



SYLLABUS

**CRIJ 1307 CRIME IN AMERICA P02
Spring 2024**

<p>Course Information</p> <p>Instructor:</p> <p>Section # and CRN:</p> <p>Office Location:</p> <p>Office Phone:</p> <p>Email Address:</p> <p>Office Hours:</p> <p>Mode of Instruction:</p> <p>Course Location:</p> <p>Class Days & Times:</p> <p>Catalog Description:</p>	<p>Sherie Sara Sam, M. Sc.</p> <p>P02 CRIJ 1307 10443</p> <p>Don Clark Building, Room 316</p> <p>ssam7@pmavu.edu <i>(Turnaround time for email is 24-48 hours except on weekends and university holidays)</i></p> <p>Tuesday and Thursday - 11:30 – 12:30 or by appointment</p> <p>Face to Face</p> <p>Don Clark Building, Room 240</p> <p>TR, 12:30 pm – 1:50 pm</p> <p>CRIJ 1307 – Crime in America - (3-0) Credit 3 semester hours.</p>	<p>Description</p>
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The course requires that students critically examine and analyze crime issues and trends in America. If possible, it will include presentations from active practitioners and researchers in the field of criminal justice on the current state of crime in America and an examination of offenders' rationale for crime. Students will express their ideas effectively through written, oral, or visual means. Comparison of empirical and quantitative data on typologies of crime, offenders, and victims in America. The course addresses cultural and subcultural influences on crime, civic responsibility, and the ability to engage effectively in regional, national and global communities towards crime prevention.

Prerequisites: None
Co-requisites: None
Required Text(s): Pollock, J. (2017). Crime and Criminal Justice in America, (3rd Ed.).
Recommended Text(s): None

Course Learning Objectives:

	Upon successful completion of this course, students will be able to:	Student Learning Outcome # Alignment	Core Curriculum Objective Alignment
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 in-class assignments in an academic setting.	1	Communication

Major Course Requirements

Method of Determining Final Course Grade

Item	Course Grade Requirement	Value	Total
1)	Attendance	10	5%
2)	Quizzes	Out of 10 each	5%
3)	Group Discussions and presentations	Out of 10 each	20%
4)	Paper assessment	Out of 50	20%
5)	Three exams	Out of 40 each	50%
Total:			100%

Grading Criteria and Conversion:

- A = 90.00 % or above
- B = 80.00 to 89.99 %
- C = 70.00 to 79.99 %
- D = 60.00 to 69.99 %
- F = 59.99 % 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-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
Attendance	<p>Attendance will be taken every time. If the student arrives 15 mins late to class and/or leaves 15 mins early from class without prior notice to the instructor, will be marked absent for the day.</p> <p>Read the university statement below on COVID-19 and unexcused and excused absences.</p>
Quizzes	Throughout the semester students will be given short reading quizzes at the end of the class to gauge retention of course material. The length of the quiz is 10 to 15 minutes of class.
Group discussions and essay	During the course, two journal articles/newspaper articles will be given, and students are expected to prepare for a debate and use the class time to conduct a group discussion. Each student is to submit an essay for the given article(s) on Canvas. The essay should contain what the author(s) are trying to convey and then you will illustrate your point of view. YOUR point of view should have evidence and references. You will also mention the opposing views. This will be further explained in class.
Assessment paper	<p>As you may know, you are enrolled in a course that is used to assess student learning at the cohort or group level. That is, for assessment purposes, your professor is not grading <i>you</i> on this assignment. Instead, your professor is interested in your learning as an <i>entire class</i> (everyone, not individuals).</p> <p>For this year, we are assessing four outcomes with the assessment based on the following items: Assessment will be based on the following:</p> <ul style="list-style-type: none"> • Communication (paper organization, use of language). • Critical Thinking (ability to state/take a position, use of textbook evidence in stating her/his problem-solving skills). • Social Responsibility (discipline knowledge, analysis of the information, social engagement, attitude). • Empirical and Quantitative (Interpretation and analysis of data).

Assignment Title or Grade Requirement	Description
	<p>The purpose of this assignment is for you to read the assigned scholarly research article, examine the contents critically, and then write a two-page (roughly 500 words) essay over the contents with the below instructions.</p> <p>Assignment/Taskstream Instructions:</p> <ol style="list-style-type: none"> 1. Download and read the following article (uploaded to eCourses/Canvas): Turner, K.B., D. Giacomassi, and M. Vandiver. (2006). Ignoring the Past: Coverage of Slavery and Slave Patrols in Criminal Justice Texts. Journal of Criminal Justice Education 17(1): DOI: 10.1080/10511250500335627. 181-195. 2. At the top of a word document, write the title of the article, your name, your UIN, the title of the course, your instructor's name, and the section number for your course. Please do not skip lines between this information to save space and align it to the left. 3. Start your writing with an introduction that contains a substantive summary of the article. Elaborate on the following items: What is/are the most important idea(s) the writer wants to communicate? Why is the author writing this article? You should address this by the end of your first paragraph. Locating and relaying, without using a word-for-word quote, the most important ideas is an important part of communication and critical thinking. 4. Think critically about the contents of the article and the implications for criminal and juvenile justice as well as society. Also, think about the strategies that would be effective for making your arguments. In this age of social media and instant publication, thinking carefully about what we say is a necessity. Here in the main part of your paper, after your introduction and before your conclusion, think and write about at least two important points the author addressed and the implications in separate paragraphs. Remember you should be using evidence from the text to show detail and support your arguments! Think about the following items, and you may also write about these items if you would like: What effect did the text have on <i>you</i> as the reader? Do the authors present different points of view than what you had previously thought about? Why is this material relevant to the study of criminal or juvenile justice? Briefly describe the method, analysis, and data source then think if the data collected and analyzed, does it support the statements made by the authors? 5. Now, write a conclusion and wrap up your essay. Think about how we could emphasize the greatest points of importance from the reading to relevant groups (e.g., police or politicians)? What do they need to know? How would you communicate this differently to someone in your family (e.g., parents, siblings, spouse)? Are the conclusions supported by the data analyzed? If not supported by the data, how it that explained? What are some questions the author(s) did not ask that should have been asked?
Examinations (midterm and final term)	<p>There will be two exams (the midterm and the final exam). 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).</p> <p>It is advised not to miss any of the exams. Makeups 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.).</p> <p>Exams will be conducted in class, face-to-face.</p>

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 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 group work or another activity, 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.

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 that is 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.

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.

Submission of Assignments

Please pay special attention to the submission instruction given for your term paper as stated above, as well as the consequences for being late.

Exam Policy

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

Use of AI

Artificial intelligence (AI) language models, such as ChatGPT, may be used for with appropriate citation. 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 Calendar

Dates/Activities listed are tentative and may change slightly as the semester progresses. Announcements will be made to that effect.

	Descriptions
Week one January 15 to 19	Introduction to course Review of syllabus
Topic Description	Chapter 1 – The Criminal Justice System and Social Control
Readings:	Chapter 1
Assignment (s):	None
Week Two January 22 to 26	Chapter 4 – Police in America
Topic Description	Law Enforcement as Social Control
Readings:	Chapter 4
Assignment (s):	Read the chapter.
Week Three January 29 – February 2	Chapter 5 – Police Operations
Topic Description	Law Enforcement as Social Control

Readings:	Chapter 5
Assignment (s):	Read the chapter.
Week Four February 5 to 9	Chapter 6 – Policing and Legal Process
Topic Description	Law Enforcement as Social Control
Readings:	Chapter 6
Assignment (s):	Read the chapter. Quiz 1
Week Five February 12 to 16	Chapter 8 – Criminal Prosecution
Topic Description	The Law as Social Control
Readings:	Chapter 8
Assignment (s):	Read the chapter. Exam 1 (in class) – date TBA
Week Six February 19 to 23	Chapter 9 – Criminal Sentencing
Topic Description	The Law as Social Control
Readings:	Chapter 9
Assignment (s):	Read the chapter. Quiz 2
Week Seven February 26 to March 1	Chapter 10 - Community Corrections and Correctional Classifications
Topic Description	Corrections as Social Control
Readings:	Chapter 10
Assignment (s):	Read the chapter. Group Discussion 1 (article(s) would be sent out a week before). The essay based on the discussion will be due on March 1, 11:50 pm.
Week Eight March 4 to 8	Chapter 11 - Confinement: Jails and Prisons
Topic Description	Corrections as Social Control
Readings:	Chapter 11
Assignment (s):	Read the assigned chapter.
March 11 to 16	SPRING BREAK
Week Ten March 18 to 22	Chapter 12 – Re-entry and Recidivism
Topic Description	Corrections as Social Control
Readings:	Chapter 12
Assignment (s):	Read the chapter. Exam 2 (in-class) – date TBA
Week Eleven March 25 to 29	Chapter 13 – Juvenile Justice and Corrections
Topic Description	Corrections as social control
Readings:	Chapter 13
Assignment (s):	Read the chapter. Quiz - 3
Week Twelve April 1 to 5	Chapter 7 – Law and Society
Topic Description	The law as Social Control
Readings:	Chapter 7

Assignment (s):	Read the chapter.
Week Thirteen April 8 to 12	Chapter 2 – Crime in society
Topic Description	The criminal justice system and social control
Readings:	Chapter 2
Assignment (s):	Read the chapter. Upload your Taskstream assessment on Canvas by 10 APRIL 2014, due by 11:59 pm
Week Fourteen April 15 to 19	Chapter 3 – Why has crime declined?
Topic Description	The criminal justice system and social control
Readings:	Chapter 3 Quiz 4
Assignment (s):	Read the chapter. Group Discussion 2 Essay due on April 19, 11:59 pm
Week Fifteen April 22 to 26	Chapter 14 - A Critical Thinking Approach to Criminal Justice
Topic Description	Concluding Our Critical Thinking Approach to Criminal Justice
Readings:	Chapter 14
Assignment (s):	Read the assigned chapter
Week Sixteen April 29 to May 3	General discussion/doubts/continuation of the chapters
Topic Description	None
Readings:	None
Assignment (s):	None
Week Seventeen May 6 to 10	Final exam (in class) – date TBA
Topic Description	
Readings:	None
Assignment (s):	None

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.