



SYLLABUS

CRIJ 2301-Z01 Alternatives to Incarceration Spring 2024

Instructor: Ling Wu, Ph.D.

Section # and CRN: Z01 - 24102

Office Location: Don Clark Bldg. Rm 325

Office Phone: 936-261-5257

Email Address: liwu@pvamu.edu

Office Hours: For CRIJ2301-Z01 Virtual Hours: Thursday 9:00 am-11:00 am

Mode of Instruction: Online Asynchronous

Course Location: Online Asynchronous

Class Days & Times: Online Asynchronous (01/16-04/26)

1. Course Information

1.1. Catalog Description: An examination of various correctional alternatives to incarceration including probation, parole, developments in the technological monitoring of offenders, and community-based reintegration and rehabilitation efforts.

1.2. Prerequisites: None

1.3. Required Text: Alarid, Leanne (2019). Community-Based Corrections, 12th edition. Cengage Learning. ISBN-13: 978-1337687362.

2. Course Learning Objectives

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment Core Curriculum Outcome Alignment	Core Curriculum Outcome Alignment
1	Communicate in a professional and scholarly manner.	1, 3, 5, and 6	Communication and Social Responsibility
2	Explain the fundamental practices and strategies in community-based correctional environments.	1, 3, and 6	Critical Thinking

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment Core Curriculum Outcome Alignment	Core Curriculum Outcome Alignment
3	Describe the various components of the community-based corrections system, including probation, parole, and various intermediate sanction and community programs, as well as the interconnectedness of these components.	1 and 3	Critical Thinking
4	Discuss community supervision processes, terminology, techniques and technology, and theories.	3	Critical Thinking
5	Analyze intermediate sanctioning strategies and tools used in community corrections.	3 and 6	Critical Thinking and Communication
6	Describe the history and development of community-based corrections strategies and programs.	3	N/A

3. Major Course Requirements

3.1. Method of Determining Final Course Grade:

Item	Course Grade Requirement	Value (%)	Total (Pts)
1)	Quizzes (6*25 Pts)	15%	150
2)	Discussions (5*20 Pts)	15%	100
3)	Short Answer Assignments (5*25 Pts)	15%	125
4)	Midterm Exam	20%	60
5)	Final Exam	20%	80
6)	Research Paper	15%	100
Total:		100%	515

3.2. Grades and Grading System:

Grade	Meaning	Percentage Range	Grade Value
A	Excellent	90-100	4
B	Good	80-89	3
C	Satisfactory	70-79	2
D	Passing	60-69	1
F	Failing	0-59	0
FN	Failing (Non-attendance)	0-59	0

Note: Your final course grade will not be rounded up to the next grade letter level. For example, your official grade letter will be B if your final points earned fall anywhere between 89 and 90, such as 89, 89.5, 89.75, etc. I do not accept any “grade grubbing”, the practice wherein students request higher grades without legitimate reasons.

If a student has stopped attending the course (i.e. “stopped out”) at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams, including the final exam, and performed below the grade level of a D, a grade of FN (failed-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, including the final exam, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

3.3. Detailed Description of Major Assignments:

It is the students’ responsibility to follow all deadlines. Make-up or retake options for missed assignments are NOT available.

<p>Quizzes</p>
<ul style="list-style-type: none"> All the quizzes are 15% of your course grade. The quizzes could consist of either true/false, multiple choice, or other questions. The quizzes will cover topics in assigned readings and lectures.
<p>Discussion Questions</p>
<ul style="list-style-type: none"> All discussion question(s) are 15% of your course grade. The first component of the discussion involves a minimum 250-word post concerning the course material or assignment for the week. These posts should be insightful—curious and critical in varying capacities. They can include dissections of the material, linkages to current events, and critical questions left unanswered, among other things. Importantly, these posts should leave room for your peers to challenge you, ask follow-up questions, and build from your insights. These initial posts are due by Wednesday at 11:59 p.m. The second component involves at least two 125 word (minimum) replies to your fellow students. These responses should involve significant follow-ups to their statements and questions beyond “I agree!” or similar statements. The reply posts are due by 11:59 p.m. on Sunday. Critically respond to at least two learners. Expand or extrapolate on your peer's post or offer a constructive argument that includes other viewpoints. Keep in mind that the objective of the response posts is to stimulate discussion, promote an exchange of ideas among learners, and most importantly, to create a sense of community among learners in the course room. You should respond to your peers’ post in such a way that they response back to your post. If someone asks you a question, you need to respond to their post. This is a conversation between peers, not an individual assignment. You should be communicating back and forth with your peers throughout the entire week.
<p>Short Answer Questions</p>
<p>All the short answer question(s) are worth 15% of your course grade. Short-answer questions are open-ended questions that require students to create an answer that is greater than 150 words. They are commonly used in examinations to assess the basic knowledge and understanding (low cognitive levels) of a topic before more in-depth assessment questions are asked on the topic.</p> <ul style="list-style-type: none"> Does NOT require a thesis statement.

- Does require complete sentences.
- All parts of the question must be answered.
- Students give enough information to answer the question, but not write an essay.

Tips:

- Read the question carefully. Annotate the question and rephrase the question as your topic sentence (remember no thesis sentence necessary).
- Complete Sentences
- Do NOT bullet (bullets=zero points).
- Directly answer the question. Use the language of the prompt! (always)
- Pay close attention to what the question is asking of you: look for key action words such as describe, analyze, identify, explain, etc.
- Answer everything the question asks of you: you may have to do more than one thing such as “identify and explain.”
- Look for plurals—asking you to do more than one thing: reason vs. reasons; cause vs. causes. If it is plural, you must do 2 or more! You may not see many of these in SAQs but be on the lookout.
- Use active verbs!

The Mid-Semester Exam

- The Mid-Semester Exam is worth 20% of your course grade. The Mid-Semester Exam could consist of either true/false, multiple choice, or other questions. The Mid-Semester Exam will cover topics in the assigned reading assignments and lectures.
- Proctorio, Respondus LockDown Browser (LDB), Respondus Monitor, and other test tools may be required for exams.

Final Exam

- The Final Exam is worth 20% of your course grade. The Final Exam could consist of either true/false, multiple choice, or other questions. The Final Exam will cover topics in the assigned reading assignments and lectures.
- Proctorio, Respondus LockDown Browser (LDB), Respondus Monitor, and other test tools may be required for exams.

Research Paper

- The research paper is 15% of your course grade. You need to pick your topic as soon as possible. Your research topic must be related to an “alternative to incarceration,” which is any kind of punishment other than time in prison or jail that can be given to a person who commits a crime.
- Students' topics must be submitted by the second week of class and approved by the instructor. See “Research Paper Topic Submission” discussion thread under Week 2 to submit your topic.
- The student will utilize American Psychological Association (APA) style and will include reference page, citing at least 8 scholarly references. The reference page does not count toward the ten-page requirement.

- Students must submit the final draft of their paper in eCourse via the Turnitin.com submission link. I will not accept printed and email copies of your research paper.
- The grading rubric is in eCourse.

3.4. Communication Expectations and Standards:

To communicate with me, the preferred method is using Canvas email. If you choose to email me outside of Canvas, please use your university email address. In the email subject, include your course and section number (CRIJ 2301-Z01), as well as the relevant assignment and a brief explanation of your inquiry. Students will typically receive an email response from the instructor within 48 hours, Monday to Friday during business hours (8 a.m. - 5 p.m.). You can email the instructor at any time but do note that emails outside of business hours will not be seen or answered until the next business day. You can typically expect grades and feedback within one week of the assignment deadline, unless otherwise communicated by the instructor. Any communication concerning your final grade or late submission (for students with supporting documents from any university office) should be completed by 11:59 pm on 05/09 (Thursday). Emails received after this time may not be seen within the 48-hour response window and will not impact the university grading system.

The instructor won't respond to emails from students justifying absences or missed assignments, requesting opportunities to make up for missed assignments, or inquiring about course instructional content during an absence. However, if the instructor receives an accommodation support letter from the relevant university office, the student will be automatically granted accommodation for any missed assignment.

Check your emails and Canvas announcements regularly, as I will send announcements periodically throughout the semester with important information.

* Note that all online communication should maintain a high level of professionalism. Any emails sent to the instructor may be treated as university records, and the instructor may choose to forward students' emails to the department chair, dean, and university administrators.

3.5. Excused Absences:

Prairie View A&M University (PVAMU) has established protocols for approved excuses, and there are designated offices to handle the absence verification process. **As the instructor, I will NOT accept or respond to individual student emails attempting to justify absences or explain missed/delayed assignments, regardless of supporting documentation.** If a student has a valid excuse with appropriate documentation, they should follow the university's absence verification process overseen by the Office of Student Conduct (email: studentconduct@pvamu.edu; Address: Anderson Hall RM 308; Phone number: 936-261-3524). For all non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) requiring a valid excuse, students must submit them to the Office of Student Conduct along with supporting documentation for review and verification. The [Online Reporting Forms](#) can be used to access, complete, and submit the Request for a University Excused Absence form. Upon receipt, the office staff will verify the documentation and, if applicable, provide an official university excuse. An official confirmation email will be sent upon verification, which should be shared with instructors. **I will**

only accept official verification emails from authorized offices, such as the Student Conduct Office, Dean of Students, Athletics Department, Office of University Compliance and Title IX, Veterans Services Office, Office of Disability Services, etc. Moreover, these emails need to be received by the instructor within a reasonable timeframe. Absences without official verification will be considered unexcused, and no accommodation will be provided for missed assignments. Students bear ultimate responsibility for all instructional content and assignments.

3.6. Submission of Assignments:

This is a 100% online course, and all assessments will occur on Canvas. Therefore, it is crucial to have access to Canvas. Students must complete all work independently and adhere closely to the guidelines provided for each assignment to achieve success in the course. All assignments must be submitted via Canvas by the deadlines, unless otherwise communicated by the instructor.

- If a student contacts the instructor claiming that an assignment was submitted via the Canvas portal but is not recorded in the system, resulting in a zero-point score, the student's email will promptly be redirected to the manager of the Center for Instructional Innovation and Technology Services (CIITS) at PVAMU. The purpose is to authenticate the submission activity. The CIITS holds the capability to scrutinize all access and action logs for the student across any timeframe on Canvas.
- Writing assignments must be submitted through Canvas, limited to file uploads in .doc or .docx formats.
- Canvas blocking the submission is NOT considered a valid excuse for failing to submit an assignment, as alternatives such as emailing the assignment as an attachment to the instructor are available. Failure to submit via Canvas or email will result in zero points for the assignment. If any issues arise during the Canvas submission process, students should promptly email the instructor the assignment as an attachment, accompanied by an explanation and a screenshot of the failed submission for evidence.
- It's your responsibility to submit the complete and accurate version of the assignment before the deadline, as the instructor will grade the version submitted as is. Submitting an outdated, incorrect, incomplete, or unsatisfactory version, or sending it to an incorrect assignment portal, could negatively impact your grade. Once an assignment is submitted, it will be graded once after the deadline, and no resubmissions for grade improvement will be accepted. After submitting your writing assignment on Canvas, take a moment to confirm it's the correct version. If, by chance, you realize you've genuinely submitted the wrong version and the submission portal is closed, promptly email the instructor the corrected version as an attachment via Canvas email within five minutes of the initial submission. In such instances, I'll review and accept the corrected version sent to my email.
- Submitting a corrupted file (unopenable or inaccessible) for an assignment through Canvas or email will result in an automatic zero. Deliberately submitting a corrupted file, whether to gain extra time on an assignment or for other purposes, constitutes academic dishonesty. Please thoroughly verify that your submission is a fully functional file. You may see an exclamation point “!” next to the submission (refer to the example below) if the file is corrupt. This indicator alerts you to any issues with the file.
- The university subscribes to **Turnitin**, an internet based academic dishonesty detection service. Student writing assignments will be submitted using this tool.

3.7. Accessibility Letter issued by the Office of Disability Services (ODS)

The Office of Disability Services (ODS) may send the instructor an accessibility letter during the semester confirming approved accommodation categories based on a student's identified disability. It's the student's responsibility to notify the instructor of possessing an accessibility letter from ODS and to specify accommodation needs within the listed categories (e.g., Extended Time for online quizzes and in-class tests; Extended Class Assignment time). Should a student seek accommodation for a particular assignment, the request must explicitly cite the accessibility letter as its basis (if applicable). For accommodations related to non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.), adhere to the university's absence verification process outlined in **3.5. Excused Absences**. This clarification is mainly for record-keeping, as all assignment accommodations via Canvas require justification and may undergo university scrutiny. As a reminder, refrain from discussing disability-related details in emails to uphold confidentiality under FERPA protection.

3.8. Emergency Plans

It is highly recommended that each student develops a contingency plan in case of emergency circumstances such as a computer crash, natural disaster, or medical emergency. Here are some suggested measures to consider:

- Save your work and maintain easily accessible backups. It is advisable to save copies of your work to a flash drive or use cloud storage platforms like Dropbox, Google Drive, or Microsoft OneDrive. By having backup copies, you can minimize potential losses in the event of a computer crash.
- Ensure access to a secondary computing source. Plan and identify alternative computers or devices that you can use to complete your assignments in case your primary computing source becomes unavailable. This could involve utilizing campus computer labs, visiting your local library, or relying on a trusted individual to help.
- Establish access to a secondary internet source. It is important to have a plan for accessing the internet to complete and submit your coursework if your primary source becomes inaccessible. Consider options such as utilizing computers in campus labs using your credentials, visiting libraries or coffee shops with internet access, exploring guest access at public schools, or relying on the assistance of someone you trust.

By implementing these measures, you can be better prepared to handle unforeseen circumstances and ensure the continuity of your coursework. Please be aware that a lack of preparedness or encountering technical difficulties with your computer or internet will not be considered acceptable reasons for non-submission or late submission.

3.9. Netiquette (online etiquette):

This course relies mainly on asynchronous mode of instruction. Students are required to attend and actively participate in all synchronous (Zoom) sessions. Disruptive behavior and disrespectful behavior towards the instructor and fellow students will not be tolerated and can result in reduced points.

Students must participate in all directed discussions and virtual classroom chats and must be respectful and courteous to others in online environments. Avoid using inappropriate language, ALL CAPS, texting abbreviations, and excessive emoticons. Be mindful when using humor or sarcasm in written

communications as tone can be difficult to convey. When using Zoom or other video conferencing tools, students should ensure that their background is appropriate and free of clutter or offensive materials. Appropriate dress is required, and students should avoid using high-traffic or noisy areas. Before the class begins, test audio, video, and lighting to prevent technology issues.

Semester Calendar

** PLEASE NOTE THIS SCHEDULE IS TENTATIVE AND SUBJECT TO CHANGE*

SECTION I. Foundations for Social Research

Week One: 01/16-01/21

Topic Description **An Overview of Community Corrections: Goals and Evidence-Based Practice**

Readings: Alarid Chapter 1

Assignment(s):

Week Two: 01/22-01/28

Topic Description **An Overview of Community Corrections: Goals and Evidence-Based Practice**

Readings: Alarid Chapter 1

Assignment(s): **Week 2 Short Answer Question**
Week 2 Quiz (Chapter 1)

Week Three: 01/29-02/04

Topic Description **How Probation Developed: Chronicling Its Past and Present**

Readings: Alarid Chapter 2

Assignment(s): **Week 3 Discussion**

Week Four: 02/05-02/11

Topic Description **History of Parole and Mandatory Release and Crime**

Readings: Alarid Chapter 3

Assignment(s): **Week 4 Short Answer Question**
Week 4 Quiz (Chapter 3)

Week Five: 02/12-02/18

Topic Description **Pretrial Supervision, Sentencing, and the Presentence Investigation Report**

Readings: Alarid Chapter 4

Assignment(s): **Week 5 Discussion**

Week Six: 02/19-02/25

Topic Description **Classification and Supervision**

Readings: Alarid Chapter 5

Assignment(s): **Week 6 Short Answer Question**
Week 6 Quiz (Chapter 5)

Week Seven: 02/26-03/03

Topic Description **Community Supervision for Offenders with Special Needs**

Readings: Alarid Chapter 6

Assignment(s): **Mid-Semester Examination** (Chapter 1-6)

Week Eight: 03/04-03/10

Topic Description **Community Supervision Modification and Revocation**

Readings: Alarid Chapter 7

Assignment(s): **Week 8 Discussion**

Week Nine: 03/11-03/17

Topic Description **Spring Break (University Closed)**

Readings:

Assignment(s): N/A

Week Ten: 03/18-03/24

Topic Description **Residential Community Supervision Programs**

Readings: Alarid Chapter 8

Assignment(s): **Week 10 Short Answer Question**
Week 10 Quiz (Chapter 8)

Week Eleven: 03/25-03/31

Topic Description **Nonresidential Graduated Sanctions**

Readings: Alarid Chapter 9

Assignment(s): **Week 11 Discussion**

Week Twelve: 04/01-04/07

Topic Description **Economic and Restorative Justice Reparations**

Readings: Alarid Chapter 10

Assignment(s): **Week 12 Short Answer Question**
Week 12 Quiz (Chapter 10)

Week Thirteen: 04/08-04/14

Topic Description **Prisoner Reentry: Collateral Consequences, Parole, and Mandatory Release**

Readings: Alarid Chapter 11

Assignment(s): **Research Paper**

Week Fourteen: 04/15-04/21

Topic Description **Career Pathways in Community Corrections**

Readings: Alarid Chapter 12

Assignment(s): **Week 14 Quiz** (Chapter 12)

Week Fifteen: 04/22-04/28

Topic Description **Juvenile Justice, Probation, and Parole**

Readings: Alarid Chapter 13

Assignment(s): **Week 15 Discussion**

Week Sixteen: 04/29-05/05

Topic Description **Bringing It All Together: Practical Solutions for Community-Based Corrections**

Readings: Alarid Chapter 14

Assignment(s): **Final Exam**

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.