



JJUS 5376-Z01 Theories of Delinquency Spring 2024

Instructor: M. Cintron, Ph.D.
Section & CRN #: Z01; CRN # 23250
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Office Hours: Virtual: Emails will be answered within 24 hours (except on weekends); to schedule a zoom meeting send email request
Virtual Office Hours: Emails will be answered within 24 hours except weekends & holidays
Mode of Instruction: Web
Course Location: Online
Class Days & Times: Online: work is due as assigned (see weekly topic/calendar below)
Catalog Description: An in-depth analysis of selected theories of crime causation. Readings will include theories chosen from the sociological, economic, psychological, and biological literature. Required of all MSJJ students.
Prerequisites: None
Co-requisites: None

Required Texts: Cullen, F.T. & Agnew, R. (2011). *Criminological Theory: Past to Present*, edition. New York: Oxford University Press. Note: I am using the 6th edition. The selected required lecture articles might not be available in other editions. The readings on the text are excerpts from published papers. Meaning that the assigned articles can be found/accessed on library databases.

Students will receive a link to the e-book version of the textbook. The link will be sent by the university bookstore.

Recommended Texts: Additional assistance in understanding theories can be found on any undergraduate level textbook covering the theories on the required assigned textbook readings.

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	
1	Critically analyze the various sociological, cultural, psychological, and biological theories of delinquency. (<i>Alignment with Academic Program #3. Critique theoretical formulations as they apply to juveniles</i>)	3	
2	Identify emerging trends for their significance in the field of delinquency research. (<i>Alignment with Academic Program #3, #4.</i>)	3,4	

	<i>Critique theoretical formulations as they apply to juveniles; Practice professional standards of the discipline)</i>		
3	Understand the critical importance of juvenile delinquency theory for policy development and implementation. (<i>Alignment with Academic Program #3. Critique theoretical formulations as they apply to juveniles).</i>)	3	
5	Write professionally. (<i>Alignment with Academic Program #5. Write professionally)</i>)	5	
6	Practice professional standards of the discipline. (<i>Alignment with Academic Program #4. Practice professional standards of the discipline)</i>)	4	

Major Course Requirements: Course Evaluation Methods:

NOTE: unless otherwise indicated all work in class begins on Monday mornings (00:05 Military time or 12:05 am Central Time) and continue through Sunday evenings (by 23:50 military time or 11:50 p.m. Central time). That is all work is due Sunday evenings (by 23:50 military time or 11:50 p.m. Central time). No extensions allowed unless emergency is documented. See note below under “Submission of Assignment.”

1. Discussion Forum total of 21 points; 25% of the grade

a. Discussion #1: Introductory Assignment (up to 3 points)

This is designed to assist students in getting to know each other and the Canvas system. Complete this assignment after reading this syllabus. It involves online discussion with classmates by writing a paragraph between 8-10 sentences long. Start by introducing yourself, then describe your course expectations (learning objectives). Finally, this assignment also requires uploading a picture of yourself to the Canvas profile, if you have not already done so. Upload a photo where I can clearly see your face and one you will not be embarrassed if seen by your supervisor. **This assignment is due by Jan. 24th and will be used to meet university attendance requirements (it will also be scored as an assignment). Note per university timeline, more than a week is offered to complete this assignment. This is not the case for course specific assignments.**

b. Discussion Forum #2-7 (6 @ up to 3 points each = 18 points)

You will participate in discussion about the readings, uploaded materials, and any other required materials in a true seminar fashion. We will accomplish this using the discussion forum. Students are required to read the assigned material and then log on to the course website, to participate in the discussion forum. **A discussion topic is posted each week.** Discussions commence on Monday mornings (00:05 Military time or 12:05 am Central Time) and continue through Sunday evenings (by 23:55 military time or 11:50 p.m. Central time). To receive points, students will start the discussion and are required to react to, or comment on, at least one other student response to the question or topic. Do not type out a response in a word processing program and attach it as a file. Rather, I simply want you to think about the assigned topic readings and question and then react to another student comment on the discussion board. Posts must be thorough responses to the discussion question and based on assigned materials. At this level critical thinking skills are important as it is not just about reading, but being able to critically analyze and integrate readings. Brief responses; responses made up after reading several posts, those lacking evidence of having done the readings, etc. will receive low scores. The important point is that in order to get a good grade you should respond to at least one classmate and *provide enough detail to show that you've done the readings and assigned material and can critically assess the content—relevant material versus not relevant material. Answers that are too brief or superficial or vague, or written with a lot of spelling and grammar mistakes, or especially copied from*

other students or the assigned reading, will receive lower grades. Don't merely copy sections from the assigned materials (especially without giving credit and the corresponding page numbers), explain things in your own words.

The instructor will assess each student's participation post for each discussion topic by assigning a score from 0 to 3.

- 0 points=Students who fail to respond within the weekly time period allotted. Vague, unclear, short response. Lacks evidence of having done the weekly work expected. Getting a 0 one or two weeks does not affect your overall grade; as a result, no extensions are giving for missed weekly work.
- Up to ½ point= Students that responded, but the response does not address the course content or comment of other classmates or it is tangential (assigned material is missing, irrelevant), response does not meet the required length. The weekly content covered has been omitted or greatly run-on, has no direction, integration & critical assessment of readings; substantive issues under consideration are mentioned tangentially, the content ignores the issues at hand; no insight; writing is convoluted (syntax & sentence structure inappropriate, many typos).
- Between 1-2 points=Student response shows some evidence of reading the assigned material and response to classmates, but the response lacks the required length, the weekly content is mentioned—words/vocabulary is used, but lacks depth, specificity for clarity and is somewhat redundant and repetitive. Content assigned lacks consistent integration and critical assessment; content is not consistently closely related to the substantive issues under consideration; is somewhat insightful, writing is somewhat clear (syntax & sentence structure is appropriate, several typos);
- Between 2-3 points=Student response has clear evidence they read the material, responds to classmates and response meets the required length, the weekly content covered is specific enough without being redundant. Uses words/vocabulary relevant to the content and adds depth, is clear and clearly shows reading and understanding of the material. The assigned content is integrated and critically assessed; content is closely related to the substantive issues under consideration; is insightful, writing is clear (syntax & sentence structure is appropriate, no typos).

Note: receiving one or two low grades does not greatly affect grade on this assignment—it's a cumulative grade—however, overall poor scores do, if scores are low for consecutive weeks.

2. Term Paper (25 % of final grade) will be your case to the governor of your home state regarding the following topics: **Section I.** Introduction, where you clearly identify the current state of juvenile offending in **your** state (list your state and select a (one) juvenile crime/delinquency; clearly state why that delinquent act is a problem in your state (use statistics for the crime using the UCR compare at least 5 years statistics, use at least two newspapers and one state official report and describe why the selected crime/delinquent act is a problem for the state); **Section II.** Offer the governor at least two reasons why the crime/delinquent act you selected continues to be a problem today. On this section you should use official state reports and the empirical literature (papers published in juvenile/criminal justice journals) to describe why the crime/delinquency is still a problem. **Section III** using the juvenile/criminal justice journals used on Section II, identify and discuss the theories that have been used to explain the crime/delinquency selected. While there might be many theories used to explain the crime/delinquent behavior selected, you should look for the consensus in the explanations/theories offered (it should be one of the theories on the textbook); then link the theoretical assumptions and the problem as you have described it to the Governor and the statistics used in I & II above. The last part of the paper is **Section IV**, the Conclusion: here you will offer a summary of section I, II, III and then make at least two recommendations for policy and practice. For example, a new policy or law to make a difference in the future as it relates to the problem (crime/delinquency selected). Include any empirical evidence to support your

points.

Your topic must be pre-approved by the instructor. Use the first week of class to explore the problems on Section 1 of the paper.

The paper should be up to 8 pages in length or 2,000 words (excludes references). That means you must give about equal writing time to all the topics/Sections above.

The paper is to be analytical, with an emphasis on integrating the readings and outside sources into a cogent discussion on some relevant issue that can be theoretically addressed using the theories on the textbook (a criminal/juvenile justice problem).

Your paper must clearly be divided into the above described Four Sections. These will be the basis of the grading.

Papers should be formatted according to the American Psychological Association Manual Writing Guidelines which are most comprehensively covered in the Publication Manual of the American Psychological Association 7th. Ed., although condensed and simplified versions of the APA formatting a referencing requirements may be found on-line and in other writing manuals.

Deadline for Topic Selection (Introduction, Section I) must be emailed to the instructor by the deadline, see Weekly Calendar section below.

Students who want my feedback on other sections are welcome to email each section as it is completed. Feedback will not be offered the last week of class.

3. Exams: a Mid-term and a Final Examination (both 50% of final grade) essay questions. Both exams will be online and the exact time/day is listed on the course topic section below.

Documentation must be presented if an exam is missed and will be assessed to determine validity/veracity of reason for missed work and the Dean of Students will be consulted. In such an event, new questions will be developed and if sample questions were provided for the scheduled exam, none will be provided on a makeup exam. Only one exam can be made up.

Grading Matrix

Instrument	Value Points (total pnts)	% of final grade
Discussion Chats (Introductory assignment (#1) and Discussion/Chats (#7)	3 points each=21 points	25 % of final grade
Term Paper	Up to 100 points	25% of the final grade
Mid-term & Final Exam	100 points each	50% of the final grade

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, including the final exam, and performed below the grade level of a D, a grade of FN (failed-nonattendance) 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, including the final exam, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

Course Procedures or Additional Instructor Policies

Submission of Assignments:

Assignments are due at the time scheduled (weekly work opens on Monday 12:05 am and closes Sunday at 11:50pm). If a student is not ready to turn in a paper, reply to the discussion board or take an exam on time during the scheduled day, he or she is late. As with employment, if you anticipate a problem it is your responsibility to be proactive and communicate with the instructor before the

problem or as soon as possible as opposed to after. Emergencies must be documented and it is at the discretion of the instructor to accept or not.

Note the following: Generally, I have adopted the practice that a student may have *one* opportunity to make up missed work but this one-time deal requires an acceptable documented excuse and the work must be made up within a week of when it was originally due. In this class this practice is interpreted in the following way since weekly work grades are cumulative: students can miss one weekly assignment and this will not affect their overall course grade. That is, since weekly assignment scores are cumulative, students can miss one weekly assignment (one and only one) without the need for an excuse. Weekly Forum/Discussions can not be made up as these depend on students' feedback. If you miss a test and sample questions were distributed, you will not have the benefit of sample questions. A new test will be developed.

Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. If you are using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format. The College of Juvenile Justice & Psychology uses the APA Publication Style Manual, 6th edition.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

Weekly Calendar Subject to change, if any announcement will be made on Canvas

Required Texts: Cullen, F.T. & Agnew, R. (2011). *Criminological Theory: Past to Present*, edition. New York: Oxford University Press. Note: In selecting readings, I am using the 5th and 6th editions. If an assigned reading is on the lecture power point but not in one of these editions, I will upload that reading to Canvas. If the readings are on both editions, I will not upload the readings. It is the student responsibility to use the syllabus and follow the weekly course content.

Week One: Jan. 16-21: Review of the syllabus; getting comfortable using eCourses; basic terms; defining "theory"; criteria for evaluating theories; classifications of theories; the relationship between theory, research and policy; classical theories; rational choice; routine activities theory; broken windows.

This week's required readings have been uploaded to Canvas (make an effort to get assigned book for other weeks' required readings)

If any other reading or video is assigned it will be listed on Canvas.

Assignment: Discussion Chat #1 Personal introduction and upload a photo to Canvas profile (details above). **This assignment will be used to meet university attendance requirements (it will also be scored as an assignment). Note per university timeline, more than a week is offered to complete this assignment. This is not the case for course specific assignments. This assignment will stay opened until January 24th**

REQUIRED READINGS:

**The Origins of Modern Criminology (required readings on the textbook: 5th and 6th editions
Part I Lecture Required Readings : Origins of Modern Criminology**

1. An Essay on Crimes and Punishments, Cesare Beccaria
2. The Criminal Man, Cesare Lombroso

Required Assignment: Discussion Chat #1

Required activity: If any other reading or video is assigned it will be listed on courses

OPTIONAL: NOT REQUIRED THIS WEEK But highly recommended reading in preparation for comprehensive exams

Reconceptualizing Deterrence Theory, Mark C. Stafford and Mark Warr

Crime as a Rational Choice, Derek B. Cornish and Ronald V. Clarke

Routine Activity Theory, Lawrence E. Cohen and Marcus Felson

Situational Crime Prevention, Ronald V. Clarke

Broken Windows, James Q. Wilson and George L. Kelling

Week Two: Jan. 22-28: Violence; biology and crime

REQUIRED READINGS: Individual Traits and Crime

Part I Lecture Required Readings: Individual Traits and Crime

1. Unraveling Juvenile Delinquency, Sheldon Glueck and Eleanor Glueck
2. Biology and Crime, Melissa Peskin, Yu Gao, Andrea L. Glenn, Anna-Hutt, Yaling Yang, and Adrian Raine
3. Personality and Crime: Are Some People More Crime Prone?, Avshalom Caspi, Terrie E. Moffitt

Required Assignment: Discussion Chat #2.

BY SUNDAY JAN 28TH SEND PAPER TOPIC/Introduction/Section I VIA EMAIL TO INSTRUCTOR (mycintron@pvamu.edu)

Required Activity: If any other reading or video is assigned it will be listed on courses.

OPTIONAL: NOT REQUIRED THIS WEEK But highly recommended reading in preparation for comprehensive exams

Genes, Evolution, and Crime, Lee Ellis and Anthony Walsh

Does the Body Tell? Biological Characteristics and Criminal Disposition, David C. Rowe

Phil A. Silva, Magda Stouthamer-Loeber, Robert F. Krueger, and Pamela S. Schmutte *

The Development of Antisocial Behavior: An Integrative Causal Approach, Benjamin B. Lahey, Irwin D. Waldman, and Keith McBurnett

Pathways in the Life Course to Crime, Terrie E. Moffitt

A Theory of Persistent Offending and Desistance From Crime, John H. Laub and Robert J. Sampson

Cognitive Transformation and Desistance from Crime, Peggy C. Giordano, Stephen A. Cernkovich, and Jennifer L. Rudolph

Week Three: Jan 29-Feb 4: Rise of American criminology: Chicago School & Learning Theories

REQUIRED READINGS:

Part I Lecture Required Readings : Chicago School

1. Juvenile Delinquency and Urban Areas, Clifford R. Shaw and Henry D. McKay
2. Collective Efficacy and Crime, Robert J. Sampson, Stephen W. Raudenbush, and Felton Earls
3. Legal Cynicism and Crime, David S. Kirk and Andres V. Papachristos

Part II Lecture Required Readings: Learning Theories

4. A Theory of Differential Association, Edwin H. Sutherland and Donald R. Cressey
5. A Social Learning Theory of Crime, Ronald L. Akers
6. Code of the Street, Elijah Anderson

Required Assignment: Discussion Chat #3

Required Activity: If any other reading or video is assigned it will be listed on ecourses.

OPTIONAL: NOT REQUIRED THIS WEEK But highly recommended reading in preparation for comprehensive exams

A Theory of Race, Crime, and Urban Inequality, Robert J. Sampson and William Julius Wilson

Week Four: Feb. 5-11: Anomie/Strain; techniques of neutralization; bond theory; general theory of crime.

Part I Lecture Required Readings: Anomie/Strain Theories of Crime

1. Social Structure and Anomie, *Robert K. Merton*
2. Delinquent Boys: The Culture of the Gang, *Albert K. Cohen*
3. Crime and the American Dream, *Richard Rosenfeld and Steven F. Messner*
4. Pressured Into Crime: General Strain Theory, *Robert S. Agnew*

Part II Lecture Required Readings: Control Theory, Bond Theory, General theory of Crime

5. Techniques of Neutralization, *Gresham M. Sykes and David Matza*
6. Social Bond Theory, *Travis Hirschi*
7. A General Theory of Crime, *Michael R. Gottfredson and Travis Hirschi*

Required Assignment: Discussion Chat #4

If any other reading or video is assigned it will be listed on ecourses.

Note: Next Week: Mid-term Examination: Over materials assigned Weeks 1-4.

Week Five: Feb. 12-18: Labeling; social interaction; race theories

Midterm Exam. Over Weeks 1-4. Read note above about missing exams and makeup. The exam will open on Monday morning (00:05 Military time or 12:05 am Central Time) and continue through Sunday evening (by 23:50 military time or 11:50 p.m. Central time).

Part I Lecture Required Readings: Labeling & Social Interaction

1. Crime, Shame, and Reintegration, John Braithwaite
2. Defiance Theory, Lawrence W. Sherman
3. Making Good, Shadd Maruna

Part II: Lecture Required Readings: Race Theories

4. A Theory of Race, Crime, and Urban Inequality, Robert J. Sampson and William Julius Wilson
5. Imprisoned Communities: Coerced Mobility Theory, Todd C. Clear
6. A Theory of African American Offending, James D. Unnever and Shaun L. Gabbidon

Required Assignment: Discussion Chat #5

If any other reading or video is assigned it will be listed on ecourses.

OPTIONAL: NOT REQUIRED THIS WEEK But highly recommended reading in preparation for comprehensive exams

Primary and Secondary Deviance, Edwin M. Lemert

Week Six: Feb. 19-25: Conflict, Feminist theories

Part I Required Lecture Readings: Conflict

1. Criminality and Economic Conditions, Willem Bongers
2. Crime in a Market Society, Elliott Currie

Part II: Required Lecture Readings: Feminists

3. Sisters in Crime, Freda Adler
4. A Feminist Theory of Female Delinquency, Meda Chesney-Lind
5. Masculinities and Crime, James W. Messerschmidt

OPTIONAL: NOT REQUIRED THIS WEEK But highly recommended reading in preparation for comprehensive exams

- Crime and Coercion, Mark Colvin
Peacemaking Criminology, Richard Quinney
The Gendering of Violent Delinquency, Karen Heimer and Stacy De Coster
A Gendered Theory of Female Offending, Darrell Steffensmeier and Emilie Allan
Toward an Interactional Theory of Delinquency, Terence P. Thornberry
Control Balance Theory, Charles R. Tittle
Social Support and Crime, Francis T. Cullen

Week Seven: Feb 26- Mar 3: Theory Integration; Theories and policy.

Part I: Required Lecture Readings: Theory Intergration

6. Why Criminals Offend: A General Theory of Crime and Delinquency, Robert Agnew

Part II: Lecture Required Readings: Theory and Policy

1. Broken Windows, James Q. Wilson and George Kelling
2. Saving Children from a Life in Crime, David Farrington and Brandon C. Welsh

Required Assignment: Discussion board commentary 7

Required Activity: If any other reading or video is assigned it will be listed on ecourses.

OPTIONAL: NOT REQUIRED THIS WEEK But highly recommended reading in preparation for comprehensive exams

- Situational Crime Prevention, Ronald V. Clarke
Saving Children from a Life in Crime, David Farrington and Brandon C. Welsh

Week 8: March 4-8

- **March 4 Last Day of Classes**
- **Final Exam. Over Weeks 5-7. Read note above about missing exams and makeup. The exam will open on Monday morning February 6 (00:05 Military time or 12:05 am Central Time) and continue through March 3rd in the evening (by 23:50 military time or 11:50 p.m. Central time).**
- **March 6 Paper Due: upload to Canvas for Turnitin, before midnight (11:50 p.m.). Make sure you upload before the deadline. No extensions will be offered. Canvas/Turnitin will be open for uploading by the 6th week of classes and it will allow multiple submissions to review Similarity Score. The Graduate School recommends a score lower than 10%.**
- **March 8th Grades Due**

Department of Justice Studies Official Statement on Student Plagiarism and Submission of the Work of Others

It has come to the attention of the faculty of the Justice Studies Department that students are utilizing websites such as www.essayshark.com to obtain written work to fulfill course requirements; some students in the program also submit plagiarized work. That is, some students use whole passages or ideas from sources without giving proper credit through citation. Please be advised that such conduct is a gross violation of academic standards and expectations of the faculty in the Department of Justice Studies and in the College of Juvenile Justice & Psychology. It is also a clear breach of university policy as it pertains to academic integrity. If it is discovered that a student has used such a website to submit work as his or her own, we will follow university guidelines and the student might be dismissed from the program. Official documentation will be submitted to initiate university proceedings against the student.

Another serious iteration of plagiarism is when submitted work by students contains little to no original ideas or thoughts of the student, but, instead, the submitted work is nothing more than retyped statements from other academic or Internet sources. Faculty have developed detailed course standards to prevent and detect such conduct. Faculty has been asked to enhance enforcement of plagiarism policies.

A final common issue that faculty noticed concerns the double submission of work. Be advised that academic work that is submitted for a grade in one course may not be submitted for a grade for another course. Each course that a student completes toward fulfillment of the program requirements for the degree should be considered distinct with independent requirements and assignments. The faculty will monitor this and will not accept work for their course that was previously submitted for a different course.

The university subscribes to Turnitin, an internet based academic dishonesty detection service. Student work will be submitted using this tool.

Information on the university policy on academic dishonesty may be found in the catalog:

<http://catalog.pvamu.edu/generalacademicinformation/undergraduate/#academicdishonestytext>

In the event that you have questions or concerns, please feel free to contact our Department Head (936-261-5262 or 936-261-5234).

(Approved by faculty: October 21, 2014)

Justice Studies Department Policy on Mobile Devices and Technology

It is imperative that instructors be afforded reasonable authority to manage the classroom learning environment. An important component of management of the classroom environment is control of topic and pedagogical method. Empirical data shows that student use of mobile devices and other forms of technology that are not approved by the instructor for the educational endeavor of interest serve as distractors to student attention. When students attempt to divide their time between paying attention to the classroom topic and/or pedagogical method used by the instructor and the use of a mobile device, the student may miss important course content or details. Unsanctioned use of mobile devices or technology by a student may also serve as a substantial distraction to other students enrolled in the course.

It is the policy of the Department of Justice Studies that during examinations no mobile device or other form of technology be placed in the student's work area, visible by the student, or within an arm's length reach of the student. It is also the policy of the department that unsanctioned student use (use that is not approved of by the instructor of record and/or is unrelated to classroom activities) of mobile devices and/or other technological devices during classroom activity (defined here as activity occurring during the time that class is scheduled to meet) is strictly prohibited. It is within the scope of the instructor's authority to, over the course of the semester, demand that mobile devices and/or other technological devices be turned completely off and stored away. This is a broad policy statement. The instructor of record may and is encouraged to further elaborate his or her own course-specific mobile device policies in writing in the course syllabus.

In the event that you have questions or concerns, please feel free to contact our Department Head (936-261-5262 or 936-261-5234).

(Approved by faculty: October 21, 2014)

Spring 2024 1st 8 – Week Session. The PVAMU Academic Calendar subject to change as state, system, and local guidelines evolve in relation to COVID. Any updates will be posted to <https://www.pvamu.edu/coronavirus>.

Jan 15 Monday	Dr. Martin Luther King, Jr. Day Holiday (University Closed)*Subject to approval by The Texas A&M University System Board of Regents and may change.
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Jan 16 Tuesday	Financial Aid Satisfactory Academic Progress (SAP) Appeal Deadline
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Jan 16 Tuesday	First Class Day
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Jan 16 Tuesday	Tuition & Fees Payment Due Date @ 5:00 p.m.
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Jan 16 - Jan 23 Tuesday through Tuesday	Late Registration/Late Registration Fee Begins (\$50.00)
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Jan 16 - Jan 24 Tuesday through Wednesday	Attendance Reporting Period. Students who do not attend class during this period will have their courses removed and financial aid reduced or cancelled
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Jan 23 Tuesday	6th Class Day (Census Date)
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Jan 23 Tuesday	Final Day to Drop/Withdraw from Course(s) without Academic Record (A Financial Record will still exist)
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Jan 24 Wednesday	Withdrawal from Courses with Academic Record (“W”) Begins
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Jan 29 Monday	10th Class Day
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Jan 30 Tuesday	Financial Aid Refunds begin
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Feb 06 Tuesday	Drop for Non-Payment of Tuition and Fees @ 5:00 p.m.
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Feb 15 Thursday	Final Day to Withdraw from a Course or the University (“W”) for the Spring 2024 1st – 8 Week Session
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Mar 04 Monday	Last Class Day
Mar 05 Tuesday	Final Examinations
Mar 08 Friday	Final Grades due (11:59 p.m.)
Mar 11 - Mar 16 Monday through Saturday	Spring Break (Student Break)
Mar 15 Friday	Spring Break (University Closed)*Subject to approval by The Texas A&M University System Board of Regents and may change
Mar 20 Wednesday	Founders Day/Honors Convocation
Mar 26 Tuesday	Final Date to Apply for Spring 2024 Graduation (ceremony participation)
Mar 27 Wednesday	Application for Graduation-Degree Conferral only for Spring 2024 Graduation Begins (no ceremony participation or name listed in the program)
Mar 29 Friday	Good Friday (No Classes)*Subject to approval by The Texas A&M University System Board of Regents and may change.
Apr 02 Tuesday	Priority Registration for continuing students for Summer, May/Summer 2024 Mini-Mester and Fall 2024 semester (Doctoral, Masters, Post-Bacclaureate, Seniors)
Apr 06 Saturday	Registration for all students for Summer/May Summer 2024, Mini-Mester 2024 and Fall 2024 Begins
Apr 12 Friday	Final Day to Apply for Degree Conferral only for Spring 2024 Graduation (no ceremony participation or name listed in the program)
Apr 26 Friday	Final Day for Graduating Undergraduates to Submit Application for Tuition Rebate for Spring 2024
May 09 Thursday	Final Grades due for Graduation Candidates (12:00 pm)
May 11 Saturday	Commencement

Professional Organizations and Journals

American Society of Criminology
Academy of Criminal Justice Sciences
Criminology
Justice Quarterly
Journal of Research in Crime and Delinquency
Crime and Delinquency
Criminology and Public Policy
Journal of Quantitative Criminology
Criminal Justice and Behavior
Journal of Criminal Justice
Crime and Justice (series)
Journal of Experimental Criminology

American Psychological Association
Intl. Assn. for Correctional and Forensic
Psychology
American Journal of Psychology
American Psychologist
Annual Review of Psychology
Behavioral Sciences and the Law
Journal of Abnormal Psychology
Law and Human Behavior
Psychological Bulletin
Psychological Review
Psychological Science
Psychology, Public Policy and Law

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; [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, 2nd 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, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: 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.

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, 2nd 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. 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. 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 excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: deanofstudents@pvamu.edu or phone: (936) 261-3550 or Office for Student Conduct via email: studentconduct@pvamu.edu or phone: (936) 261-3524.

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.

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.
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.