

TRUST & WILLS; 5339-10703
Syllabus—Spring 2026

Professor: Alan Sanders
Email: psander3@central.uh.edu
Phone: (409) 882-1706 Cell
Classroom: Synchronous Online, only

Exam: Proctored ON-SITE Closed Book Final Examination, only. No Formative / Mid-Term Exam. Closed Book means no notes, outlines, electronic or paper textbook, que cards, seminar materials, bar exam summaries or any other supporting materials. The Final Examination will be conducted on DATE AND TIME TBA, Room TBD. Students will be given a numbered paper copy of the test, to use to make notes, annotations or other marks as desired, but must return the paper copy along with the Answer Sheet (if separate from the test). The student's responses as indicated on the paper test response sheet shall serve as the exclusive and conclusive indicator of student Exam responses. Students shall bring at least two, sharpened, #2 or equivalent pencils and erasers. The test response may be a ScanTron form, an alternative paper grid form; or both. EBB Client will **not** be used. EBB Portal will **not** be used. No laptops or telephones or other devices shall be allowed for use by students during the examination process. Students shall not receive examination scoring additions or deductions for semester attendance, participation, preparation or otherwise. But students must still adhere to the attendance, participation and preparation requirements of the Law Center and this Syllabus.

Reference: See my CV at www.Dinsmore.com

S/U Election: This course is eligible for a student's timely S/U election or as otherwise permitted under applicable Law Center administrative processes allowing for an accepted late S/U election

Course Overview and Learning Objective/Goals/Outcomes

This course covers the law and policy regarding posthumous property transfers and related topics with a focus upon two important legal vehicles for controlling the posthumous distribution of one's property: trusts and wills. Coverage includes introductory matters (freedom of property disposition and the mechanics of succession); intestate succession (basic structure, transfers to spouses and children, and bars to succession); the law of wills (formalities, contests, and construction/interpretation); the law of trusts (creation, administration, alienation, appointment powers, and duration); and some additional issues (such as pay on death mechanisms and other will substitutes or complementary devices, planning for incapacity, and limits on freedom of disposition).

By successfully completing this course, students will develop a thorough understanding of primary common law principles governing wills and trusts, corollary aspects of both the general common law, Uniform Probate Code and the Uniform Trust Code, and basic theoretical and policy issues relating to significant aspects of the posthumous disposition of property and various lifetime planning devices. This course is **not** designed as a “practice skills” environment involving the preparation of sample documents or client advising or management practices, nor is it focused on the application of the course concepts for particularized or advanced estate planning concepts and strategies, or planning related to estate or inheritance taxes or eligibility for public support program benefits. Successful course navigation by a student should prove helpful for Bar Examination purposes.

Class Sessions / Makeups

We will meet by Zoom Tuesdays and Thursdays for a target of 75 minutes (+/-) during the time period from 7:30 pm- 9:00 pm, subject to the Law Center’s overall academic calendar. In order to provide the required instructional time, class sessions will begin at 7:30 pm or a minute or two following, and typically will last at least through 8:40 p.m. but in any event will conclude no later than 8:50 p.m. The course will be presented only by Synchronous online access (Zoom); no on-site presentations will be made. The link for Zoom sessions will be available on the course CANVAS site.

In the event that a scheduled class fails to occur for any reason, a makeup or replacement Zoom session will be posted and notice given through CANVAS. The session will be asynchronous (pre-recorded). Students have 3 campus days (that is, days other than weekend or Law Center holidays) after the day that the recording is posted to CANVAS by which to accomplish the makeup session by reviewing the assigned course materials and also by accessing and viewing the recorded Zoom session, and then providing timely email confirmation under the Law Center Honor Code and this Syllabus that they have done so.

For live, synchronous Zoom sessions:

- a) you must be connected to the internet videoconference when class starts;
- b) your computer must have a working video camera and appropriate audio capability; joining by audio-only due to your lack of video capability will be treated as an absence (you may need an external mic or headset for sufficient audio quality);
- c) you must not be distracted by traveling, eating, childcare or other activities during class;
- d) you must join within the Zoom protocol so that your login status may be captured for attendance purposes;
- e) you must listen attentively and speak with adequate clarity and volume, because audio capabilities may not always be optimal for myself or your fellow students;
- f) you must identify yourself with your class roll name in the internet videoconferencing software as part of the Zoom login process;
- g) you must present your face and upper body area professionally in the video stream, eating or other distractive activities “on camera” is not a professional presentation;
- h) you must be able to fulfill your responsibilities under this Syllabus if called on to discuss course materials; and
- i) although as host I may manage the muting function, you also must manage the “mute button” when required to keep a professional demeanor or avoid background distractions.

Text

The main text for this course is Dukeminier et al., *Wills, Trusts, and Estates* (11th ed. 2021 / 2022). Earlier editions of this text should not be used, because the page numbers or textual component sections will not necessarily align with the reading assignments in this syllabus or as posted in CANVAS, and also because earlier editions will lack relatively recent cases or discussion topics. It is a student decision whether to obtain an electronic edition of the text or use a paper version, or “lease” it. However, as noted in the section of this Syllabus regarding testing, the summative final exam will be Closed Book, and neither an electronic version nor a paper version of the course text will be available for student reference during the examination.

Readings from the Dukeminier text are indicated as “DS” in the Class Assignment Schedule on CANVAS. Any other course materials will be appropriately described in this syllabus, as amended from time to time, or will be posted on CANVAS. The designations are to the chapters or other component parts, such as subchapters, from the text. As needed, specific text portions from those text assignments will be noted in the Class Assignment Schedule, or posted in advance to the CANVAS space for this class if they differ from the specified text passages or sections shown in the Class Assignment Schedule.

This course is not a case-method primary method of instructional interaction. The cases are helpful and often illustrative of issues raised in the non-case comments and questions portions of the textbook. Therefore, students should review the case excerpts substantially from the “principles and concepts” level rather than a focus on the dispute details or the court’s analysis of the applicable legal principles or application of those principles to the facts at issue. Each student must make their own assessment of the effort-to-enlightenment ratio resulting from a detailed review of

case excerpts contained within a portion of the otherwise-assigned text segments. The same balancing analysis applies to casebook “extra” sidenotes and inserts, and to working out sample problems. Different students learn best utilizing a variety of study tools and techniques, and therefore class assignments are only at the Chapter or Subchapter level.

Honor Code

The [UHLC Honor Code](#) applies to all aspects of my class. You are responsible for knowing all Honor Code provisions and for complying with the Honor Code. Please ask me if you have any questions regarding how the Honor Code’s provisions apply to specific activities or situations related to my 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 this course syllabus. It is an Honor Code violation to review the graded assignments or test materials distributed to, or written by, any of my students from prior years.

Class Participation

Class sessions will be a mix of lecture presentation and individual student presentation and/or interaction. Students must thoughtfully and timely complete the reading assignments, including both the assigned text and any pertinent statutory or other assigned materials. Student presentations facilitate students’ ability to articulate legal concepts, “think on their feet,” and serve as valuable avenues of interaction compared to a pure “lecture” format.

You should be prepared to participate in class every session. If you cannot properly prepare for a class, you can request a pass for that session. You can use a pass in this manner only 1 time during this semester without being assessed as being “absent” for a class for which a disallowed pass is claimed.

Attendance

Subject to the provisions of this Syllabus regarding Class Participation as to an allowed “pass,” and also subject to the provisions regarding Accessibility and Accommodations, meeting the attendance threshold discussed in this section is mandatory, and a record of attendance will be taken every class. Your attendance will be tracked under the procedures established by the remote access system / Zoom or by other means such as email confirmations of attendance or makeup in a specific circumstance. Students must keep track of their own absences in addition to my keeping an attendance spreadsheet, in order to monitor their attendance relative to UHLC requirements.

Meeting the attendance requirements is a function of Law Center compliance, and exceeding the absence requirements has consequences. On the other hand, there is no loss of goodwill on my part toward any student who takes most or all of their permitted absences, nor do those absences affect the student’s grade. Having said that, you should carefully consider using caution in taking absences early in the semester. Early semester absences reduce your “margin for error” for the remainder of the semester and can create a difficult situation for you if sicknesses or other life events later arise.

Lack of preparation without a timely excused pass, excessively late log-on or early log-off, or inappropriate behavior or distractions during a class, may result in your being marked “absent” even if you in fact were logged in for all or some portion of the class period in question. Session participation is an active exercise, not simply a passive viewing of a Zoom event.

In order to comply with UHLC attendance rules you cannot miss more than **6** classes for this course absent due allowance by UHLC Administration. If you are counted as being absent in excess of 6 of our course meetings, I will refer the matter to the academic dean or other appropriate administrative office, and that referral may result in your administrative withdrawal from the class or other negative consequences. If I see a pattern or trend that indicates that a student may be headed towards the absence threshold, I probably will contact the proper administrative office to get assistance, but ultimately attendance is a student responsibility. Thus my failure to give you a heads-up, or to seek advance intervention or inquiry by Law Center Administration such as OSA, does not change your attendance requirements.

Accessibility and Accommodations

UHLC is committed to ensuring that all students enjoy equal access and full participation. If you anticipate or experience barriers based on a disability (including any chronic or temporary medical or mental health condition), please feel free to reach out to me so that we may discuss options. If you require any support services, you may contact Ms. Samantha Ary, Academic Records Coordinator. Ms. Ary is located in the Office of Student Services suite, and she can be reached at sary@central.uh.edu or 713-743-7466. Requests for accommodation that involve graded assignments must be directed to Ms. Ary and should be made as soon as possible to allow adequate time to document and to process the request.

If you observe religious or cultural holidays that will coincide with synchronous online class sessions or conferences, please let me know as soon as possible, so that we may work to make arrangements.

Diversity, Inclusion, and Wellness

The following content is made subject to, and should be deemed to be conformed to the requirements of, applicable state and federal law, agency rule or regulation, and University and Law Center policy or administrative requirements and should not be understood as including any content prohibited by them:

This is an inclusive learning space.

I am committed to ensuring inclusive online and classroom learning spaces (in this class, by Zoom), 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 or processes 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 online, or otherwise, please reach out to me by email. I want to be a resource for you. If you feel more comfortable speaking with someone besides me regarding your concerns, Student Services is an excellent resource: 713-743-2182. Finally, I encourage you to bring any issues negatively impacting openness by UHLC, or by me or by this class, to diversity, wellness, accessibility and inclusion to the appropriate attention of Law Center administration.

Your suggestions and concerns about these topics are encouraged and appreciated. Please let me know ways that you believe will improve the effectiveness of this course for you personally, or that may be appropriate for other students or student groups.

Anti-Discrimination and Sexual Misconduct Policies

UHLC and the University of Houston are committed to maintaining and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from unlawful or inappropriate discrimination and sexual misconduct. If you have experienced or claim that you have experienced an incident of discrimination or sexual misconduct, a confidential reporting process is available to you. For more information, please refer to the University System's [Anti-Discrimination Policy SAM 01.D.07](#) and [Sexual Misconduct Policy SAM 01.D.08](#).

Under the UHSystem Sexual Misconduct Policy, I am a "responsible employee" for reporting purposes under Title IX regulations and state law, thus I must report actual or alleged incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which I become aware, to the Title IX office. Please know there are places on campus where you can make a report in confidence instead of reporting to or through me. You can find more information about these resources on the University's Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.

Please be aware that under the sexual misconduct policy, SAM 01.D.08, faculty and other University employees are required to report to the University any information received regarding sexual misconduct as defined in the policy. Due to this reporting requirement, faculty members such as myself and other employees are not a confidential resource. The reporting obligations

under the sexual misconduct policy extend to, but is not limited to, actual or alleged conduct by University employees and students.

Assessment

Grades will be issued in compliance with the Law Center's grading policy, including but not limited to its Grading Curve Policy. The grade for this course will be determined solely by a summative three-hour final examination, with anonymous assessment. The course will not include a mid-semester formative examination (mid-term). Test parameters are stated in the initial heading portion of this Syllabus and may be updated by amendments of or supplements to this Syllabus, or by email notifications, or by postings to CANVAS. Grades will not be affected, whether by way of enhancement or deduction, by non-examination factors such as absences, class participation, or lack of preparation.

Laptops and Other Electronic Devices

Laptops or other mobile devices are pervasive in our society, and within a classroom environment (on-campus or online) they can be beneficial if students use them in an appropriate, nondisruptive, way. If you believe that a classmate's use of their device unreasonably interferes with your learning experience, please feel free to privately let me know about your concern so the situation may be appropriately addressed.

Office Hours and Non-class Student Conferences; Periodic Review Sessions

As an adjunct professor who lives hours outside of the Greater Houston Area, I am not available for set student-access office hours at a fixed location on campus. Therefore, you should contact me by email a fair time in advance and we will make mutually agreeable arrangements for a day and time to confer either by online resource such as Zoom or WebEx, or by telephone. Absent unusual circumstances I will not meet or confer privately with students during the hour before class, to allow me time to finalize class preparations. Unlike the review sessions discussed in the following paragraph, interaction within an Office Hour session is intended to be private to the student attendee(s). Towards that goal, multiple students may attend an Office Hour session only with the consent of all other student attendees, and also only if I agree to proceed in that fashion. Similarly, as a part of the process to set up an Office Hour session, it will be helpful if a student shares in advance at least a brief summary of area(s) or topic(s) they wish to discuss.

Notwithstanding the preceding paragraph, I plan to establish a few regular review sessions that will be conducted wholly by Zoom. The details of those sessions, such as day, time and, if different from the standing Zoom link, the applicable Zoom link students may use for access, will be announced in a class session or posted to CANVAS from time to time and will be recorded. Unlike the regular class sessions, student participation in any such review session, while recommended, nonetheless is entirely optional and will play no part in the attendance requirements for this course (that is, no "credit" will be given for attending, but also no "absence" will be assessed for not attending). Review sessions will be "remedial" in nature, in the sense that they will be designed to help reinforce course content covered during previous text assignments and class sessions, contrasted with laying out new material. In addition to providing student attendees

with a direct opportunity to have their own questions or need for clarification addressed, all students who participate in or later view a review session may gain from the interactions with other students, even if a particular student has no questions of their own or if those questions that they do have already been discussed.

CANVAS

I will maintain a course CANVAS site hosted by the University and the Law Center. It will host course documents (such as latest updated syllabus, any PowerPoint slides, audio/video clips of class presentations, as well as other materials) and provide a forum in which students are invited to address procedural and substantive issues or concerns related to the class. Students must stay updated regarding any information posted to the CANVAS site, and should check it regularly; I recommend students do so at least three times a week. CANVAS can provide alerts for content changes, and I recommend enabling that feature. My present understanding is that the Announcements feature defaults to give students notice of an entry, unless the student disables that default setting. In any event, students should carefully review their settings, and obtain any needed administrative, program or IT help, in order to interact with CANVAS effectively.

Professionalism

Students should meet the basic expectations of any professional during our class meetings such as log in on time, be prepared, and stay appropriately engaged throughout class.

Our classroom, although online by Zoom, 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, we will engage respectfully and with professionalism toward each other. In the words of the Texas Lawyer's Creed, "[a] lawyer should always adhere to the highest principles of professionalism."

****CAPS (this paragraph is a requirement of the Provost)**

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, call 713-743-5454, or visit a Let's Talk location in-person or virtually. Let's Talk sessions are daily, informal, confidential consultations with CAPS therapists where no appointment or paperwork is needed.

The Student Health Center offers a Psychiatry Clinic for enrolled UH students. Call 713-743-5149 during clinic hours, Monday through Friday 8:00 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.

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.

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/law-students>.

Preferred Name / Pronoun Syllabus Statement

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

Chosen Names and Preferred Pronouns

I want to address each of you in a manner that is respectful and which corresponds to your identity. I will most often address students by their surnames (*e.g.*, Ms. Smith, Mr. Perez). Recognizing that mistakes may unfortunately happen, chosen names and preferred pronouns—including non-binary ones such as they/them/their—will be respected in our classroom. Please feel free to reach out to me at any time if you want to make me aware of your chosen name or preferred pronoun or if you have concerns about how I or your classmates address you.

Pronominal Preferences

I go by Professor Sanders. Typically I use she/he/they, and hers/his/theirs, and perhaps you/y'all/your, as my pronouns relative to students or other persons. Please reach out to me by e-mail or by phone if you have preferred pronouns you would like for me to use in referring to you, or if you favor a particular prefix, like "Dr." or "Mx.," instead of "Mr." or "Ms." I'll try my best to honor your preferences. Please attribute any lapses on my part to failings of memory and not to any ill will or disrespect on my part. And, please do not feel embarrassed or hesitant, or be concerned about an adverse reaction by me, to correct me privately or within a class session if I make any mistakes regarding preferred pronouns about which you have advised me or if I mispronounce your name.

Reasonable Academic Adjustments / Auxiliary Aids

The University of Houston complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments / auxiliary aids for disabled students. In accordance with Section 504 and ADA

guidelines, UH strives to provide reasonable academic adjustments / auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustment / auxiliary aid, please contact the Justin Dart Jr. Student Accessibility Center (formerly the Justin Dart, Jr. Center for Students with Disabilities).

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/> or by calling (713) 743-5400, or by emailing jdcenter@Central.UH.EDU.

Recording of Class

Students must 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 other than those that constitute regular course recordings of Zoom sessions that are posted to the class space in CANVAS, those recordings cannot 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 (and, in this class, they will be recorded during the live and asynchronous Zoom sessions). Students may use instructor's recordings for their own studying and notetaking and for no other purpose. 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.

Syllabus or Class Sequence / Scope / Content Changes

Please note that from time to time I will or may make modifications to the course syllabus or sequences of classes, and may do so at any reasonable time. Notice of such changes will be announced as quickly as possible through multiple channels, including verbally in a class session, posting of a notice item on the course CANVAS site, or email notifications to students listed on the class roster. Students are responsible for reviewing and complying with any applicable Syllabus or class sequence / scope / content changes.

Resources for Online Learning

The University of Houston is committed to student success, and it provides information to optimize the online learning experience through its 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 (which is no longer used but may be available for limited archival or reference purposes), and CANVAS; using your smartphone as a webcam; and Syllabus for Prof. Alan Sanders, Trusts & Wills; Spring 2026; Page 10 of 12;

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downloading Microsoft Office 365 at no cost. For questions or assistance, contact UHOnline@uh.edu.

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.

Security Escorts and Cougar Ride

To the extent that any portion of this class involves on-campus presence by a student, please find as follows:

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/>.

AI Generated Text

The software technology known as artificial intelligence has recently expanded its capability to generate text (AI Generated Text). Examples of the technology include what are known as “generative” large language models (LLMs), and a specific implementation that is well known in the general public is ChatGPT. These systems can generate text in response to prompts and/or input of other text/documents/code/images. The output, the AI Generated Text, appears to have human-mimicking “intelligence” and is thus potentially usable as a substitute for written work product one might generate themselves. AI Generated Text can include computer code or programs as well as human language content.

Your continuing enrollment in this course is deemed to be a pledge by you under the Honor Code to not prompt, generate, obtain, read, or use any AI Generated Text in relation to any activity or assessment in this course unless specifically excepted below. This applies to AI Generated Text from yourself or others. This pledge includes your deemed representation that your assessment Syllabus for Prof. Alan Sanders, Trusts & Wills; Spring 2026; Page **11** of **12**;

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work product in the course is without any contribution from AI Generated Text. This prohibition regarding AI Generated Text specifically extends to the plagiarism policy and unauthorized aid/materials parts of the Honor Code; AI Generated Text will be treated as being from another/other in applying the plagiarism policy to this course. The term “assessment” means any work product generated for this course that is submitted to the instructor or presented by a student in a class session, regardless whether it is graded content or not. Assessments include but are not limited to mid-terms and final exams. AI Generated Text cannot be used in the development or drafting of any assessments created by you in a non-proctored environment, such as a “take-home” final examination unless specified as an exception below. The parts of the Honor Code that refer to unauthorized materials or aid are specifically prohibited from any use by a student of AI Generated Text in this course unless specified as an exception below.

Exceptions:

The following activities are exceptions to the immediately preceding two paragraphs; the intent of these exceptions is to allow use of AI Generated Text for specific and narrowly defined activities in relation to this course, but to eliminate any doubt, no exception applies for use during the final exam. The only approved exceptions are:

- Creating content for an outline that you, alone or with others, use to summarize the course content in preparation for class sessions or for your review in preparation for the final exam
- “Conversing” with the AI Generated Text software system to create hypotheticals to better understand course content, to be analyzed by you alone or with others, in preparation for class sessions or for review by you alone or with others in preparation for the final exam

Student Evaluations of This Instructor

Students have access to System-administered anonymous instructor evaluations near the end of the semester. For at least one class session, and perhaps for two class sessions, the session will be ended approximately 15 minutes early, to allow students who choose to do so to log into the evaluation mechanism and participate. The Zoom session will be ended, so that I will not be able to determine which students do, or do not, switch over to the instructor evaluation system. That anonymity will be maintained, and student participation or lack thereof will have no impact at all on course development or student grade assessments. Student feedback is helpful, and provides information to me that helps me strengthen class components that are successful, address components that need improvement, and also provides a resource for future potential students to reference in making decisions about taking this course, in general, and enrolling in a course that I teach, in particular. Assessments also assist Law Center administrators in evaluating my engagement as an adjunct law professor for future class assignments.

Spring 2026 Instructor Academic Calendar and Class Meetings

Martin Luther King Day Holiday	Monday, January 19
First Day of Classes	Tuesday, January 20
Last Day of Classes	Friday, May 1
Spring Break Holiday	Monday, March 16 - Friday, March 20
Reading Days	Saturday, May 2 – Monday, May 4
Exam Period	Tuesday, May 5 – Thursday, May 14

The academic calendar for students with additional dates for student attention is regularly posted here: <https://www.law.uh.edu/calendar/academic-calendar.asp>

The calendar above gives 14 instances for these days of the week: Tuesday through Friday. Courses involving Monday will add time to the available class sessions to make up for the loss of the 14th Monday. Below is a table that summarizes how the semester will work in terms of each different course time and day pattern.

Type of course	Last Class Day	Length of Class time
2-credit courses meeting once a week on Mondays	April 27	Over the 13 classes, each class will meet 108 minutes.
2-credit courses meeting once a week on Tuesdays	April 28	Over the 14 classes, each class will meet 100 minutes.
2-credit courses meeting once a week on Wednesday	April 29	Over the 14 classes, each class will meet 100 minutes.
2-credit courses meeting once a week on Thursdays	April 30	Over the 14 classes, each class will meet 100 minutes.
3-credit courses meeting on Mondays and Wednesdays	April 29	Over the 27 classes, each session will meet 78 minutes.
3-credit courses meeting on Tuesdays and Thursdays	April 30	Over the 28 classes, each class will meet 75 minutes.
2-credit course meeting on Fridays	May 1	Over the 14 classes, each class will meet 100 minutes.
3-credit course meeting on Fridays	May 1	Over the 14 classes, each class will meet 150 minutes.
Business Organization (4 credits) meeting on Mondays, Tuesdays and Wednesdays	April 29	Over the 41 classes, each class will meet 69 minutes.
Federal Income Tax (4) meeting on Tuesdays, and Thursdays	April 30	Over the 28 classes, each class will meet 100 minutes.
Contracts (4 credits, evening) meeting on Mondays and Wednesdays	April 29	You will meet on Mondays from 6:00-7:20 and on Wednesdays from 6-8:06.

Type of course	Last Class Day	Length of Class time
Torts (4 credits, evening) meeting on Tuesdays and Thursday	April 30	You will meet on Tuesdays from 6-8:00 and on Thursdays from 6-7:20.
Constitutional Law (4 credits) meeting on Tuesdays, Wednesdays, and Thursday	April 30	Over the 42 classes, each class will meet 67 minutes.
Property (4) meeting on Mondays, Tuesdays, and Thursdays	April 30	Over the 41 classes, each class will meet 69 minutes.
Statutory Interpretation and Regulation (3 credits) meeting on Mondays and Wednesdays	April 29	Over the 27 classes, each class will meet 78 minutes.
Criminal Law (3 credits) meeting on Mondays and Wednesdays	April 29	Over the 27 classes, each class will meet 78 minutes.

UHLC Spring 2026

Make-Up Class Schedule

In case of class cancellations, which should be rare, please use the schedule below to make up the missed classes when doing so with a class session. The replacement class session can be face-to-face or synchronous distance education (SDE) regardless of the instruction mode for the course. If SDE, please record the session to maximize access.

Every course has three Fridays available to schedule make-up classes, and the classes should be scheduled at the same time as the regularly scheduled class.

Alternatively, consider making up a missed class using technology: recording and posting a lecture and required reading for students. If you schedule a SDE replacement class session at a time other than per the schedule below, you must record it and neither class participation nor attendance can count for that replacement session; this approach is typically only appropriate for a small class (up to a few dozen, where collective schedule-clearing among the students is feasible).

Below are the available Fridays for classes held Monday through Thursday. If your class regularly meets on Fridays, please work with the Associate Dean's office to find suitable make-up days and times.

Monday Classes	Tuesday Classes	Wednesday Classes	Thursday Classes
January 23	January 30	February 6	February 13
February 20	February 27	March 6	March 13
March 27	April 10	April 17	April 24

Please contact Fariba Pouraryan at fpourary@central.uh.edu *at least one week in advance* of when you would like to schedule your make-up class.