

**IMMIGRATION CLINIC II (5205/11952, 5301/10694, OR 5414/18061)**  
**UNIVERSITY OF HOUSTON LAW CENTER**  
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**Class Sessions:** One hour per week, to be arranged.

**Required Textbooks:** None

**Course Description**

As a student in this clinic, you will participate in the representation of clients with immigration cases. The clinic's case load includes people seeking asylum and other humanitarian relief from removal, Special Immigrant Juvenile status, and visas for victims of crime and trafficking, in addition to other family-based immigration.

You are your client's attorney and will be responsible for all aspects of the case—client interviewing and counseling, fact investigation and development, working with expert witnesses, legal research, drafting documents and applications, negotiations, and trial advocacy as necessary. You will work under the supervision of one of the professors.

In addition to the work you do on your client's case, known as fieldwork, there is a classroom component to the clinic. The clinic will meet once per week for one hour for case rounds. Case rounds are group problem solving sessions where a team presents a problem to the class and the class helps the team to examine the problem, consider their own goals, and brainstorm solutions.

## **Learning Outcomes**

By the conclusion of your participation in the Immigration Clinic, you are expected to competently:

- Take on the role and responsibilities of a lawyer representing a client and exercise professional judgment in all aspects of a representation;
- Solve problems through a process of planning and decision-making;
- Research, develop, and assess legal arguments, investigate potentially relevant facts, and reassess arguments as new facts become known;
- Identify, analyze, and resolve ethical issues;
- Collaborate with others;
- Conduct carefully planned interviews with attention toward building rapport, gathering information, developing a case theory, and other goals;
- Identify and deal with cultural, linguistic, and other differences that affect communication;
- Identify and sensitively deal with effects of a client's traumatic experiences;
- Identify and sensitively deal with the effects of trauma on a lawyer's own mental health;
- Counsel a client in a way that effectively assists them in making informed decisions;
- Make persuasive, clear, responsive, well-organized and well-supported arguments in all instances of written or oral advocacy;
- Present facts in a coherent, compelling and persuasive manner in written and oral form;
- Memorialize your work;
- Engage in seminar through preparation and involvement;
- Support and assist classmates during case rounds;
- Engage in thoughtful and constructive self-critique;
- Engage in thoughtful and constructive critique of others in a manner that fosters on-going learning and professional growth;
- Be able to explain, critically evaluate, and develop proposals for improving the legal standards and procedure that you encounter in your clinic work.

## **Assessment**

Your grade for the clinic will depend on your progress toward accomplishing the learning outcomes above. There is no final exam or paper for this course.

The Immigration Clinic is graded as an ordinary University of Houston Law Center course. According, Law Center policy requires the final grade average for the course to be 3.20 – 3.40 on a 4.0 scale or whatever scale is in effect at the time of enrollment.

## **Class Attendance**

Attendance at weekly meetings is mandatory unless otherwise excused by one of the professors. Students may not be absent for more than two meetings. By attending meetings, you are certifying that you are prepared. Meetings with your supervisor may become more frequent as a deadline or a hearing approaches.

Students are required to complete 50 hours of clinic work per course credit during the semester (i.e. 150 hours of clinic work for three credits). Clinic work includes client work and supervision meetings.

Students may elect to take Immigration Clinic II for two, three, or four credits.

## **Schedule of classes and major assignments**

Readings, other seminar assignments and asynchronous materials will be posted.

## **UH Email**

Please check and use your Cougarnet email for communications related to this course. Faculty use the Cougarnet email to respond to course-related inquiries such as grade queries or progress reports for reasons of FERPA. To access your Cougarnet email, login to your Microsoft 365 account with your Cougarnet credentials. Visit University Information Technology (UIT) for instructions on how to connect your Cougarnet e-mail on a mobile device.

## **Honor Code**

The UHLC Honor Code applies to all aspects of this course. You are responsible for knowing all Honor Code provisions and for complying with the Honor Code. Please inquire if you have any questions regarding how the Honor Code's provisions apply to specific activities or situations related to this course. Your continuing enrollment in this course is deemed to be a pledge by you under the Honor Code to comply with the Honor Code in relation to this course and to comply with the instructions in the course syllabus.

## **AI Generated Text**

General. Generative artificial intelligence is a form of machine learning that creates new and original output based on the data it has been trained on or has access to, employing algorithms to generate content in response to prompts. Examples of the technology include what are known as generative "large language models" (LLMs). Two well-known LLM implementations are ChatGPT and Claude. LLM output can include text, images, music, code, and more. This syllabus policy covers the textual output of generative LLMs (AI-Generated Text)—which can include computer code or programs and human-language content. Because AI-Generated Text can often mimic human intelligence, it could potentially be used as a substitute for a student's own work product. Such use is potentially problematic to the extent that it becomes a substitute

for internalized student understanding of the material or creates a dependency on AI-Generated Text, which may be strictly prohibited in settings that include the bar examination.

Prohibition. Your continuing enrollment in this course constitutes your pledge not to input any confidential client information into any LLMs.

Prohibition. Subject to the exceptions immediately below, your continuing enrollment in this course constitutes your pledge not to generate or to use any AI-Generated Text—whether from yourself or others—in relation to any assessment in this course. The term “assessment” means any graded or ungraded work product for this course that is submitted to the instructor, produced pursuant to your representation of your client, presented in a class session, or used in an oral or written graded assessment for this course.

Exceptions.

The following AI-Generated Text uses are exceptions to the preceding prohibition. The exceptions’ intent is to allow the generation and use of AI-Generated Text for specific, narrowly defined activities related to this course.

- You may generate and use AI-Generated Text for class preparation, although you must disclose the full extent of that use if your professor asks. You may generate and use AI-Generated Text for study supplements to aid with general understanding of course content. This could take different forms that include creating examples or explanations of a concept, generation of diagrams and flow charts, “gamification” of course content, flash cards for study, or sample questions and answers.
- You may generate and use AI-Generated Text for an outline that summarizes the course content.
- You may use AI-Generated Text to check your originally drafted text for misspellings, grammar and punctuation errors, strength and clarity of prose, verbosity, effective transitional language and thesis sentences, word choice, excessive passive voice, and similar things.

## **Community and Wellness**

This is an inclusive learning space.

At UHLC, we are committed to ensuring inclusive online and classroom learning spaces, where you’ll be treated with respect and dignity, and where everyone is provided the equitable opportunity to participate, to contribute, and to succeed.

In this course, all students are welcome regardless of socio-economic status, age, race, ethnicity, disability, religion, national origin, veteran’s status, sex, sexual orientation, gender identity, gender expression, political affiliation, marital status and other diverse identities that we each bring to class. Our class is richer for this diversity.

Inclusive learning spaces facilitate the innovation and creative thought that enhance student success. This success arises from the participation, support, and understanding of you and your colleagues. I encourage you to speak up and to share your views, but also understand that you are doing so in a learning environment in which we're all expected to engage respectfully and with regard to the dignity of all others.

If you feel like your class performance is impacted in any way by your experiences inside or outside of class, please reach out to me. I want to be a resource for you. If you feel more comfortable speaking with someone besides me, the Office of Student Affairs (OSA) is an excellent resource.

At this university level course, the material is intended to encourage critical thinking and discussion as we examine new ideas and concepts from varying frameworks. To do this effectively I, as the instructor, will do my best to foster an environment in which each class member is able to hear and respect each other. In turn, it is vital that each class member show respect for all worldviews and experiences expressed in class. It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the different backgrounds and perspectives that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful to all.

### **Student Professionalism**

Our classroom is a learning space where each student is treated with respect and dignity and where everyone is provided the opportunity to participate, contribute, and succeed. In this course, all students are welcome regardless of background or identity. I encourage you to speak up and share your views appropriately throughout the semester. I also expect every class member to remember that in this learning environment and a law firm, we will engage respectfully, supportively, and with professionalism toward each other.

### **Preferred Name and Pronouns**

We will gladly honor your request to address you by an alternate name or gender pronoun. Please advise the professors of this preference early in the semester so that we may make appropriate changes to our records.

### **Mental Health and Wellness Resources**

The University of Houston has a number of resources to support students' mental health and overall wellness, including CoogsCARE and the UH Go App. UH Counseling and Psychological Services (CAPS) offers 24/7 mental health support for all students, addressing various concerns like stress, college adjustment and sadness. CAPS provides individual and couples counseling, group therapy, workshops and connections to other support services on and off-campus. For assistance visit [uh.edu/caps](http://uh.edu/caps), call 713-743-5454, or visit a Let's Talk location in-person or virtually. Let's Talk are daily, informal confidential consultations with CAPS therapists where no appointment or paperwork is needed.

Need Support Now? - If you or someone you know is struggling or in crisis, help is available. Call CAPS crisis support 24/7 at 713-743-5454, or the National Suicide and Crisis Lifeline: call or text 988, or chat 988lifeline.org.

### **Title IX/Sexual Misconduct**

Per the UHS Sexual Misconduct Policy, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where you can make a report in confidence. You can find more information about resources on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.

### **Reasonable Academic Adjustments/Auxiliary Aids**

The University of Houston is committed to providing an academic environment and educational programs that are accessible for its students. Any student with a disability who is experiencing barriers to learning, assessment or participation is encouraged to contact the Justin Dart, Jr. Student Accessibility Center (Dart Center) to learn more about academic accommodations and support that may be available to them. Students seeking academic accommodations will need to register with the Dart Center as soon as possible to ensure timely implementation of approved accommodations. Please contact the Dart Center by visiting the website: <https://uh.edu/accessibility/> calling (713) 743-5400, or emailing [jdcenter@Central.UH.EDU](mailto:jdcenter@Central.UH.EDU).

The Student Health Center offers a Psychiatry Clinic for enrolled UH students. Call 713-743-5149 during clinic hours, Monday through Friday 8 a.m. - 4:30 p.m. to schedule an appointment.

The A.D. Bruce Religion Center offers spiritual support and a variety of programs centered on well-being.

The Center for Student Advocacy and Community (CSAC) is where you can go if you need help but don't know where to start. CSAC is a “home away from home” and serves as a resource hub to help you get the resources needed to support academic and personal success. Through our Cougar Cupboard, all students can get up to 30 lbs of FREE groceries a week. Additionally, we provide 1:1 appointments to get you connected to on- and off-campus resources related to essential needs, safety and advocacy, and more. The Cougar Closet is a registered student organization advised by our office and offers free clothes to students so that all Coogs can feel good in their fit. We also host a series of cultural and community-based events that fosters social connection and helps the cougar community come closer together. Visit the CSAC homepage or follow us on Instagram: [@uh\\_CSAC](#) and [@uhcupbrd](#). YOU belong here.

### **Recording of Class**

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the Justin Dart, Jr. Student Accessibility Center. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with anyone without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

Furthermore, confidential client information is frequently discussed in class and dissemination of this information without proper consent from the client(s) involved could be a violation of the rules of professional conduct.

### **Resources for Online Learning**

The University of Houston is committed to student success, and provides information to optimize the online learning experience through our Power-On website (<https://uh.edu/power-on/learning/>). Please visit this website for a comprehensive set of resources, tools, and tips including: obtaining access to the internet, AccessUH, Blackboard, and Canvas; using your smartphone as a webcam; and downloading Microsoft Office 365 at no cost. For questions or assistance contact [UHOnline@uh.edu](mailto:UHOnline@uh.edu).

### **Security Escorts and Cougar Ride**

UHPD continually works with the University community to make the campus a safe place to learn, work, and live. The security escort service is designed for the community members who have safety concerns and would like to have a Security Officer walk with them, for their safety, as they make their way across campus. Based on availability either a UHPD Security Officer or Police Officer will escort students, faculty, and staff to locations beginning and ending on campus. If you feel that you need a Security Officer to walk with you for your safety, please call 713-743-3333. Arrangements may be made for special needs.

Parking and Transportation Services also offers a late-night, on-demand shuttle service called "Cougar Ride" that provides rides to and from all on-campus shuttle stops, as well as the MD Anderson Library, Cougar Village/Moody Towers and the UH Technology Bridge. Rides can be requested through the UH Go app. Days and hours of operation can be found at <https://uh.edu/af-university-services/parking/cougar-ride/>.

### **Counseling and Psychological Services**

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to the demands of a professional program, or feeling sad and hopeless. You can reach CAPS ([www.uh.edu/caps](http://www.uh.edu/caps)) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No

appointment is necessary for the “Let's Talk” program, a drop-in consultation service at convenient locations and hours around campus (<https://uh.edu/caps/outreach/lets-talk/index>).

The Texas Lawyers' Assistance Program (“TLAP”) also supports law students who are dealing with stress, anxiety, depression, substance abuse, and other mental health problems. You can reach TLAP at any time at 1-800-343-8527. TLAP's website includes a page with links to sources about mental health that are of interest to law students:  
<https://www.tlaphelps.org/lawstudents>.