

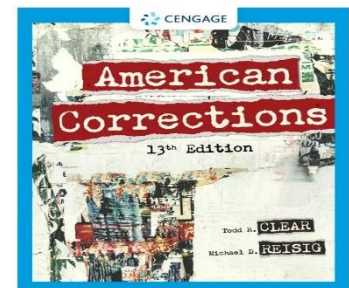


## SYLLABUS

### CRJS 2313 Correctional Systems and Practices Spring 2024

Welcome to Correctional Systems and Practices!

| <u>Course Information:</u>         | <u>Description</u>  |
|------------------------------------|---|
| <b>Instructor:</b>                 | Sarah A. Steele, M.A.   |
| <b>Section # and CRN:</b>          | Section Z01, CRN: 12023   |
| <b>Office:</b>                     | Clark 321   |
| <b>Phone:</b>                      | (936) 261-5227  |
| <b>Email:</b>                      | sasteele@pvamu.edu  |
| <b>Office Hours:</b>               | Tuesdays and Thursdays, 2:00-3:30 PM or by appointment  |
| <b>Mode of Instruction:</b>        | Online. In this course, you will participate in discussion boards, view lectures, complete quizzes, and submit assignments through the Canvas course site. <b>The more interactive you are in the class, the more knowledge you will gain.</b> It is your responsibility to access, navigate, and understand Canvas to participate in the course and check your grades. It is also your responsibility to check Canvas every day for important class related announcements. |
| <b>Course Location:</b>            | Canvas  |
| <b>Class Days &amp; Time:</b>      | Weekly classes begin at 12:00 am CST on Mondays and conclude at 11:59 pm CST on the following Sunday. Unless otherwise stated, the class operates according to the central time zone. Please note, while I have concrete due dates for assignments and a schedule for the semester, all course materials are available on the first day of class. Students are welcome to work ahead.   |
| <b>Catalog Description:</b>        | An examination of the organization, administration and management of correctional facilities and programs in the United States. It includes a study of the populations served, sentencing structures and their outcomes for the individuals, families and communities involved.   |
| <b>Prerequisites:</b>              | Not applicable  |
| <b>Co-requisites:</b>              | Not applicable  |
| <b>Required Text(s):</b>           | <i>American Corrections (13<sup>th</sup> edition)</i><br>Authors: Clear & Reisig; ISBN: 978-0-357-45653-8 ISBN: 957-0-357-45659-0 © 2022  |
| <b>Recommended Text(s):</b>        | Not applicable  |
| <b>Course Learning Objectives:</b> |   |



|   | Upon successful completion of this course, students will be able to:  | Student Learning Outcome # Alignment | Core Curriculum Objective Alignment                               |
|---|---|--------------------------------------|---|
| 1 | Gain factual knowledge (terminology, trends, and concepts) of corrections systems in the United States  | 1, 3, 4, 7                           | Knowledge Mastery; Civic Engagement                               |
| 2 | Use factual knowledge to identify and challenge assumptions and explore alternative ways of thinking (i.e., critically think) about issues in corrections in the United States. | 1, 3, 4, 7                           | Critical Thinking Skills; Written Communication; Civic Engagement |

### Major Course Requirements

#### Method of Determining Final Course Grade:

| Item          | Course Grade Requirement       | Value | Total |
|---------------|--------------------------------|-------|-------|
| 1)            | Discussion Board Initial Posts | 4     | 12    |
| 2)            | Discussion Board Responses     | 7     | 21    |
| 3)            | Quizzes                        | 3     | 33    |
| 4)            | ChatGPT Corrections Assignment | 34    | 34    |
| <b>Total:</b> |                                |       | 100   |

#### Grading Criteria and Conversion:

|                 |
|-----------------|
| A = 100 - 90.0  |
| B = 89.9 - 80.0 |
| C = 79.9 - 70.0 |
| D = 69.9 - 60.0 |
| F < 60          |

\*Please note that grades will not be curved\*

If a student has stopped attending the course (i.e., “stopped out”) at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

#### Detailed Description of Major Assignments:

| Assignment Title or Grade Requirement | Description   |
|---------------------------------------|---|
| Discussion Board Initial Posts        | Discussion boards are the equivalent of in-class group discussions. For each segment in the textbook (e.g., Part 1, Part 2), I will post discussion questions. <b>Students must answer 1 of these questions on Canvas by the middle date of the segment (please review the below schedule for exact dates).</b> Your answer or discussion board initial post should be thoughtful and original. |

| Assignment Title or Grade Requirement | Description  |
|---------------------------------------|--|
|                                       | <p>Responses will be graded based on the <u>quality</u> of your postings. Discussion board initial posts should be a minimum of 150 words and use course material to support your argument. The posted rubric will be used to grade discussion boards.</p> <p>*Please note that the due date for initial posts are prior to the corresponding discussion board response*</p>   |
| Discussion Board Responses            | <p><b>Students are responsible for responding to at least one other students' initial post by the last day of the segment (this will always be a Sunday, but see the schedule below for exact dates).</b> Your discussion board responses should be reflective and critical. Discussion board responses should incorporate course materials and be a minimum of 200 words. The goal of the discussion boards is to allow students to critically think (i.e., <i>identify and challenge assumptions and explore alternative ways of thinking</i>) about the course material, consider the opinions of others, and engage in scholarly debate. Once again, the posted rubric will be used to grade discussion boards.</p> <p>Additionally, a rubric, and an example of a good discussion board initial post and response, which received full credit, is available under "Files" on Canvas. If you include discussion of a specific source, you must include either a link to the source or an APA style citation of the source. <b>Avoid plagiarism at all times!</b></p> |
| Quizzes                               | <p>You will complete weekly quizzes that will assess your understanding of the assigned reading. You must read and study the chapters <b>in advance</b> to perform well on the quizzes. Each timed quiz covers the chapters covered in class that week, contains 10 multiple-choice or true/false questions, and will be administered through Canvas. You have only one opportunity to complete each quiz. Once you begin the quiz you will have 15 minutes to complete it. If you do not finish the quiz before time expires, you will be locked out and responses will be submitted automatically. If you log out for any reason (even accidental), you will be locked out. Canvas will warn you when your time is expiring. I will drop your 2 lowest quiz grades. <b>Similar to a quiz that is taken in a classroom, you need to read, take notes and review the material before taking the quiz. There will not be enough time to consult the textbook for answers.</b></p>   |
| ChatGPT Corrections Assignment        | <p>Full instructions can be found on Canvas under "files." As a broad overview of this assignment, you will need to create an account with ChatGPT here: <a href="https://chat.openai.com/">https://chat.openai.com/</a>. You will identify an issue in modern corrections that interests you (example: prison overcrowding, racial/ethnic disparities in sentencing). I advise reviewing the "Corrections IRL" discussion post to get ideas on current issues. You will formulate this issue into a very specific question (e.g., Why are there racial/ethnic disparities in disciplinary sanctions for inmates in prison in the United States?). In the example question, I have the topic (i.e., racial/ethnic disparities in prison disciplinary sanctions), the target population I am interested in exploring this issue for (i.e., those who are incarcerated), and the context (i.e., prisons in the United States) are outlined in the question. I could have easily applied this topic to discipline for employees</p>   |

| <b>Assignment Title or Grade Requirement</b> | <b>Description</b>  |
|--|---|
|  | <p>of prisons in the United States, but, in this example, I am interested in exploring inmates. You will submit the issue and question you will ask ChatGPT to me no later than <b>February 4, 2024 at 11:59 PM CST</b>. I will review your submitted question and topic. I will approve the question straight out or suggest edits. Once approved, you will ask ChatGPT the question and save ChatGPT's response. Next, you will review the information that ChatGPT provides and assess the validity (i.e., how much do the results reflect reality) and reliability (i.e., how accurate is the information) of the information provided. For example, you will discuss biases in the information provided, gaps in the information provided, etc. Please be sure to incorporate information from the textbook or other reputable sources in your assessment. You may incorporate your opinion in your assessment, but it should be connected back to other information out there. You will submit this assessment no later than <b>March 10, 2024 at 11:59 PM CST</b>. I will grade and provide feedback to this submission. You should clearly show how you have incorporated my feedback (or provide a reason for not incorporating feedback into your assessment. You may not agree with my feedback and that is okay and encouraged [I am learning too!] as long as you provide a valid reason) and submit your final assignment by <b>11:59 PM CST on April 30, 2024</b>.</p> <p>Additionally, a rubric and more detailed instructions for the assignment is available under "Files" on Canvas. If you include discussion of a specific source, you must include an APA style citation of the source in the text and in the references. <b>Avoid plagiarism at all times!</b></p> |

### **Course Procedures or Additional Instructor Policies**

**Preferred Communication:** Email or message via Canvas. You may use the message function in Canvas or your school account to contact me. If you opt for email, please use your school email account. Emails from non-school accounts are discouraged because they are assumed to be spam by the system and may be blocked. Be sure to send emails that include a proper subject heading and the course and section number (e.g., Class Lecture CRJS 2313), a proper introduction (e.g., Dear Professor, this is Brennan Huff from your CRJS 2313...) and an explanation of your need. I will respond to all e-mail communication within 48 hours, unless otherwise stated.

**Check your e-mail and Canvas announcements regularly,** as I will send announcements periodically throughout the class with important information.

\*All email communication relating to this course should maintain a high level of professionalism and respect. This includes grammar, spelling, punctuation, complete sentence structures, and no abbreviations or "text talk."

**Online Classroom Demeanor:** Issues surrounding the criminal justice system involve many sensitive topics. As an online course, our discussions and conversations will take place through written communication. One main disadvantage of this mode of communication is that we cannot hear the tone

of voice nor read facial expressions/body language. It is crucial that we consider the implications of our communication in class and remain thoughtful at all times.

In addition, college is stressful and some criminal justice topics may be disturbing to students. If you experience distress or discomfort during the semester, you are encouraged to contact a counseling professional such as the PVAMU Student Counseling Services, Phone: 936-261-3564 (<https://www.pvamu.edu/healthservices/student-counseling-services/>).

**Extra Credit:** Throughout the semester, I may provide opportunities for **all students** to receive extra credit. This is up to my discretion. Extra credit opportunities will **not** be given on a one-on-one basis.

### Semester Calendar

*The instructor has the right to alter the course schedule and to change the syllabus at any time. Should the course schedule below change, the instructor will make every attempt to provide advance notice to the students.*

| Week  | Description  |
|---|--|
| <b>Week 1:</b> January 16 – January 21<br><b>Topic Description:</b> Welcome Week  | Read through the syllabus and introduce yourself on the welcome discussion board. Reach out if you have any questions and work ahead if possible!  |
| <b>Week 2:</b> January 22 – January 28<br><b>Topic Description:</b> Part 1: Correctional Context: Chapter 1: The Corrections System   | <u>Readings:</u><br>Read chapter 1<br>Review chapter 1 PowerPoint<br><u>Assignments:</u><br><b>Due 1/28/24 by 11:59 PM CST:</b><br>1. Quiz 1   |
| <b>Week 3:</b> January 29 – February 4<br><b>Topic Description:</b> Part 1: Correctional Context: Chapter 2: The Early History of Correctional Thought and Practice <b>AND</b> Part 1: Correctional Context: Chapter 3: The History of Corrections in America | <u>Readings:</u><br>Read chapter 2-3<br>Review chapter 2 and 3 PowerPoints<br><u>Assignments:</u><br><b>Due 2/4/24 by 11:59 PM CST:</b><br>1. Question for ChatGPT Assignment<br>2. Quiz 2   |
| <b>Week 4:</b> February 5 – February 11<br><b>Topic Description:</b> Part 1: Correctional Context: Chapter 4: Contemporary Punishment <b>AND</b> Part 1: Correctional Context: Chapter 5: The Law of Corrections  | <u>Readings:</u><br>Read chapter 4-5<br>Review chapter 4 and 5 PowerPoints<br><u>Assignments:</u><br><b>Due 2/8/24 by 11:59 PM CST:</b><br>1. Discussion board initial post #1<br><b>Due 2/11/24 by 11:59 PM CST:</b><br>1. Quiz 3 |
| <b>Week 5:</b> February 12 – February 18<br><b>Topic Description:</b> Part 1: Correctional Context: Chapter 6: The Correctional Client  | <u>Readings:</u><br>Read chapter 6<br>Review chapter 6 PowerPoint<br><u>Assignments:</u><br><b>Due 2/18/24 by 11:59 PM CST:</b><br>1. Discussion board response #1<br>2. Quiz 4  |
| <b>Week 6:</b> February 19 – February 25<br><b>Topic Description:</b> Part 2: Correctional Practices: Chapter 7: Jails: Detention and Short-Term Incarceration  | <u>Readings:</u><br>Read chapter 7<br>Review chapter 7 PowerPoint<br><u>Assignment:</u><br><b>Due 2/25/24 by 11:59 PM CST:</b><br>1. Quiz 5  |
| <b>Week 7:</b> February 26 – March 3  | <u>Readings:</u><br>Read chapter 8-9   |

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|--|---|
| <p><b>Topic Description:</b> Part 2: Correctional Practices: Chapter 8: Probation <b>AND</b> Part 2: Correctional Practices: Chapter 9: Intermediate Sanctions and Community Corrections</p>   | <p>Review chapter 8 and 9 PowerPoints<br/> <u>Assignment:</u><br/> <b>Due 3/3/24 by 11:59 PM CST:</b><br/> 1. Quiz 6</p>  |
| <p><b>Week 8:</b> March 4 – March 10<br/> <b>Topic Description:</b> Part 2: Correctional Practices: Chapter 10: Incarceration <b>AND</b> Part 2: Correctional Practices: Chapter 11: The Prison Experience <b>AND</b> Part 2: Correctional Practices: Chapter 12: The Incarceration of Women</p>   | <p><u>Readings:</u><br/> Read chapter 10-12<br/> Review chapter 10, 11, and 12 PowerPoints<br/> <u>Assignment:</u><br/> <b>Due 3/10/24 by 11:59 PM CST:</b><br/> 1. First draft of ChatGPT assignment due<br/> 2. Discussion board initial post #2<br/> 3. Quiz 7</p> |
| <p><b>Week 9:</b> March 11 – March 17<br/> <b>Topic Description:</b> Spring Break</p>  | <p><u>Assignment:</u><br/> <b>*Enjoy spring break and be safe!!*</b></p>  |
| <p><b>Week 10:</b> March 18 – March 24<br/> <b>Topic Description:</b> Part 2: Correctional Practices: Chapter 13: Institutional Management <b>AND</b> Part 2: Correctional Practices: Chapter 14: Institutional Programs</p>   | <p><u>Readings:</u><br/> Read chapter 13-14<br/> Review chapter 13 and 14 PowerPoints<br/> <u>Assignment:</u><br/> <b>Due 3/24/24 by 11:59 PM CST:</b><br/> 1. Quiz 8</p>   |
| <p><b>Week 11:</b> March 25 – March 31<br/> <b>Topic Description:</b> Part 2: Correctional Practices: Chapter 15: Release from Incarceration <b>AND</b> Part 2: Correctional Practices: Chapter 16: Making it: Supervision in the Community</p>  | <p><u>Readings:</u><br/> Read chapter 15-16<br/> Review chapter 15 and 16 PowerPoints<br/> <u>Assignment:</u><br/> <b>Due 3/31/24 by 11:59 PM CST:</b><br/> 1. Quiz 9</p>   |
| <p><b>Week 12:</b> April 1 – April 7<br/> <b>Topic Description:</b> Part 2: Correctional Practices: Chapter 17: Corrections for Juveniles</p>  | <p><u>Readings:</u><br/> Read chapter 17<br/> Review chapter 17 PowerPoint<br/> <u>Assignment:</u><br/> <b>Due 4/7/24 by 11:59 PM CST:</b><br/> 1. Discussion board response #2<br/> 2. Quiz 10</p>   |
| <p><b>Week 13:</b> April 8 – April 14<br/> <b>Topic Description:</b> Part 3: Correctional Issues and Perspectives: Chapter 18: Incarceration Trends <b>AND</b> Part 3: Correctional Issues and Perspectives: Chapter 19: Race, Ethnicity, and Corrections <b>AND</b> Part 3: Correctional Issues and Perspectives: Chapter 21: Immigration and Justice</p> | <p><u>Readings:</u><br/> Read chapter 18-19 &amp; 21<br/> Review chapter 18, 19, and 21 PowerPoints<br/> <u>Assignment:</u><br/> <b>Due 4/14/24 by 11:59 PM CST:</b><br/> 1. Quiz 11</p>  |
| <p><b>Week 14:</b> April 15 – April 21<br/> <b>Topic Description:</b> Part 3: Correctional Issues and Perspectives: Chapter 22:</p>  | <p><u>Readings:</u><br/> Read chapter 20 &amp; 22<br/> Review chapter 20 and 22 PowerPoints</p>   |

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| <p>Community Justice <b>AND</b> Part 3:<br/>Correctional Issues and Perspectives:<br/>Chapter 20: The Death Penalty</p>  | <p><u>Assignment:</u><br/><b>Due 4/18/24 by 11:59 PM CST:</b><br/>1. Discussion board initial post #3<br/><b>Due 4/21/24 by 11:59 PM CST:</b><br/>1. Quiz 12</p>                               |
| <p><b>Week 15:</b> April 22 – April 26<br/><b>Topic Description:</b> Part 3: Correctional<br/>Issues and Perspectives: Chapter 23:<br/>American Corrections Moving Forward</p> | <p><u>Readings:</u><br/>Read chapter 23<br/>Review chapter 23 PowerPoint<br/><u>Assignment:</u><br/><b>Due 4/26/23 by 11:59 PM CST:</b><br/>1. Discussion board response #3<br/>2. Quiz 13</p> |
| <p><b>Week 16:</b> April 30 – May 8<br/><b>Topic Description:</b> Final Exam</p>   | <p><u>Assignment:</u><br/><b>Due 4/30/24 by 11:59 PM CST:</b><br/>1. Final draft of ChatGPT assignment due</p>   |

### Services and Resources for Student Support and Success

**John B. Coleman Library.** The John B. Coleman Library’s mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University’s global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. [Library Website](#) Phone: 936-261-1500

**Academic Advising Services.** Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the [advising website](#). Phone: 936-261-5911

**The University Tutoring Center.** The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: [pvtutoring@pvamu.edu](mailto:pvtutoring@pvamu.edu); [University Tutoring Website](#)

**Writing Center.** The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating



sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; [Writing Center Website](#), [Grammarly Registration](#)

**Panther Navigate.** Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus resources, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; [Panther Navigate Website](#)

**Student Counseling Services.** The Student Counseling Services offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2<sup>nd</sup> floor; Phone: 936-261-3564; [Health & Counseling Center Website](#)

**Office of Testing Services.** The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the [OTS – Proctoring Service website](#). Location: Wilhelmina Delco, 3<sup>rd</sup> Floor, Rm. 305; Phone: 936-261-3627; Email: [aetesting@pvamu.edu](mailto:aetesting@pvamu.edu); [Testing Website](#)

**Office of Diagnostic Testing and Disability Services.** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters,

ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; [Disability Services Website](#)

**Center for Instructional Innovation and Technology Services (CIITS).** Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit [CIITS Student Website](#). Phone: 936-261-3283 or email: [ciits@pvamu.edu](mailto:ciits@pvamu.edu).

**Veteran Affairs.** Veteran Services works with student veterans, current military, and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; [Veteran Affairs Website](#)

**Office for Student Engagement.** The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; [Student Engagement Website](#)

**Center for Careers & Professional Development.** This center supports students through professional development, career readiness, and placement and employment assistance. The center provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the center website for information regarding services provided. Location: Anderson Hall, 2<sup>nd</sup> floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

### University Rules and Procedures

**Academic Misconduct.** Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

#### Forms of Academic Dishonesty:

1. **Cheating**: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. **Plagiarism**: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. **Collusion**: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. **Conspiracy**: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. **Multiple Submission**: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

**PVAMU's General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom.** Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAIs currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the substance of their original work with the results of using such GAI tools. This clearly violates the [University's Administrative Guidelines on Academic Integrity](#) and its underlying academic values.

**Nonacademic Misconduct.** The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the ability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

**Sexual Misconduct.** Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty,

or staff would like assistance or have questions, they may contact the Title IX Coordinator, Dr. Zakiya Brown, at 936-261-2144 or [titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu). More information can be found at [Title XI Website](#), including confidential resources available on campus.

**Protections and Accommodations for Pregnant and Parenting Students.** The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at [titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu). Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

**Non-Discrimination Statement.** Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109, or by phone at 936-261-1744 or 1792.

**Class Attendance Policy (See the University Online Catalog for Full Attendance Policy).** Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the Internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

**Makeup Work for Legitimate Absences.** Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

**Absence Verification Process.** All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the [Online Reporting Forms](#) to access/complete/submit the *Request for a University Excused Absence*

form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university

**Student Academic Appeals Process.** Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

### **Technical Considerations**

#### ***Minimum Recommended Hardware and Software:***

- Intel PC or laptop with Windows 10 or later version; Mac with OS Catalina
- Smartphone or iPad/tablet with wi-fi\*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

**Note:** Be sure to enable Java & pop-ups in the web browser preferences

\* Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work with Android or Apple tablets and smartphones.

#### **Participants should have a basic proficiency of the following computer skills:**

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software (Zoom)

**Netiquette (online etiquette).** Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

**Video Conferencing Etiquette.** When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

**Technical Support.** Students should go to [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email [ciits@pvamu.edu](mailto:ciits@pvamu.edu).

**Communication Expectations and Standards.** Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

**Discussion Requirement.** Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

**It is strongly suggested** that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

**COVID-19 Campus Safety Measures.** In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.
- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.

- All students will have access to [TimelyCare](#), a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at [timelycare.com/pvamu](https://timelycare.com/pvamu).
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.