



## **CRIJ 1301 – Introduction to Criminal Justice P02 Spring 2024**

<b>Course Information</b>	<b>Description</b>
<b>Instructor:</b>	<b>Kaviya Shankar, M.Sc.</b>
<b>Section # and CRN:</b>	P02 CRIJ 1301
<b>Office Location:</b>	Don K. Clark Building # 316
<b>Office Phone:</b>	
<b>Email Address:</b>	<a href="mailto:kshankar@pvamu.edu">kshankar@pvamu.edu</a> (Turnaround time for email is 24-48 hours except on weekends and university holidays)
<b>Office Hours:</b>	1:00 PM – 2:00 PM (Tuesday & Thursday)
<b>Mode of Instruction:</b>	Face to Face
<b>Course Location:</b>	Don K. Clark Building, Second floor, Room no: <b>257</b>
<b>Class Days &amp; Times:</b>	2:00 P.M. -3:20 P.M. (Tuesday & Thursday)
<b>Catalog Description:</b>	Inquiry and evaluation of the principles, philosophy and history of criminal justice including the constitutional restraints imposed on criminal justice officials. Emphasis will be on the criminal justice officials' role in the prevention and control of crime and delinquency. Requires effective written, oral and visual expression of ideas. Students will compare empirical and quantitative data on typologies of crime, offenders and victims in America. The course addresses cultural and sub-cultural influences on crime, justice, civic responsibility and the ability to engage effectively in regional, national and global communities to understand crime and crime prevention.
<b>Prerequisites:</b>	None
<b>Co-requisites:</b>	None
<b>Required Text(s):</b>	Cole, G.F., Smith, C.E. & DeJong, C. (2022). Criminal Justice in America. 10th ed. Cengage Learning. ISBN: 978-0-357- 45633-0
<b>Recommended Text(s):</b>	None

**Course Learning Objectives:**

	<b>Upon successful completion of this course, students will be able to:</b>	<b>Student Learning Outcome # Alignment</b>	<b>Core Curriculum Objective Alignment</b>
1	Recognize and identify the different components of the criminal justice system (history, police, courts, corrections, and the juvenile justice system)	2	Critical thinking
2	Explain and have a general understanding of the pattern of crime in the United States.	2	Critical thinking
3	Engage in discussion that integrate individual understanding of the criminal justice and juvenile justice system in the United States	1	Communication
4	Complete one major writing assignment that requires synthesizing what has been taught in class, research skills, and critical thinking.	2	Critical thinking
5	Present major writing assignment in an academic setting (class presentation).	1	Communication

**Major Course Requirements**

**Method of Determining Final Course Grade**

<b>Item</b>	<b>Course Grade Requirement</b>	<b>Value</b>	<b>Total</b>
1)	Class Attendance and Participation	20 points	10%
2)	Three Exams in class/face to face	60 points (20 each)	50%
3)	Reading Quizzes	20 points	10%
4)	Assignments	40 points (10 each)	10%
5)	Presentation – 10 min presentations	20 points	10%
6)	Service-Learning Project and Reflection Paper	40 points	20%
<b>Total:</b>		<b>200 points</b>	<b>100%</b>

**Grading Criteria and Conversion:**

- A = 90% or above
- B = 80 % to 89 %
- C = 70 % to 79%
- D = 60% to 69%
- F = 59% or below

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-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, 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:**

<b>Assignment Title or Grade Requirement</b>	<b>Description</b>
Attendance and Participation	The attendance will be taken every class meeting. If you arrive 15 minutes late or leave class early, then you will be marked as absent unless you have an excused absence as defined by University policy. We will spend some of our time engaging in an activity to help reinforce your learning. This could be a group discussion, watching a video and reflecting, a debate, small group work, classroom jeopardy, or any number of other possibilities. I will award points for your participation.

Assignment Title or Grade Requirement	Description
Three Exams in class/face to face	There will be three exams. All exams are 50% of the final grade. Exams will be based on the materials discussed in the class including textbook and other materials used by the instructor throughout the semester. Each exam will comprise of restricted response items (multiple choice, true/false, and/or matching, and essay questions). It is advised not to miss any of the exams. Make up exam will be given ONLY in instances of a documented emergency (i.e. death of someone close, hospitalization of oneself or one's child, or a spouse (near death), surprise work audit, etc.). Exams will be conducted in class, face-to-face.
Reading Quizzes	Throughout the semester, on unannounced days, students will be given a short reading quiz at the start of class to gauge retention of course material. The length of the quiz is the first 5-8 minutes of class. Do not be late for class
Assignments	There will be 4 assignments throughout the semester. The specifications of each assignment will be discussed in the class and also posted on Canvas.
Presentation – 10 min presentations	Chapter 15- presentation. Topics will be divided and given.
Service-Learning Project	Students will be required to complete a service-learning project. Students must choose an organization to volunteer a minimum of 3 hours of service and write a reflection paper. See the detailed description below.

### Detailed description of the paper

Students will be required to complete a service-learning project. Students must choose an organization to volunteer a minimum of 3 hours of service. Some Ideas of places to volunteer:

- Food bank/pantry
- Shelter
- recycling program
- community garden
- Volunteer to help in a 5-K, marathon
- senior citizens home
- animal shelter
- Assist voter registration efforts
- Start an awareness campaign (violence and drug prevention)

1. Make sure the facilitator at the agency/facility sign for the hours served, and includes contact information.
2. Student will be required to submit a reflection paper **that is two pages long, not including cover sheet.** Paper must be formatted per the APA guidelines, double-spaced, Times New Roman, and 12 Font.
3. **The reflection paper should consist of the following:**
  - a. Name of your organization
  - b. What service you provided? Described in detail
  - c. Describe the people you volunteered with (do not use real names) and how you assisted the organization and people served. Offer details
  - d. Who were you servicing, what were their needs? What did you do for them? Describe in detail
  - e. What did you learn? Describe in detail
  - f. How does this leaning experience helped you? Do you appreciate the value of the experience? If yes, how and why?, If not, why not? Describe in detail
  - g. Would you consider volunteering for this organization in the future? Yes, No, describe in detail.

**The criteria that will be utilized to grade your paper is as follows:**

1. **Critical Thinking**
  - a. Evidence
  - b. Student's position
  - c. Problem Solving

## **2. Communication**

- a. Organization (introduction and conclusion, body of material, and transitions are clear and consistent).
- b. Control of Language (graceful language that skillfully communicates meaning to the audience with clarity and fluency).

## **3. Social Responsibility**

- a. Discipline Knowledge (demonstrates understanding of elements important in the criminal justice discipline).
- b. Social Knowledge (insight and skills, connects and extends knowledge from the classroom study of social sciences to current events).
- c. Social Engagement/Curiosity (asks questions about social sciences; describes what she/he has learned about her or himself).
- d. Attitudes (demonstrates evidence of adjustment in own attitudes and beliefs).

**The reflection paper is worth 20% of your final grade.**

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

#### **Late Work**

Completion of assigned requirements on time is a critical element of the collegiate experience. Just as in the real world of employment, due dates are assigned in advance, with ample time for each student to seek additional help should the need arise. You must turn in your work on time or else 10% worth of points will be deducted for each day it is late. After three late days, the score will be zero.

#### **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. Certain use of mobile devices or technology by a student may also serve as a substantial distraction to other students enrolled in the course. 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. It is the policy of the Department of Justice Studies that during closed book examinations no mobile device or other form of technology be placed in the student's work area, visible to the student. Consequently, cell phone use during exams in this class is strictly prohibited. Having any electronic device on and visible during a closed book examination will lead to an assumption of cheating and an "F" for the test. However, if there is an urgent need to use a cell phone during any class period not scheduled for testing, you are advised to do so outside (and not inside) the class to limit distractions.

#### **Instructor Policy on Cell Phones and Other Electronic Devices**

Please put your phone away and take out your earbuds/AirPods/whatever else when you enter the classroom. Most of the time, you will be using some device to interact during lecture. That is fine. When we are doing activities, your phone needs to be put away and your earbuds out of your ears and put away. If you have your device(s) out, I will politely ask you to put it away. Refusal or repeated disruptions to the class will warrant enacting of the course disruption policy.

#### **Food and Drinks**

No food or drinks are allowed in class per building policy.

#### **Formatting Documents:**

Microsoft Word is the standard word processing tool used at PVAMU. If you're 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.

#### **Exam Policy:**

Exams should be taken as scheduled. Makeup examinations will be allowed with proper documentation. As stated in this syllabus. Discuss this with instructor.

### **Course Disruptions**

All students are expected to conform their behavior to that which is appropriate for the classroom. Disagreements with any colleague must be handled respectfully. Disruptive students will be privately asked (the first time) to cease disruptive activity. If this fail, the student will be asked to leave the classroom. Any additional disruptive behavior or any aggressive or violent behavior is unacceptable and will be reported to the University.

### **Attendance**

Prairie View A&M University requires regular class attendance. Consequently, students are expected to attend all class sessions promptly and regularly. The instructor will take attendance at some point during each class session. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or an assignment of a grade of "F". Absences are accumulated beginning with the first day of class. A student who misses any class session will be responsible for the subject matter discussed during that particular session. Notes missed (from lectures, guest speakers, presentations, etc.) will need to be obtained from a fellow classmate. It will be extremely difficult for you to obtain an acceptable grade in this course if you consistently miss class.

### **Computer, Internet, And Word Processing Software Access**

Each of you will need to have regular Internet access to participate in this course. You do not need extensive experience with computers or the Internet, but you do need to have a basic familiarity with web browsing, personal computers, and the Internet. Each person will need to have access to word processing software. I will ask that you submit your documents in one of the following formats: Microsoft Word (Windows or Macintosh versions use the same file format), ".doc." or ".docx" formats. If I cannot open your paper, I will not grade it and issue you a zero. This policy extends to include "corrupted" or garbled text files in which the pages are filled with nonsense characters – Microsoft Word very rarely corrupts files, and this can be mitigated by regularly saving your document and creating backups of your work.

### **Email Communication**

You must check your PV email and ECourses/Canvas for announcements at least daily. Please allow 24 to 48 working hours (2 days) to respond to email, although messages received on university holidays or weekends may be delayed until the following business day. Email is the best way to contact me. Unless you have modified the settings, ECourses/Canvas only sends messages to the email address listed in the ECourses/Canvas system, and if you do not check your PV email, you will miss important information. Please make sure to check your PV email regularly or set it to forward messages to your preferred email account. Failure to check email is not an acceptable excuse for missing work or deadlines. Assignments sent to my email address will not be accepted unless you have been instructed to submit them in this way beforehand. Please try and use your PV assigned email address when emailing me or use the ECourses/Canvas messaging system, since I teach multiple courses in a semester and have multiple sections of students.

### **Extra Credit**

There are no listed extra credit opportunities for this course. The grade earned is the grade received. Any opportunities arising during the course of the semester will be offered to each student. No individual extra credit is ever provided.

### **Use of AI**

Artificial intelligence (AI) language models, such as ChatGPT, may be used for referring, presenting with appropriate citation, but not an extensive use. If you are in doubt as to whether you are using AI language models appropriately in this course, please see me for guidance. You are responsible for fact checking statements composed by AI language models.

## Semester Weekly Topic Outline

**Please Note:** Dates in course calendar are tentative and may change slightly as the semester progresses. Announcements will be made to that effect.

## Semester Calendar

<b>Weeks</b>	<b>Descriptions</b>
<b>Week One</b> January 15 to 19  <b>Topic Description</b>	Introduction to course, review of syllabus, discussion about presentation Chapter 1: The criminal justice system <i>Concepts in this topic: goals of the criminal justice system; responsibilities of federal and state criminal justice operations; systems perspectives; authority and relationships of the main criminal justice agencies; steps in the decision-making process for criminal cases; “wedding cake” concept; possible causes of racial disparities in criminal justice</i>
Readings:	Chapter 1
Assignment (s):	
<b>Week Two</b>  January 22 to 26  <b>Topic Description</b>	Chapter 2: Crime and Crime causation <i>Concepts in this topic: crime types; different methods of measuring crime; why some people are at higher risk of victimization than others; negative consequences of victimization; theories put forward to explain criminal behavior; gender differences in crime.</i>
Readings:	Chapter 2
Assignment (s):	
<b>Week Three</b>  January 29 to February 2  <b>Topic Description</b>	Chapter 3: Criminal justice and the rule of law <i>Concepts in this topic: bases and sources of American criminal law; how substantive criminal law defines a crime and the legal responsibility of the accused; how procedural criminal law defines the rights of the accused and the processes for dealing with a case; the U.S. Supreme Court’s role in interpreting the criminal justice amendments to the Constitution.</i>
Readings:	Chapter 3
Assignment (s):	Assignment 1
<b>Week Four</b>  February 5 to 9  <b>Topic Description</b>	Chapter 4: Police  <i>Concepts in this topic: how policing evolved in the United States; the main types of law enforcement agencies; the recruitment of police officers and how they learn their job; the elements of the police officer’s “working personality”; the functions of the police; the organization of the police; influences on police policy and styles of policing</i>
Readings:	Chapter 4
Assignment (s):	
<b>Week Five</b>  February 12 to 16  <b>Topic Description</b>	Chapter 5: Policing: Contemporary issues and Challenges Concepts covered in this Topic: the everyday actions of police; the ways police can abuse their power and the challenges of controlling this abuse; the methods that can be used to make police more accountable to citizens; the delivery of police services; patrol strategies that departments employ; the importance of connections between the police

	and the community; Identify issues and problems that emerge from law enforcement agencies' increased attention to homeland security
Readings:	Chapter 5
Assignment (s):	<b>Exam 1</b>
<b>Week Six</b>	Chapter 6: Police and Law
<b>February 19 to 23</b>	
<b>Topic Description</b>	<i>Concepts covered in this Topic: the extent of police officers' authority to stop people and to conduct searches of people, their vehicles, and other property; how police officers seek warrants in order to conduct searches and make arrests; situations in which police officers can examine property and conduct searches without obtaining a warrant; the purpose of the privilege against compelled self-incrimination; the exclusionary rule and identify the situations in which it applies</i>
Readings:	Chapter 6
Assignment (s):	Assignment 2
<b>Week Seven</b>	Chapter 7: Courts and Adjudication
<b>February 26 to March 1</b>	
<b>Topic Description</b>	<i>Concepts covered in this Topic: the structure of the American court system; the qualities that the public desires in a judge; the process by which American judges are selected; the roles of the prosecuting attorney; the role that the prosecutor's discretion plays in the process for filing criminal charges; the day-to-day reality of criminal defense work in the United States; methods for providing counsel for defendants who cannot afford a private attorney</i>
Readings:	Chapter 7
Assignment (s):	
<b>Week Eight</b>	Chapter 8: Pre-Trial Processes, Bail, and Plea-Bargaining
<b>March 4 to 8</b>	
<b>Topic Description</b>	<i>Concepts covered in this Topic: the elements in the pretrial process in criminal cases; how the bail system operates; the experience of pretrial detention; how and why plea bargaining occurs; the reasons why cases go to trial and the benefits of jurors' participation in trials; the stages of a criminal trial; the basis for an appeal of a conviction.</i>
Readings:	Chapter 8
Assignment (s):	
<b>Week Nine</b>	<b>Spring Break</b>
<b>March 11- 15</b>	
<b>Week Ten</b>	Chapter 9: Punishment and sentencing.
<b>March 18 to 22</b>	
<b>Topic Description</b>	<i>Concepts covered in this Topic: the goals of punishment; the types of sentences judges can impose; the influences on sentencing; how the system may treat wrongdoers unequally.</i>
Readings:	Chapter 9
Assignment (s):	Assignment 3
<b>Week Eleven</b>	Chapter 10: Corrections
<b>March 25 to 29</b>	
<b>Topic Description</b>	<i>Concepts covered in this Topic: how the American system of corrections has developed; the roles that the federal, state, and local governments play in corrections; the law of corrections and how it is applied to offenders and correctional professionals; why the prison population has nearly quadrupled in the past thirty years.</i>
Readings:	Chapter 10
Assignment (s):	<b>Exam 2</b>

<b>Week Twelve</b> <b>April 1 to 5</b> <b>Topic Description</b>	Chapter 11: Incarceration and Prison Society <i>Concepts covered in this Topic: how contemporary institutions differ from the old-style "big-house" prisons; the three models of incarceration that have predominated since the 1940s; the organization of prisons and their staffs; how a prison is governed; the roles of correctional officers in a prison; characteristics of the incarcerated population</i>
Readings:	Chapter 11
Assignment (s):	
<b>Week Thirteen</b> <b>April 8 to 12</b> <b>Topic Description</b>	Chapter 12: Probation and intermediate Sanctions <i>Concepts covered in this Topic: the philosophical assumptions that underlie community corrections; how probation evolved and how probation sentences are implemented today; intermediate sanctions; key issues faced by community corrections at the beginning of the 21st century.</i>
Readings:	Chapter 12
Assignment (s):	<b>Reflection Paper Due Date</b>
<b>Week Fourteen</b> <b>April 15 to 19</b> <b>Topic Description</b>	Chapter 13 Reentry into the community <i>Concepts covered in this Topic: the nature of the "reentry problem"; the origins of parole and how it operates today; the mechanisms for the release of felons to the community; how ex-offenders are supervised in the community; problems that parolees face during their reentry.</i>
Readings:	Chapter 13
Assignment (s):	Assignment 4
<b>Week Fifteen</b> <b>April 22 to 26</b> <b>Topic Description</b>	Chapter 14: Juvenile Justice <i>Concepts covered in this Topic: the extent of youth crime in the United States; how the juvenile justice system developed and the assumptions on which it was based; what determines the jurisdiction of the juvenile justice system; how the juvenile justice system operates; some of the issues facing the American system of juvenile justice.</i>
Readings:	Chapter 14
Assignment (s):	
<b>Week Sixteen</b> <b>April 29 to May 3</b> <b>Topic Description</b>	Chapter 15- Presentation
Readings:	
Assignment (s):	Student Presentations
<b>Week Sixteen</b> <b>May 6 to 10</b>	<b>Final Exam/ Exam 3</b>

## 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](mailto: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 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](mailto:deanofstudents@pvamu.edu) or phone: (936) 261-3550 or Office for Student Conduct via email: [studentconduct@pvamu.edu](mailto: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](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.