PSCI 4313 - Constitution and Govt Powers: Constitution Govt Powers-WIN

Spring 2026 Syllabus, Section 201, CRN 28923

Instructor Information

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Office: 376 Academic Innovation Center (AIC)
Office Hours:
MWF 12:00pm-1:00pm and TR 10:00am-11:30am
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Times and Location

MWF 1:10pm-2:05pm in Bullock Hall 205

Course Description

The powers of government, state and federal, under the federal Constitution; relations between branches of the federal government; limitations on governmental authority by virtue of the distribution of power.
Social Sciences Department, College of Arts & Sciences

WIN-Designation

This course is designated as a writing-intensive (WIN) course. In this course, writing will not only be the subject of study, but it will also serve as a method of learning. Students will learn how communication in written, oral, and visual forms change according to purpose and genre. Brainstorming, drafting, revising, and peer-workshopping are integrated into the course curriculum and are the required components of this writing-intensive course. The final Research Paper is the designated assignment for WIN assessment.

Additional Course Information

This course is designed to familiarize students with constitutional issues associated with the separation of powers and federalism in the United States. The course is divided into 3 sections.

Section I looks at federal judicial power. In this section we will examine the role of the Supreme Court in interpreting the Constitution and the differences between the major competing approaches to constitutional interpretation. We will also examine constitutional limits on federal court jurisdiction and the changing institutional dynamics of the Supreme Court as well as the interpretation of various constitutional provisions limiting government power, such as the contracts and takings clauses.

Section II looks at congressional power and the balance between state and federal authority. In this section we will examine the scope of Congress's legislative, taxing, and spending powers as well as other constitutional issues related to Congress. We will also examine how the Constitution limits state regulatory authority over interstate commerce and other activities.

Section III looks at presidential power. In this section we will examine the scope of presidential power over diplomacy, national security, and the enforcement of federal law. We will also examine the constitutional implications of delegations of legislative power to the executive branch in the modern administrative state.

If you have any questions or problems, please feel free to email me or consult with me during my office hours. My office hours this semester are Monday, Wednesday, and Friday 12:00pm – 1:00pm, Tuesday and Thursday 10:00am – 11:30am, and by appointment.

Student Learning Outcomes

By the end of this course you should also have demonstrated through written assignments and class discussion:

1. *Understanding* of the horizontal separation of powers between the three branches of the federal government and of the vertical separation of powers between the federal government and the states
2. *Understanding* of the different approaches to constitutional interpretation and how they have shaped the Supreme Court's government powers jurisprudence
3. The ability to *apply* this knowledge to *understanding* and *evaluating* contemporary debates over constitutional limits on government powers

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	Constitutional Law and Politics: Volume I: Struggles for Power and Governmental Accountability	David M. O'Brien and Gordon Silverstein	9780393893519

Grading Criteria

Your grade in this course will be based upon your performance on 2 unit exams (100 points each), a comprehensive final exam (125 points), 3 case briefs (25 points each), a research paper (50 points), and 10 pop quizzes (5 points each).

There are a total of 500 points possible in the course. Letter grades will be assigned at the end of the semester based upon the following scale:

448 – 500 = A

398 – 447 = B

348 – 397 = C

298 – 347 = D

< 298 = F

POP QUIZZES: Because it is essential that you come to class every session and that you keep up with the assigned reading in the textbook, 11 pop quizzes will be administered over the course of the semester (your lowest score will be dropped). These quizzes will cover the reading assigned for that day and consist of 2 or 3 questions.

CASE BRIEFS: Case briefs will cover cases that will be discussed in class. Excerpts of the decisions in most (but not all) of these cases are in the O'Brien and Silverstein textbook. In order to write an adequate brief, however, you should not rely exclusively upon your textbook and will need to read the entire decision. Thus, you should also find the full text in the United States Reports (the official reporter for Supreme Court decisions). These can be found on LexisNexis, FindLaw, and other websites. Your briefs should be about 4-5 pages in length and be submitted via Blackboard. They should be headed by the case's full name and citation along with your name and university identification number. Briefs should contain 3 sections: Section I should be titled "Case Syllabus" and it should describe the parties, facts, statutes and/or constitutional provisions involved and the lower court ruling in the case. Section II should be titled "Court Holding" and should state the Supreme Court's vote, explain its holding (ex. "…The statute was struck down as a violation of Article I, Section VIII in that it exceeded the scope of Congress's authority to regulate interstate commerce…"), and provide a brief description of any concurring and/or dissenting opinions (ex. "….Justice Stevens dissented, arguing that Section VIII granted Congress ample authority because…"). Section III should be titled "Constitutional Doctrine and Theory" and it should explain how the decision established, reaffirmed, or altered constitutional doctrine (ex. "…In this case the Court abandoned its liberty of contract doctrine and began moving toward a different understanding of substantive due process…").

REVISION: You will be given the opportunity to revise each of your case briefs in response to my feedback and to resubmit each brief once for a higher grade. Revisions must be submitted via email within 1 week of the grading of the first draft.

DISCUSSION: As part of your case brief assignment, you should be able to discuss your case and your reaction to it when it is covered in class. Therefore, if you are absent or unprepared if called upon on the day that your case is discussed, 5 points (20%) will be deducted from your final grade for that case brief.

CASE BRIEF SCHEDULE:

Case Brief #1 — January 30

Case Brief #2 — March 6

Case Brief #3 — April 13

RESEARCH PAPER: The research paper is an opportunity for you to learn more about the Supreme Court. Your assignment is to select any current justice and research their background, the circumstances surrounding their elevation to the Court, and their record as a member of the Court. Specifically, your research paper should include the following 5 sections:

1. An introductory section that presents your thesis and summarizes the main findings of your paper.
2. A brief biographical section (no longer than 2 pages) that discusses your justice's life and career prior to their appointment to the Court.
3. A section that discusses your justice's nomination and confirmation. This section should discuss the historical and political context in which the nomination occurred as well as the response to the nomination. In writing this section you should consult the transcripts of the Senate confirmation hearings as well as discussions and analyses of the nomination in major newspapers, magazines, etc. What was the general tone of the hearings? What were the primary issues of interest to the members of the Senate Judiciary Committee? How did interest groups respond to the nomination? How many senators voted against your justice's confirmation and how does this compare to other nominations?
4. A section that discusses your justice's judicial philosophy. This section should discuss the most important opinions that your justice has authored as a member of the Court and how legal scholars and other commentators have characterized your justice's jurisprudence. Is your justice generally considered a liberal or a conservative? How would you describe your justice's approach to important constitutional issues such as freedom of speech, privacy, race, religion, etc.? What other justice(s) does your justice align with most often? Has your justice's jurisprudence evolved over time?
5. A concluding section in which you compare the statements and perception of your justice at the time of their confirmation with their subsequent record on the Court and draw your own conclusions regarding your justice. Has your justice's record been consistent with the answers that they gave at their confirmation hearing? Has your justice's record been consistent with the characterizations of members of the Senate Judiciary Committee, interest groups, and the media? What does this say about the value of the confirmation process? Given your justice's judicial philosophy and record, do you believe that your justice should have been confirmed?

Research papers should be 10-15 pages in length and are due May 1.

***** Any use of generative A.I. such as ChatGPT to write case briefs or research papers is prohibited. *****

EXAMS: Exams will consist of essay questions drawn from lists of 5 questions that will be made available for review as study guides prior to the exam.

EXAM SCHEDULE:

Exam #1 — March 2

Exam #2 — April 8

Final Exam — May 6

Schedule of Topics and Assignments

Day	Date	Agenda/Topic	Reading(s)	Due
Wed	1/21	Introduction		
Fri	1/23	The Power of Judicial Review — Key Terms/Case: • Judicial review • Legal formalism • Legal realism • Marbury v. Madison	Chapter 1, pp. 27-68	
Mon	1/26	Constitutional Interpretation — Key Terms: • Interpretivism • Non-interpretivism • Originalism • Precedent • Textualism	Chapter 1, pp. 69-107	
Wed	1/28	Constitutional Limits on Federal Court Jurisdiction (I) — Key Term/Cases: • Standing • Flast v. Cohen • Lujan v. Defenders of Wildlife • Northeastern Florida Chapter of the Associated General Contractors of America v. Jacksonville • Raines v. Byrd • Hein v. Freedom from Religion Foundation • Hollingsworth v. Perry	Chapter 2, pp. 108-24 and 146-68	
Fri	1/30	Constitutional Limits on Federal Court Jurisdiction (II) — Key Terms/Cases: • Mootness • Political question doctrine • Ripeness • Luther v. Borden • Poe v. Ullman • DeFunis v. Odegaard • Goldwater v. Carter • Nixon v. United States	Chapter 2, pp. 124-46 and 168-88	CASE BRIEF #1
Mon	2/2	Supreme Court Agenda-Setting and Decision-Making — Key Terms: • Certiorari • Consensual norms • Rule of 4	Chapter 2, pp. 189-211	

Wed	2/4	The Impact of Supreme Court Decisions — Key Cases: • Cooper v. Aaron • Linkletter v. Walker • Griffith v. Kentucky • Teague v. Lane	Chapter 2, pp. 212-38
Fri	2/6	The Right to Vote (I) — Key Cases: • Minor v. Happersett • United States v. Reese • Guinn v. United States • Breedlove v. Suttles • Oregon v. Mitchell • Richardson v. Ramirez	Chapter 8, pp. 818-29
Mon	2/9	The Right to Vote (II) — Key Term/Cases: • Voting Rights Act of 1965 • South Carolina v. Katzenbach • Morse v. Republican Party of Virginia • Shelby County v. Holder • Brnovich v. Democratic National Committee	Chapter 8, pp. 829-47
Wed	2/11	Voting Rights and Redistricting (I) — Key Term/Cases: • Gerrymandering • Gomillion v. Lightfoot • Baker v. Carr • Reynolds v. Sims • Wesberry v. Sanders • Arizona State Legislature v. Arizona Independent Redistricting Commission • Evenwel v. Abbott • Rucho v. Common Cause	Chapter 8, pp. 848-901
Fri	2/13	Voting Rights and Redistricting (II) — Key Cases: • Thornburg v. Gingles • Shaw v. Reno	Chapter 8, pp. 902-19
Mon	2/16	Constitutional Limits on the Regulation of Campaigns (I) — Key Terms/Cases: • Federal Election Campaign Act of 1971 • Bipartisan Campaign Reform Act of 2002 • Smith v. Allwright • Buckley v. Valeo • Democratic Party v. LaFollette • California Democratic Party v. Jones • Citizens United v. Federal Election Commission • McCutcheon v. Federal Election Commission	Chapter 8, pp. 919-87

Wed	2/18	Constitutional Limits on the Regulation of Campaigns (II) — Key Cases: • Republican Party of Minnesota v. White • Rutan v. Republican Party of Illinois • Garcetti v. Ceballos	Chapter 8, pp. 988-1012
Fri	2/20	The Contracts Clause — Key Cases: • Fletcher v. Peck • Trustees of Dartmouth College v. Woodward • Charles River Bridge Company v. Warren Bridge Company • Home Building & Loan Association v. Blaisdell • United States Trust Company of New York v. New Jersey	Chapter 9, pp. 1013-37
Mon	2/23	The Rise and Demise of the Liberty of Contract (I) — Key Terms/Cases: • Due process clause • Privileges and immunities clause • The Slaughterhouse Cases • Munn v. Illinois	Chapter 9, pp. 1037-57
Wed	2/25	The Rise and Demise of the Liberty of Contract (II) — Key Term/Cases: • Substantive due process • Mugler v. Kansas • Holden v. Hardy • Lochner v. New York • Coppage v. Kansas • Adams v. Tanner • Adkins v. Children's Hospital • West Coast Hotel Company v. Parrish	Chapter 9, pp. 1058-70
Fri	2/27	The Takings Clause — Key Cases: • Backus v. Fort Street Union Depot Company • United States v. Causby • Hawaii Housing Authority v. Midkiff • Nollan v. California Coastal Commission • Lucas v. South Carolina Coastal Council • Kelo v. New London • Horne v. Department of Agriculture	Chapter 9, pp. 1070-96
Mon	3/2	EXAM #1	

Wed	3/4	The Scope of Congress's Legislative Power (I) — Key Terms/Cases: • Commerce clause • Necessary and proper clause • McCulloch v. Maryland • Gibbons v. Ogden • American Insurance Company v. Canter • United States v. EC Knight Company • Hammer v. Dagenhart	Chapter 6, pp. 542-83	
Fri	3/6	The Scope of Congress's Legislative Power (II) — Key Cases: • National Labor Relations Board v. Jones & Laughlin Steel Corporation • Wickard v. Filburn • Heart of Atlanta Motel, Inc. v. United States • Katzenbach v. McClung • United States v. Lopez • Boerne v. Flores • Gonzales v. Raich	Chapter 6, pp. 583-657	CASE BRIEF #2
Mon	3/9	SPRING BREAK		
Wed	3/11	SPRING BREAK		
Fri	3/13	SPRING BREAK		
Mon	3/16	The Scope of Congress's Taxing and Spending Powers — Key Cases: • Pollock v. Farmer's Loan & Trust Company • Steward Machine Company v. Davis • South Dakota v. Dole • National Federation of Independent Business v. Sebelius	Chapter 6, pp. 658-85	
Wed	3/18	The Structure, Membership, and Immunities of Congress (I) — Key Term/Cases: • Census clause • Powell v. McCormack • Roudebush v. Hartke • US Term Limits, Inc. v. Thornton • Department of Commerce v. Montana • Cook v. Gralike • Utah v. Evans	Chapter 5, pp. 505-25	
Fri	3/20	The Structure, Membership, and Immunities of Congress (II) — Key Term/Cases: • Speech or debate clause • Gravel v. United States • Davis v. Passman • Hutchinson v. Proxmire • United States v. Helstoski • United States v. Rayburn House Office Building	Chapter 5, pp. 525-28	

Mon	3/23	Congressional Investigatory and Impeachment Powers — Key Cases: • Kilbourn v. Thompson • Watkins v. United States • Barenblatt v. United States • Nixon v. United States	Chapter 5, pp. 528-41
Wed	3/25	States' Powers over Commerce and Regulation (I) — Key Term/Cases: • Federal preemption • Geier v. American Honda Motor Company • Arizona v. United States • Mutual Pharmaceutical Company, Inc. v. Bartlett	Chapter 7, pp. 686-707
Fri	3/27	States' Powers over Commerce and Regulation (II) — Key Term/Cases: • Dormant commerce clause • Gibbons v. Ogden • Cooley v. Board of Wardens of the Port of Philadelphia • Southern Pacific Company v. Arizona • Maine v. Taylor • Wyoming v. Oklahoma • South Dakota v. Wayfair, Inc.	Chapter 7, pp. 707-19
Mon	3/30	The 10th and 11th Amendments and the States (I) — Key Term/Cases: • Unfunded mandate • Garcia v. San Antonio Metropolitan Transit Authority • New York v. United States • Gregory v. Ashcroft • Printz v. United States	Chapter 7, pp. 719-60
Wed	4/1	The 10th and 11th Amendments and the States (II) — Key Term/Cases: • Sovereign immunity • Hans v. Louisiana • Ex parte Young • Fitzpatrick v. Bitzer • Seminole Tribe of Florida v. Florida • Alden v. Maine	Chapter 7, pp. 760-85
Fri	4/3	EASTER HOLIDAY	
Mon	4/6	Judicial Federalism — Key Term/Cases: • Adequate and independent state grounds • Martin v. Hunter's Lessee • Younger v. Harris • Michigan v. Long	Chapter 7, pp. 786-817
Wed	4/8	EXAM #2	

Fri	4/10	The President's Powers in Foreign Affairs — Key Term/Cases: • Sole organ theory • United States v. Curtiss-Wright Corporation • Dames & Moore v. Regan • Haig v. Agee • Regan v. Wald • Zivotofsky v. Kerry • Trump v. Hawaii	Chapter 3, pp. 239-63	
Mon	4/13	The Treaty-Making Power (I) — Key Term/Cases: • Executive agreement • Missouri v. Holland • United States v. Pink • Reid v. Covert	Chapter 3, pp. 264-73	CASE BRIEF #3
Wed	4/15	The Treaty-Making Power (II) — Key Cases: • Goldwater v. Carter • United States v. Alvarez-Machain • Medellín v. Texas	Chapter 3, pp. 273-85	
Fri	4/17	War-Making and Emergency Powers (I) — Key Cases: • Ex parte Merryman • The Prize Cases • Ex parte Milligan • Korematsu v. United States	Chapter 3, pp. 286-319	
Mon	4/20	War-Making and Emergency Powers (II) — Key Term/Cases: • War Powers Resolution of 1973 • Dellums v. Bush • Rasul v. Bush • Hamdi v. Rumsfeld • Hamdan v. Rumsfeld • Boumediene v. Bush	Chapter 3, pp. 319-42 and 349-52	
Wed	4/22	Domestic Inherent and Emergency Powers — Key Terms/Cases: • Foreign Intelligence Surveillance Act of 1978 • State secrets privilege • USA Patriot Act of 2001 / USA Freedom Act of 2015 • In re Neagle • Youngstown Sheet & Tube Company v. Sawyer • United States v. Reynolds • New York Times Co. v. United States • United States v. United States District Court	Chapter 3, pp. 343-48 and Chapter 4, pp. 353-82	

Fri	4/24	Appointment and Removal Powers — Key Term/Cases: • Unitary executive theory • Myers v. United States • Humphrey's Executor v. United States • Bowsher v. Synar • Morrison v. Olson • Mistretta v. United States	Chapter 4, pp. 382-428	
Mon	4/27	Delegated Powers (I) — Key Term/Cases: • Non-delegation doctrine • Schechter Poultry Corporation v. United States • Mistretta v. United States • King v. Burwell • West Virginia v. Environmental Protection Agency • Loper Bright Enterprises v. Raimondo	Chapter 4, pp. 428-53	
Wed	4/29	Delegated Powers (II) — Key Terms/Cases: • Executive order • Legislative veto • Line item veto • Signing statement • Train v. New York • Immigration & Naturalization Service v. Chadha • Clinton v. New York	Chapter 4, pp. 454-83	
Fri	5/1	Presidential Immunities — Key Term/Cases: • Executive privilege • United States v. Nixon • Nixon v. Administrator of General Services • Nixon v. Fitzgerald • Clinton v. Jones • Cheney v. United States District Court • Trump v. United States	Chapter 4, pp. 484-504	RESEARCH PAPER
Wed	5/6	FINAL EXAM		

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.tamiu.edu/handbook/article-04.shtml)).

TAMIU Honor Code: Plagiarism and Cheating

As a TAMIU student, you are bound by the TAMIU Honor Code to conduct yourself ethically in all your activities as a TAMIU 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.tamiu.edu/handbook/index.shtml).

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

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

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

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

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

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

TAMIU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism**: Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to

give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.

- *Caution*: Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.
- *Caution*: Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.

- **Penalties for Cheating**: Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W."
  - *Caution*: Chat groups that start off as "study groups" can easily devolve into "cheating groups." Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal**: Faculty will notify students immediately via the student's TAMIU e- mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

Use of Work in Two or More Courses

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

AI Policies

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

TAMIU E-Mail and SafeZone

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

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to SafeZone (https://www.tamiu.edu/adminis/police/safezone/index.shtml) for more information.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to $100,000; criminal penalties include a fine up to $250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Office of Disability Services for Students located in Student Center 124. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from making

accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Office of Disability Services for Students.

For accommodations or assistance with disabilities, contact the Disability Coordinator, Karla Pedraza, at karla.pedraza@tamiu.edu, call 956.326.2763, or visit Student Center 124.

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides
LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (URL: Student Handbook (https://www.tamiu.edu/handbook/index.shtml)).

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. Students who experience or observe alleged or suspected discrimination due to their pregnant/parenting status, should report to the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamiu.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site, *Report It*, at https://www.tamiu.edu/reportit (https://www.tamiu.edu/reportit/index.shtml).

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Compliance (Lorissa M. Cortez, lorissam.cortez@tamiu.edu) can assist the student and professor in working out the reasonable accommodation. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students, contact the Title IX Coordinator. In the event that a student needs a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU *Student Handbook*.#As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOAs for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule.#Both rules can be found in the TAMIU *Student Handbook*.

For parenting-related rights, accommodations, and resources, contact the Parenting Liaison, Mayra Hernandez, at mghernandez@tamiu.edu, call 956.326.2265, or visit Student Center 226.

For pregnancy-related rights, accommodations, and resources, contact the TIX Coordinator, Lorissa Cortez, at lorissaM.cortez@tamiu.edu, call 956.326.2857, or visit Killam Library 159.

Anti-Discrimination/Title IX

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

Incompletes

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

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

WIN Contracts

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

Student Responsibility for Dropping a Course

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

Independent Study Course

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

Grade Changes & Appeals

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

Final Examination

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

Mental Health and Well-Being

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