Objectives:

1. Follow documented treatment plans or protocols developed by the supervising Speech-Language Pathologist or Audiologist.
2. Document client performance (e.g., tallying data for the Speech-Language Pathologist or Audiologist to use; preparing charts, records, and graphs) and report this information to the supervising SLP.
3. Demonstrate or share information with patients, families, and staff regarding therapeutic strategies developed and directed by the Speech-Language Pathologist or Audiologist.

Brief Description of Assignments

The following will be further explained and discussed during class:

All Clinical Reports: All reports are submitted to the assigned clinical educator. The Writing Rubric will be used to provide the students feedback and for grading purposes. Revisions are due within 24 hours.

Lesson Plans: Students are to use the lesson plan format in the CDC manual. The plan submitted will be graded using the writing rubric form, which should be attached to the form upon submission. Lesson plans are due within 24 hours after therapy session. Revisions are due within 24 hours. Lesson plans must be approved three days before the day of the scheduled session. If the lesson plan is not approved the student will not be allowed to participate in the clinical experience.

SOAP Notes: Students are to use the SOAP note format in the CDC manual. The note submitted will be graded using the writing rubric form, which should be attached to the note upon submission. SOAP notes are due within 24 hours after therapy session. Revisions are due within 24 hours. If the SOAP note is not approved before the next scheduled session, the student will not be allowed to participate in the clinical experience.

Treatment Plan: Students are to use the treatment plan format in the CDC manual. The plan submitted will be graded using the writing rubric form which should be attached to the plan upon submission. Treatment plans are due one week before the therapy session. If there are corrections, they are due within 24 hours of the correction given. If plan is not approved the student will not be allowed to participate in the clinical experience.

Progress Report: Students are to use the progress report format in the CDC manual. The report submitted will be graded using the writing rubric form which should be attached to the plan upon submission.

Meetings: All student clinicians will attend weekly meetings with the assigned clinical educator. The days and times will be discussed on an individual basis.

Therapy Activities: Therapy activities are created by clinicians for their assigned clients. The client's age, diagnosis and interests should be taken into consideration. The activities need to be approved by the assigned clinical supervisor.

Therapy Sessions: Student clinicians will plan and implement therapy sessions face-to-face. All sessions are supervised 100% by the assigned supervisor.

Program Learning Outcomes

1. Graduates of the program will be able to identify normal aspects of speech-language and hearing as they relate to human communication.
2. Graduates of the program will be able to identify trends in discipline-specific professional practice and research principles.
3. Graduates of the program will be able to apply professional clinical writing skills in the field of communication disorders.
4. Graduates will apply foundational principles required to demonstrate basic knowledge of assessment and treatment of disorders related to speech-language and hearing.

Student Learning Outcomes

Course Objectives:

- Develop and implement written administrative reporting for the support of evaluation and intervention plans of communication disorders.
- Select and use appropriate materials and instrumentation for intervention and assessment of communication disorders.
- Demonstrate the ability to measure client performance and clinical progress.
- Demonstrate effective communication skills with clients, family members and caregivers.
- Demonstrate and apply critical reflection skills of clinical performance, empathetic listening and counseling skills.

**Content Outline:**

Unit 1: Basic Considerations for the Therapeutic Process

Unit 2: Foundations for the Therapeutic Process

Unit 3: Learning Theories Related to Speech-Language Intervention

Unit 4: Developmental Domains and Special Classifications Related to the Therapeutic Process

Unit 5: Hands on Core Skills

Unit 6: Basic Structure within the Therapeutic Process

Unit 7: Peripheral Speech-Language Therapy Management Issues

Important Dates

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

Textbooks

Group	Title	Author	ISBN
Required	Here's How to Do Therapy: Hands-On Core Skills in Speech-Language Pathology, 3rd Edition	Dwight, D. M.	
Optional	A Coursebook on scientific and Professional writing for speech-language pathology, 5th Edition	Hedge, M. N.	

Other Course Materials

Teaching Strategies: Use of instructional technology (lecture related software, tracking clinical experience software, and Web resources); simulations; project-based learning, journaling; interactive lecture; case method; clinical experiences, and scripted-role playing.

Therapy Materials: Clip board, pencils, calculator, therapy materials and toys (to be determined), voice recorder, box of tissues, box of gloves, box of tongue depressors, hand sanitizer, mirror, pen light and clinic uniform. Laptop, iPad, iPhone, or smartphone.

Course References/Bibliography

American Speech-Language-Hearing Association. (2010). Code of ethics [Ethics]. Available from www.asha.org/policy (<http://www.asha.org/policy>).

American Speech-Language-Hearing Association. (2005). Evidence-based practice in communication disorders [Position Statement]. Available from www.asha.org/policy (<http://www.asha.org/policy>).

Dollaghan, C. (2004, April 13). Evidence-Based Practice: Myths and Realities. The ASHA Leader. dshs.state.tx.us/speech/txsha.org

Grading Criteria

GRADE	PERCENTAGE
A	90-100
B	80-89
C	75-79
F	74 and below

Course Average: Grade rounding will only take place on the Calculated Final Course Grade. Final course grades will be rounded to the nearest whole number.

For example: 89.45 would be rounded-up to a 90 (A) whereby an 89.44 would be rounded-down to 89 (B).

**Grading Rubric****A**

1. Content - Assignments are complete and thorough and meet or exceed stated specifications and criteria and are submitted on time. Students have completed all parts of the assignments as defined by the instructor. Knowledge of subject matter is clear, and all work is clearly focused on the assigned topics. Topics are fully developed. If appropriate, students have included additional material or information or both beyond requirements. If applicable, students have demonstrated applicability to the work setting (i.e., theory into practice). Students clearly demonstrate evidence of analytical or critical thinking or both. If appropriate, students demonstrate originality and fresh perspectives.
2. Quality of Communication - Written and oral work demonstrates superior undergraduate quality in verbal expression with attention to detail. Students work is clear, concise, cogent, and correct (i.e., word choice is effective, sentence structure is varied making use of subordinate clauses, paragraphs are appropriate with clear thesis statements and supporting details. transitional words and phrases are used effectively, points and ideas are well organized, etc.). English language conventions are applied correctly (i.e. spelling, capitalization, punctuation, agreement, pronoun usage, sentence structure, etc.).
3. Preparation (readings, assignments, etc.) - Preparation for all classes and assignments is evident. Students participate regularly and in a timely manner contributing ideas to class discussions and group activities that demonstrate careful reading of assigned texts and articles, attention to audio or video tapes or other media assigned, and engagements in interviews, observations, or any other in-class or out-of-class activities assigned.
4. Format - Where applicable, citations and references are used correctly and consistently, with clear efforts made to include a wide range of relevant works. For any work requiring citations, students refer to a wide range of suitable sources. All non-original ideas are cited correctly and referenced in a reference list. All works in the reference list are cited in the text and vice versa. Students will follow the American Psychological Association Form and Style Manual (5th ed.) for term papers (i.e., citations and references, as well as type face and size, margins, headings, title pages, etc.).

B

1. Content - Assignments are complete and meet stated specifications and criteria and are submitted on time. Knowledge of subject matter is clear. Written work focuses on assigned topics. Students have made clear efforts to address all parts of assignments, but might have missed one part of one or two assignments. Students have met all but perhaps one criterion or specification indicated by the instructor (e.g., if students are asked to provide examples of specific strategies, perhaps the number of examples provided is insufficient; perhaps the examples are not explained in enough detail for the reader to form a clear picture of the strategy). Students demonstrate some evidence of analytical or critical thinking or both. In some assignments a match between theory and practice may not be evident.
2. Quality of Communication - Written or oral work demonstrates good undergraduate quality in verbal expression, attention to detail, and correct application of the conventions of the English language. In students' written work, paragraphs are organized around topics with supporting details. Sentences are clear and somewhat varied. Some transitional words and phrases are used. Organization is adequate. Words are used correctly. A few minor errors in the conventions of English usage do not interfere with the focus of the work.
3. Preparation - Preparation for all classes and assignments is evident. Students participate regularly and in a timely manner contributing ideas to class discussions and group activities that demonstrate careful reading of assigned texts and articles, attention to audio or video tapes or other media assigned, and engagement in interviews, observations, or any other in-class or out-of-class activities assigned.
4. Format - Where applicable, citations and references are used correctly and consistently. For any work requiring citations, all non-original ideas are cited correctly and referenced in all reference lists. All works in the reference list are cited in the text and vice versa. Students will follow a APA requirements (i.e., citations and references, as well as type face and size, margins, headings, title pages, etc.), although occasional errors in APA format may be evident.

C

1. Content - Some assignments may be incomplete or do not meet some stated specifications and criteria. Students have made an attempt to complete all assignments, but some student papers do not address all parts of all assignments or do not meet some criteria specified in the instruction. Topics may be only partially developed. Students demonstrate little evidence of analytical or critical thinking or both. There may be little evidence of a match between theory and practice.
2. Quality of Communication - Written and oral work minimally meets undergraduate quality in verbal expression, attention to detail, and correct application of the conventions of the English language. In students' written work, paragraphing may be faulty with perhaps too many topics per paragraph, insufficient detail to support a topic, or lack continuity. Some sentences may lack (a) variety, (b) the sentence structure may be confusing, and (c) errors in word usage may be present. Lack of organization and errors in the conventions of English usage may interfere with the focus of the work.
3. Preparation - Preparation for most classes is evident. Students may not actively participate in a timely manner in all class discussions or activities, but meet the minimal requirements of the course. When called upon, students may not be able to demonstrate that they have read or fully understood assigned texts and articles or completed other activities and assignments in preparation for the class.
4. Format - Where applicable, students generally follow the APA format (i.e., citations and references, as well as the requirements regarding type face and size, margins, headings, title pages, etc.), but some errors in APA format may be evident.

F 74 and Below - Does not meet the above standards.



Open Boilerplate

COURSE REQUIREMENTS	VALUE
Writing Skills (Lesson Plans, SOAP Notes, Treatment Plans, Assessment reports, Progress Notes- Clinical Practicum)	30%
Therapeutic Skills (Clinical Practicum)	30%
Assignments	20%
Quizzes	10%
Final Exam	10%

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
8/24	Review Course Syllabus, Review CDC Manual, policies and procedures. Discuss Clinical Requirements: TB results, Hep B, Background Check, First Aid/CPR, Malpractice insurance TrainTraq Trainings: Ethics 99001; Child Protection Training 2111652; and HIPAA Privacy and Security for Nurses and Clinical Staff 2111454. The website and password information will be shared by the instructor each semester. Clinical Practicum: Complete Trainings Infection Control Guidelines and Health Procedures: Back to Basics Clinic Universal Precautions Materials used to implement Universal Precautions		Acknowledge Syllabus on BlackBoard (BB)
8/31	Preparing for Clinicals Review clinic policy and procedures - therapy (pg. 47) Review Forms required for supervision (pg. 42-46) Clinical Therapy Checklist (pg. 48) Treatment Plan (pg. 49 & 50) Chart Review Client/Parent interviews Review the clinical documents Lesson plan (pg. 39) SOAP notes (pg 40 & 41) Treatment Plan (49& 50) Progress Report (pg 51) Case Record and Folder (pg 62-64) Back to Basics: greetings, making phone calls-call parents/confirming appts/ answering the clinic phone; giving directions to the clinic In class: prepare scripts for back-to-basics skills In class: Introductions: How you introduce yourself to client/parent/caregiver		*Submit TrainTraq trainings certificates *Submit Receipt of CSDO student handbook
9/7	LEARN: Pre NACE Competency Survey due Labor Day- Monday, September 7th. University closed. Chapter 1: Basic Considerations for the Therapeutic Process		Assignment 1
9/14	FIRST WEEK OF CLINIC		VIDEO VIGNETTES



9/21	Chapter 2: Foundations for the Therapeutic Process: Overview View the video: Building and Check In Activities for Child Therapy Sessions https://www.youtube.com/watch?v=O9wjBHnyaJI	VIDEO VIGNETTES Quiz 1
9/28	Chapter 3: Learning Theories Related to Speech-Language Intervention	Assignment 2
10/5	Clinical Practicum- Mid Term Grades Due by October 11th Chapter 4: Developmental Domains and Special Classifications Related to the Therapeutic Process: An Overview View the video: How to Conduct an Oral Peripheral exam https://www.youtube.com/watch?v=wHNj2DinbGc	VIDEO VIGNETTES
10/12	Chapter 5: Hands-On Core Skills: The Speech-Language Pathologist as Facilitator of Positive Communication Change	VIDEO VIGNETTES Quiz 2
10/19	Chapter 6: Basic Structure Within the Therapeutic Process Stages of Play and Therapy materials Progress Notes Discussion	Assignment 3
10/26	Group Projects Behavior Management	VIDEO VIGNETTES Quiz 3
11/2	View video: Positive & Negative Reinforcement/Punishment in the Classroom https://www.youtube.com/watch?v=-LqTdTddY View video: Behavioral Modification in Kids - Just A Thought https://www.youtube.com/watch?v=fOFIT2oplYA	VIDEO VIGNETTES
11/9	Chapter 7: Peripheral Speech-Language Therapy Management Issues Carryover activities /Book themes/Games-Activities	VIDEO VIGNETTES Quiz 4
11/16	LAST WEEK OF CLINIC ASHA Convention- November 19-21 Course Evaluations - November 16-22 LEARN Expo Presentations- Wednesday, November 18th LEARN: Post NACE Competency Survey due	Assignment 4- Critical reflection essay VIDEO VIGNETTES
11/23	Monday, November 23- Have clock hour log signed by supervisor Wednesday, November 25, Reading Day. No classes November 27-29 Thanksgiving Holiday. University closed.	Clinical hours log due
11/30	Final Exam Review - Monday, November 30th, Last Day of Class Final Exam- December 2	



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.tamui.edu/handbook/article-04.shtml>)).

TAMUI Honor Code: Plagiarism and Cheating

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