



PSYC 5341 - Cult Asp Cnsling Clnts Hisp Dt: Cult Asp Cnsling Clnts Hisp Dt (SSI- June 01 to July 02)

Summer 2026 Syllabus, Section 301, CRN 52698

Instructor Information

Elizabeth Terrazas-Carrillo

Email: elizabeth.terrazas@tamui.edu

Office Hours:

By appointment

Times and Location

MTWR 12:30pm-2:30pm in Bullock Hall 201

Course Description

Additional Course Information

AI Policy

This policy promotes the ethical and responsible use of AI technology. The MACP faculty recognizes that AI tools (such as Grammarly and Microsoft) can improve your original writing through editing, proofreading, and minor revisions. Unless otherwise specified, this process is permitted. Students are expected to submit original work as demonstrated through full engagement of the entirety of the assignment requirements (e.g., looking for and selecting research articles, developing paper outlines, and synthesizing ideas.) While these tools offer some benefits, we strongly encourage using the TAMU Writing Center to build your understanding of writing practices that AI tools cannot teach. Similarly, using AI tools such as ChatGPT is permissible for generating ideas; however, all writing must be original to the student as a reflection of your effort and understanding of the topic. Transparency in using AI tools is essential to ensure that student work reflects their academic capabilities. AI tools should not be used to write any part of the student's work. Copying the writing generated from others' work can be construed as plagiarism. Further, students remain responsible for fact-checking for accuracy and substantiating all information they submit. It is unacceptable to cite a source the students have not read and reviewed. All students should be aware that they may be expected at any point in the program to demonstrate their writing abilities without the use or assistance of technology. The consequences of policy nonadherence may include failing the assignment, failing the course, referral to the Honor Council, and removal from the program.

Student Learning Outcomes

- Students will demonstrate awareness of contextual variables impacting service delivery to Spanish-speaking clients.
- Students will demonstrate knowledge of evidence-based practices with Spanish-speaking populations.
- Students will demonstrate knowledge about appropriate utilization of contextual issues (e.g. culture, identity, religion, disability, marginalization, poverty, etc) in working with Spanish-speaking populations.
- Students will apply their psychological knowledge to conducting client interviews using appropriate Spanish terms (e.g. ask appropriate questions; make recommendations; give advice; provide instructions).
- Students will demonstrate commitment to developing advanced Spanish language skills by discussing articles read on issues related to psychology in Spanish.



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	Las habilidades atencionales básicas: Pilares fundamentales de la comunicación efectiva.	Zalaquett, C.P., Ivey, A.E., Gluckstern-Packard, N., Ivey, M.B.	978-0-917276-14-9
Required	Counseling Latinos and la familia: A practical guide	Santiago-Rivera, A.L., Arredondo, P., & Gallardo-Cooper, M.	978-0-7619-2330-5

Grading Criteria

GRADE	POINTS
A	720-800
B	640-719
C	560-639
D	480-559
F	Below 60
F	558-0

Open Boilerplate

Attendance and Participation

There can be no substitute for attendance in this class. Much of your learning will take place as a result of class discussion. **Come to class having read the assignments and prepared to discuss the reading.** You will be evaluated on your participation in the discussions of the information and readings assigned. If you miss class or come in late, it will decrease your grade on this area.

Journal

You are expected to keep a journal that facilitates introspection and knowing yourself. This activity will be used to help you understand your behavior, your values, attitudes, feelings, and life experiences. You are expected to turn in one journal entry written in Spanish every week. Your journal entries should illustrate your reaction to the reading materials assigned. The objective of this activity is to help you use Spanish vocabulary and grammar and help you transfer and translate your English knowledge to the Spanish language. It is recommended (but not required) that when relevant you apply the reading content to relate your experiences or those of your family or friends in order to facilitate the process of introspection.

The journals should be at least one page, but no more than 2 pages (double-spaced, 12 pt. Times New Roman font, 1" margins).

Interview Activity Project

Conduct an Interview in Spanish

This activity is designed for you to practice your professional Spanish vocabulary in a formal conversation with the goal to enhance oral proficiency, including sociolinguistic aspects of the language. You will be asked to conduct an interview with an adult entirely in Spanish. The interview will be a part of a qualitative study being conducted by the instructor and another faculty member in the department. You will be provided a protocol and a brief training on qualitative interviewing during class. These interviews will be audio recorded.

Transcription

Students will transcribe the interview using the template provided by the instructor and then turn it in as an assignment. During transcription, students are to pay attention to their language production, grammar, and vocabulary, noting areas of strength and weakness in speaking formal Spanish. Transcriptions are due on: ***The transcription should be uploaded to Blackboard on the due date by midnight.***

Reflection



Students will write a reflection about the experience of conducting a formal interview in Spanish, as well as recruitment of participants using Latino values and discuss areas of strength and weakness noted during the recruitment and transcription processes, as well as potential avenues to improve the weaknesses noticed. This reflection can be written in English or in Spanish. **The report should be uploaded to Blackboard on the due date by midnight.**

Final Written Report and Presentation

These projects will provide students the opportunity to apply and demonstrate skills needed to function effectively as a clinician with Spanish speaking populations.

Written Report

Students will write a report on a specific evidence-based intervention and/or research relevant to working with Spanish-speaking populations. This report must be written in Spanish. I would like for you to tell me your topic to ensure it is relevant to the field. The paper should be written using APA style guidelines and should be between 3-4 pages not including cover page or references (double-spaced, 1" margin, 12 pt. Times New Roman font). It must include a bibliography, preferably of materials originally published in Spanish, but also sources written in English. Books, government agency reports, and peer-reviewed articles are acceptable bibliographic sources. Magazines, newspapers, or Wikipedia entries are NOT acceptable sources. Your paper will be graded on your ability to write a cohesive narrative. While it is highly recommended that you use appropriate Spanish grammar and vocabulary, grading will be focused on your effectiveness providing a coherent report of the relevant research (Please see grading rubric available on Blackboard).

Formal Presentation

You will also be required to provide a professional presentation of your report to the class. Students will provide this presentation in Spanish. You will provide thorough information on each of the content areas outlined on the grading rubric for the presentation (uploaded on Blackboard). The presentations will take place by the end of the semester (everyone will sign up the first day of classes) and are expected to last between 30-40 min. You will be graded on your ability to present a topic using relevant counseling terminology and your ability to adapt psychological content to appropriate Spanish terms (Please see grading rubric available on Blackboard).

ASSIGNMENT	POINTS
Attendance & Participation	150
Journals	50
Paper & Presentation	350
Interview Project	250

Schedule of Topics and Assignments

Day	Date	Reading(s)	Due
Mon	6/1	Syllabus	
Tue	6/2	• Chapter 1-2 from Counseling Latinos and La Familia • Entrenamiento para conducir entrevistas cualitativas	
Wed	6/3	• Chapter 3-4 Counseling Latinos and la Familia • Pew Research Center Reports in separate folder	
Thu	6/4	• Chapter 5-6 Counseling Latinos and la Familia	• Journal entry #1
Mon	6/8	Chapter 7-8 Counseling Latinos and la • Andrade, N., Ford, A., & Alvarez, C. (2021). Discrimination and Latino health: A systematic review of risk and resilience. Hispanic Healthcare International, 19(1),	• Paper topic due



Tue 6/9

- Chang, C. & Biegel, D.E. (2018). Factors affecting mental health service utilization among Latino Americans with mental health issues. *Journal of Mental Health*, 27, 552
- Moyce, S., Thompson, S., Metcalf, M., Velazquez, M., Aghbashian, E., Sisson, N., & Claudio, D. (2022). Rural Hispanic perceptions of mental health: A qualitative study. *Journal of Transcultural Nursing*, 33, 346
- Perez-Flores, N., & Cabassa, L.J. (2021). Effectiveness of mental health literacy and stigma interventions for Latino/a adults in the United States: A systematic review. *Stigma Health*, 6(4), 430

Wed 6/10

- Fripp, J.A., & Carlson, R.G. (2017). Exploring the influence of attitude and stigma on participation of African American and Latino populations in mental health services. *Journal of Multicultural Counseling and Development*, 45, 80-94.
- Grieb, S.M., Platt, R., Guerrero Vazquez, M., Alvarez, K., & Polk, S. (2023). Mental health stigma among Spanish-speaking Latinos in Baltimore, Maryland. *Journal of Immigrant and Minority Health*, 25, 999-1007
- Capítulo 1-2 Las Habilidades Atencionales Básicas

Thu 6/11

- Castaño, M.T., Biever, J.L., Gonzalez, C.G., & Anderson, K.B. (2007). Challenges of providing mental health services in Spanish. *Professional Psychology: Research and Practice*, 6, 667-673.
 - Martinovic, I. & Altarriba, J. (2013). Bilingualism and emotion: Implications for mental health. In T.K. Bhatia & W.C. Ritchie (Eds.), *The handbook of bilingualism and multilingualism* (2nd ed.). Blackwell Publishing
 - Verdinelli, S., & Biever, J.L. (2009). Spanish-English bilingual psychotherapists: Personal and professional language development and use. *Cultural Diversity and Ethnic Minority Psychology*, 15, 230-242.
- Start transcribing your interview
 - Journal entry #2



Mon	6/15	• Hong, Y., Morris, M.W., Chiu, C., & Benet-Martinez, V. (2000). Multicultural minds: A dynamic constructivist approach to culture and cognition. <i>American Psychologist</i>, 55(7), 709-720. • Brewer, K.B., Gibson, R., Tomar, N., Washburn, M., Giraldo-Santiago, N., Hostos-Torres, L.R., & Gearing, R. (2024). Why culture and context matters: Examining differences in mental health stigma and social distance between Latino individuals in the United States and Mexico. <i>Journal of Immigrant and Minority Health</i>, 26, 278-286. • Diaz-LePage, A., Lauer, M., Santa-Sosa, E., Abdul-Chani, M., Garcia, A., Hoet, A., Senior, C., Carroll, I., Hatchimonji, D., & Marchante-Hoffman, A. (2024). En sus propias palabras (In their own words): Reflections of bilingual psychologists and trainees in the United States. <i>Training and Education in Professional Psychology</i>, 18, 78-86.
Tue	6/16	• Corrigan, P.W., et al. (2016). Prioritizing the healthcare needs of Latinos with mental illness. <i>International Journal of Culture and Mental Health</i> • Hsieh, Y.C. et al. (2016). Social, occupational, and spatial exposures and mental health disparities of working-class Latinas in the U.S. <i>Journal of Immigrant and Minority Health</i>, 18, 589-599. - Banda, F., James, G., Vasudeva, K, Franklin, M., Thoumi, A., & Cholera, R. (2024). Building equitable mental health care for Latino children: Perspectives from providers and communities. <i>Journal of Racial and Ethnic Health Disparities</i>.
Wed	6/17	• Jimenez, D.E., Garza, D.M., Cardenas, V., & Marquine, M. (2020). Older Latino mental Health: A complicated picture. <i>Innovation in Aging</i>, 4, 1-12. • Capítulo 3-4 Las Habilidades Atencionales Básicas • Interview Transcription Due • Journal entry #3



Thu 6/18

- Falzarano, F., Winoker, H., Burke, R.V., Mendoza, J.A., Munoz, F., Tergas, A., Maciejewski, P.K., & Prigerson, H.G. (2022). Grief and bereavement in the Latino/a community: A literature synthesis and directions for future research. *Health Equity*, 6, 1.
- Ornelas, I.J., Perez, G., Maurer, S., Gonzalez, S., Childs, V., Price, C., Nelson, A.K., Perez Solorio, S.A., Tran, A., & Rao, D. (2022). Amigas Latinas Motivando el Alma: In-person and online delivery of an intervention to promote mental health among Latina immigrant women. *Journal of Integrative and Complementary Medicine*, 28, 821-829.
- Swetlitz, N., Hinton, L., Rivera, M., Liu, M., Fernandez, A.C., & Garcia, M.E. (2024). Barriers and facilitators to depression care among Latino men in a primary care setting: A qualitative study. *BMC Primary Care*, 25, S30.

Mon 6/22

- Capítulo 5 Las Habilidades Atencionales Básicas.
- Valentine, S.E., Borba, C.P., Dixon, L., Vaewsorn, A.S., Resick, P.A., Wiltsey-Stirman, S., & Marques, L. (2017). Cognitive processing therapy for Spanish-speaking Latinos: A formative study of a model-driven cultural adaptation of the manual to enhance implementation in a usual care setting. *Journal of Clinical Psychology*, 73, 239-256.
- Benson-Florez, G., Santiago-Rivera, A., & Nagy, G. (2017). Culturally adapted behavioral activation: A treatment approach for a Latino family. *Clinical Case Studies*, 16, 9-24.

Tue 6/23

- Cleary, S., Snead, R., Dietz-Chavez, D., Rivera, I., & Edberg, M.C. (2018). Immigrant trauma and mental health outcomes among Latino youth. *Journal of Immigrant Minority Health*, 20, 1053-1059.
- Torres, C.A., Crowther, M.R., & Brodsky, S. (2017). Addressing acculturative stress in psychotherapy: A Case study of a Latino man overcoming cultural conflicts and stress related to language use. *Clinical Case Studies*, 16, 187-199.
- Capítulo 6 Las Habilidades Atencionales Básicas.



Wed	6/24	• Olcon, K., & Gulbas, L.E. (2019). "Because that's the culture": Providers' perspectives on the mental health of Latino immigrant youth. <i>Qualitative Health Research</i>, 28, 1944-1954 • Silva, M., Paris, M., & Añez, L.M. (2017). CAMINO: Integrating context in the mental health assessment of immigrant Latinos. <i>Professional Psychology: Research and Practice</i>, 48, 453-160. • Capítulo 6 Las Habilidades Atencionales Básicas.
Thu	6/25	• Capítulo 7-8 Las Habilidades Atencionales Básicas • Bruzelius, E., & Baum, A. (2019). The mental health of Hispanic/Latino Americans following national immigration policy changes: United States, 2014-2018. <i>American Journal of Public Health</i>, 109, 1786-1788. • Journal entry #4
Mon	6/29	• Interview & Research Reflection Due by midnight pm. - Presentation #1 - Presentation #2: - Presentation #3: - Presentation #4: - Presentation #5:
Tue	6/30	- Presentation #6: - Presentation #7: - Presentation #8: - Presentation #9: - Presentation #10
Wed	7/1	- Presentation #11: - Presentation #12: - Presentation #13: - Presentation #14: - Presentation #15:
Thu	7/2	- Presentation #16: - Presentation #17: - Presentation #18: - Presentation #19: - Presentation #20: - Journal entry #5

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.

TAMUI 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 \(https://www.tamiu.edu/handbook/index.shtml\)](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.