CRIJ 4334 - Administration of Justice
Fall 2024 Syllabus, Section 181, CRN 15296

Instructor Information

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Office Hours:
Virtual (On-line)
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Times and Location

Does Not Meet Face-to-Face

Course Description

This course covers contemporary concepts, principles and theories of administration of justice in criminal justice agencies. This course is intended to introduce the student to the views of prominent writers on theories of management and relate them to the field of criminal justice administration. A central intent of this course is to enhance the student's ability to understand the art and science of organization and administration in criminal justice.
Social Sciences Department, College of Arts & Sciences

Student Learning Outcomes

Upon successful completion of this on-line course, the student will be able to execute the following:

1. Provide an overall understanding of law enforcement management concepts, practices, and principles within an organization in criminal justice.
2. Familiarize with the importance of leadership and management principles as it relates to effective police supervision.
3. Identify and discuss specific theories on organizational motivation.
4. Identify various organizational and behavioral issues affecting motivation and productivity.
5. Understand how several orientations toward police supervision and how these orientations influence policing behaviors.
6. Knowledge of some of the more recent developments in police supervision and management and how policing has changed in recent years.
7. Knowledge and understanding of the importance of evaluating, appraising and assessing performance within an organization.
8. Familiarize with future critical issues of criminal justice and organizational dilemmas facing police administrators.
9. Demonstrate a working knowledge of operational and administrative organizational aspects of criminal justice agencies including conflict, job design, communications, personnel evaluation/supervision, decision making, and organizational effectiveness.
10. Demonstrate critical and analytical thinking.
11. Demonstrate professional level written and oral communications.

Important Dates

Visit the Academic Calendar (tamiu.edu) (https://www.tamiu.edu/academiccalendar/) page to view the term's important dates.

Textbooks

Group	Title	Author	ISBN
Required	Managing Criminal Justice Organizations: An Introduction to Theory and Practices. (3rd Edition)	Kania, Richard R. E., & Davis, Richards P.	9781138609723

Grading Criteria

Grades are based on student's performances in the following requirements:

1. 20% of the course grade: Term Paper and Power Point Presentation:

A term paper for this on-line course. The purpose in completing this project is to demonstrate the student's ability to synthesize, analyze, and evaluate information carefully and objectively; use good management principles; use this information to propose a solution to a budgeting issue; discuss social policy implications of the student's solution; and present the ideas in clear written form directed to a specific audience, the class. Research paper and Powerpoint are due by midnight Sunday, November 3, 2024. Late research papers will not be accepted unless extenuating circumstances are approved by the instructor.

To complete this Task:

1. Select a criminal justice agency and have it approved by the course instructor. (Topics will be approved on a first come first serve bases to avoid duplication)

2. Research the actual budget for that agency.

3. Using management principles learned in this course, justify the allocations in the proposed budget.

4. Consider social policy implications of the budget proposal.

5. Write a paper explaining the budget proposal, the reasons in support of the allocations, the social policy implications of the solution, and the research that supports the outcome.

Your paper must include:

1.   A cover page must include name, title of paper, course, and date (this page is not part of the research paper)

2.   An Abstract

3.   An Introduction

4.   Body

5.   Conclusion

6.   Clear summary (in table form) of budget proposal

7.   Discussion of the research

8.   Clear statement of the reasons supporting the allocations

9.   Consider social policy implications

10.   Reference page: A minimum of three (3) references

11.   Using APA style

12.   Time New Roman 12 – double space

13.   PowerPoint presentations must be uploaded onto the Discussion area. Presentations should include key issues and major points of the papers (same date as research paper due date). They should be interesting. Other students will be reviewing the presentations and making comments in the discussion thread.

The text of this paper should be at least 1,000 words or five typewritten pages in length. Students must demonstrate that they understand the types of drugs, how they are abused, how they affect individual's brains, and shape behavior to include drug abuse treatments. APA is used to cite sources in both the body of the paper and on the References page. Do not copy and paste the material from resources, such as the internet.

Students' presentation will be a power point presentation placed into the Discussion thread Folder (Research Project PP). Presentation should have key issues and major points of your paper (number of slides as needed. Make it interesting. Other students will be reviewing your material and making comments in the discussion thread. Students are required to post four (4) comments on four (4) student's term paper.

Grading is based on a rubric specifically designed to assess the research project. This rubric is located in the Turnitin drop box rubric portal. Students' responses are within seven (7) after each presentation. Total score possible for this course requirement ranges from 0 (lowest) to 100 (highest). If students do not submit the research project by the due date, they may be subject to fail the class.

The following are standards that will be utilized to grade your research paper:

a. 100-90 = Follows assignment, excellent command of material, exemplary writing.

b. 89 -80 = Follows assignment, minor flaws in command of material, minor writing flaws.

c. 79 -70 = Flaws in following assignment, minor flaws in command, significant writing problems.

d. 69 -60 = Flaws in following assignment, flaws in command and documentation, very poor writing.00-university level.

2. 15% of course grade: Quizzes: Each quiz will last thirty (30) minutes. Students will have an opportunity during Quiz 1 to take the Quiz twice to become acquainted and familiar with the process; the highest grade will be recorded. The structure of quizzes is comprised of either ten (10) multiple choice and/or true and false questions related to each chapter reading. The true and false and multiple-choice questions test student's knowledge keywords, understanding of concepts, principles, and techniques. Each questions' answer is worth one (1) point. The highest possible score on quizzes is 10 points (meaning 100%). Quizzes will be scheduled on Fridays of each week, unless extenuating circumstances arise. Feedback and comments on quizzes may or may not be available. If clarification is necessary, students are encouraged to email the instructor for feedback within 48 hours after the close of the quiz portal. Additional information about scheduled quizzes will be posted on the course calendar. Blackboard will conduct regular maintenance throughout the semester and Quiz dates and times may be rescheduled.

3. 15% of course grade: On-Line Discussions: On-line discussions are an important component of the courses' requirements. Even though students are expected to engage the professor in a discussion on topics they will be marked as "present" merely by logging into the course. Class participation requires students to participate. Each week there will be discussion questions posed for comments from the students. This provides them an opportunity to get answered for clarification of materials related to course. Additionally, it is required for students to engage with others in discussing the issues raised in the thread. To receive maximum credit for participation, there are both quality and quantity measurements. Quality is the degree to which they address specific issues and comments of others. Quantity is the absolute number of postings. For example, if they have six (6) or seven (7) postings that do not relate to the issues, no credit will be awarded.

However, if the minimum number of postings directly focus on the discussion issue, then maximum credit would be awarded. The issue of quality and quantity are interrelated because simply making two comments to some postings and leaving no other evidence of being involved in the discussion is insufficient for granting credit. The discussion thread is a "virtual classroom" which suggests participation throughout the discussion period. The opportunity to make comments and participate is there to help students improve their grades for each week's discussion. Comments or postings after those dates will not be evaluated for grading purposes.

Remember: posting all the responses on the same day does not fulfill the requirement of discussion. Students are required to post three (3) comments or post other students' responses to the discussion questions in addition to their own responses—a total of four (4) comments/posting. Discussions are due by midnight Saturday of each week unless the instructor changes the deadlines.

4. 20% of the course grade Tests: Tests will cover Chapters 1 through 4, Chapters 5 through 8 and Chapters 9 through 12. They are designed to test students' knowledge, understanding and mastery of principles, concepts, and techniques related to each reading. They will be comprised of sixty (60) true and false, and multiple-choice questions (worth 1.5 point per question) and one (1) essay question (worth 10 points). Essays must contain the following: 1. Introduction, 2. Body, and 3. Conclusion. Tests may also include items that have previously appeared in quizzes and assignments. Tests must be completed in one session. For additional information on the schedule of tests' openings and closing times and dates, are listed to the course calendar. Once students engage on the examination portal, they will have three (3) hours to complete the test. Upon termination of scheduled time, the examination portal will automatically close, and the responses submitted. A rubric similar to those used to evaluate research project assignments will be utilized to evaluate the tests. The instructor has the discretion to change the format of the test. Students will be notified of any changes before the tests' deadline.

Requirements for tests and exams:

LockDown Browser Requirement
This course requires the use of LockDown Browser for online tests and exams including webcam which is available for the one-time purchase price of $10.00. A short video (http://www.respondus.com/products/lockdown-browser/student-movie.shtml/) provides basic understanding of the LockDown Browser.

5. <u>30% of the course grade Final Exam:</u> The Final Exam will be comprehensive in scope. It will cover all chapters discussed in, include materials covered, such as assigned chapters in the textbook of the course, lecture materials, discussions, and assignments. The final may also include previous examinations and quizzes. The final exam will consist of eighty (80) true and false and multiple-choice questions (worth 1 point). The second part of the final exam encompasses two (2) essay questions (worth 10 points each). Additional information on the schedule of exams with opening and closing times and dates is listed on the course calendar. Once students engage the examination portal, the student will have three (3) hours to complete the exam. Exams must be completed in one session. Upon termination of scheduled time, the examination portal will automatically close, and student's responses submitted. A rubric similar to those used to evaluate research project assignments will be utilized to evaluate the exams. Comments and feedback on examinations are usually available within five (5) days after the close of the final exmaination portal, if necessary.

<u>Grading Scale:</u>

The below grading scale is for quizzes, tests, final exam, and overall course grade. (If students have an overall average of 89.9, the student's overall grade is 89).

GRADE	PERCENTAGE
A	90-100%
B	80-89.99%
C	70-79.99%
D	60-69.99%
F	Less than 60%

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
8/26	1. Examine the meaning of the key terms "management," "administration," and "organization" as used in criminal justice 2. Identify the eight principles of public management, and explain the values each of these principles reflects 3. Review the contrast of public versus private management	Chapter 1: An Introduction to Criminal Justice Management	1. Read: Course Syllabus 2. Acknowledgement of Syllabus and Policies 3. Read Chapter 1 4. Review PPT presentation for text Chapter 1 5. Respond to questions in discussion area 6. Take Quiz 1 - Friday, August 30, 2024 from 8AM until 11:59PM
9/2	1. Name and identify the primary functions of each major component of the American criminal justice system 2. Identify the most commonly used titles of rank in American law enforcement and corrections 3. Identify the activities of nongovernmental agencies and individuals in providing criminal justice services 4. Name and identify the investigative responsibilities of several major federal law enforcement agencies within the Department of Justice and Homeland Security	Chapter 2: Management Position in Criminal Justice	1. Read Chapter 2 2. Review PPT presentation for text Chapter 2 3. Respond to the questions in discussion area 4. Take Quiz 2 - September 6, 2024 from 8AM until 11:59PM

9/9	1. Identify the three intellectual sources of the ideas upon which the American public service stands 2. Identify three American president whose ideas contributed significantly to public service 3. Identify leading reformers in policing, corrections, and jurisprudence in Europe and the United States and know their specific contributions 4. Identify leading managerial theorists whose ideas have been incorporated into the American criminal justice system	Chapter 3: Historical Antecedents	1. Read Chapter 3 2. Review PPT presentation for text Chapter 3 3. Respond to the questions in discussion area 4. Take Quiz 3 - Friday, September 13, 2024 from 8AM until 11:59PM
9/16	1. Identify which criminal justice is your locality and state are elected 2. Distinguish between first-order and second-order policy-making 3. Discuss some of the traits that you consider to be very important in a criminal justice leader 4. Discuss the skills you feel that a criminal justice leader should possess 5. Identify four distinct managerial styles and compare them in terms of concern for subordinates and concern for maintaining control 6. Compare and contrast scientific management and human relations approaches to leadership and management 7. Discuss various models of contingency or situational management and leadership 8. Identify incentives that can be used in criminal justice management	Chapter 4: Leading in Criminal Justice	1. Read Chapter 4 2. Review PPT presentation for text Chapter 4 3. Respond to the questions in discussions area 4. Take Quiz 4 - Friday, September 20, 2024 from 8AM until 11:59PM 5. Review and study Chapters 1 through 4 for Exam # 1, Saturday, September 21, 2024 from 8AM until 11:59PM 6. Research topics due for approval
9/23	1. Identify the key features of a criminal justice bureaucracy 2. Summarize the 11 principles of organization 3. Describe command, communication, and control relationships on a criminal justice agency organizational chart 4. Identify the key aspects of the division of labor and span of control 5. Identify some of the problems and paradoxes inherent in applying the principles of organization 6. Discuss the five imperatives of organization proposed by Philip Selznick	Chapter 5: Organizing Criminal Justice	1. Read Chapter 5 2. Review PPT presentation for text Chapter 5 3. Respond to the questions in discussion area 4. Take Quiz 5 - Friday, September 27, 2024 from 8AM until 11:59PM
9/30	1. Distinguish between operational decisions and managerial decisions 2. Contrast long-range and short-range planning in terms of the planning cycles of criminal justice organizations 3. Review the five key factors a manager should consider in selecting a managerial decision-making method 4. Discuss the feature of the four models of managerial decision-making: rational choice, bureaucratic, decision trees, and political	Chapter 6: Decision-Making and Planning	1. Read Chapter 6 2. Review PPT presentation for text Chapter 6 3. Respond to the questions in discussion area 4. Take Quiz 6 - Friday, October 4, 2024 from 8AM unitl 11:59PM

Date	Objectives	Chapter	Assignments
10/7	1. Distinguish between individual and organizational evaluation 2. Discuss the data elements appropriate to an individual evaluation 3. Identify sources of managerial information that can be used as criminal justice agency performance measures 4. Describe way of using MBO in both individual and organizational evaluation 5. Identify sources of resistance to organizational change. 6. Identify features of a criminal justice agency that are favorable to change	Chapter 7: Evaluating, Appraising and Assessing Performance	1. Read Chapter 7 2. Review PPT presentation for text Chapter 3. Respond to the questions in discussion area 4. Take Quiz 7, Friday, October 11, 2024 from 8AM until 11:59PM
10/14	1. Identify the key features of the five eras of public service in the United States 2. Understand the positive and negative aspects of the patronage system from criminal justice hiring 3. Identify key legislation and court ruling bringing about the "civil rights" revolution in criminal justice hiring 4. Identify the seven key civil services reforms exemplified in the Pendleton Act 5. Understand the abbreviations for the following: AA, BGOQ, EEO, EEOC and OFCCP	Chapter 8: Staffing and Personnel Issues	1. Read Chapter 8 2. Review PPT presentation for text Chapter 8 3. Respond to the questions in discussion area 4. Take Quiz 8 - Friday, October 18, 2024 from 8AM until 11:59PM 5. Review and study for Exam # 2 over Chapters 5 through 8, Saturday, October 18, 2024 from 8AM unitl 11:59PM
10/21	1. Discuss the rising standards for education and criminal justice training in each of the major areas of criminal justice employment 2. Discuss the relative merits and disadvantages of the three means of providing in-service training: OJT, in house, and contracted-out training 3. Explain the three stages in criminal justice employee socialization: anticipatory, formal and informal	Chapter 9: Training and Education for Criminal Justice	1. Read Chapter 9 2. Review PPT presentation for text Chapter 9 3. Review PPT presentation for text Chapter 9 4. Take Quiz 9, Friday, October 25, 2024 from 8AM until 11:59PM
10/28	1. Compare the difference in the four major types of agency budgeting 2. Identify the four major assets of a criminal justice organization that its manager is responsible for allocating 3. Distinguish between appropriated and nonappropriated funds, and examine the possible sources of both in a criminal justice agency 4. Review a variety of budget terms used in relation to budgeting in government service 5. Identify the four major asset of a criminal justice organization that its manager is responsible for allocating 6. Recognize and explain the data elements graphically represented on a Gantt chart and a PERT network analysis chart	Chapter 10: Allocating Key Organizational Resources	1. Read Chapter 10 2. Review PPT presentation for text Chapter 10 3. Respond to the questions in discussion area 4. Take Quiz #10 - Friday, November 1, 2024 from 8AM until 11:59PM 5. Research papers and PowerPoints are due Sunday, November 3, 2024 by midnight.

11/4	1. Name several advantages and disadvantages to using "informal communications" within an organization 2. Explain vertical, horizontal, and circular communications patterns and the merits of each 3. Explain the communication security measures that a criminal justice agency should employ	Chapter 11: Reporting for Criminal Justice	1. Read Chapter 11 2. Review PPT presentation for text Chapter 11 3. Respond to the questions in discussion area 4. Take Quiz 11 - Friday, November 8, 2024 from 8AM until 11:59PM 5. Research papers and PowerPoints due
11/11	1. Name and describe three patterns for change 2. Identify the seven most common patterns of ethical failures occurring across the criminal justice system 3. Discuss the 12 principles for dealing with the mass communications media that a criminal justice manager should consider 4. Discuss what future challenges you predict for criminal justice	Future Issues in Criminal Justice Management	1. Read Chapter 12 2. Review PPT presentation for text Chapter 12 3. Respond to the questions in discussion area 4. Take Quiz 12 - Friday, November 15, 2024 from 8AM until 11:59PM
11/18	1. Review for Exam # 3		1. Review for Exam #3 2. Take Exam #3 over Chapters 9 through12, Wednesday, November 19, 2024 from 8AM unitl 11:59PM 3. Review for Comprehensive Exam
11/25	1. Review for Comprehensive Exam 2. Nov. 27 – no class 3. Nov. 28 – 30 /Thanksgiving Holiday		1. Final Exam Review 2. Clarifications, if any, on course materials
12/2	1. Dec. 3 – Last day of Class 2. Review for Final Exam		1. Final Exam Assessment over Chapter 1 through 12, scheduled for Wednesday, Dec. 4, 2024, from 8A until 11:59P (end of the day)

University/College Policies

Please see the University Policies below.

COVID-19 Related Policies

If you have tested positive for COVID-19, please refer to the Student Handbook, Appendix A (Attendance Rule) for instructions.

Required Class Attendance

Students are expected to attend every class in person (or virtually, if the class is online) and to complete all assignments. If you cannot attend class, it is your responsibility to communicate absences with your professors. The faculty member will decide if your excuse is valid and thus may provide lecture materials of the class. According to University policy, acceptable reasons for an absence, which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Students are responsible for providing satisfactory evidence to faculty members within seven calendar days of their absence and return to class. They must substantiate the reason for the absence. If the absence is excused, faculty members must either provide students with the opportunity to make

up the exam or other work missed, or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence. Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their instructors with as much advance notice as possible.

Classroom Behavior (applies to online or Face-to-Face Classes)

TAMIU encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The University will always tolerate different, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action (please refer to Student Handbook Article 4).

TAMIU Honor Code: Plagiarism and Cheating

As a TAMIU student, you are bound by the TAMIU Honor Code to conduct yourself ethically in all your activities as a TAMIU student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at https://www.tamiu.edu/scce/ studenthandbook.shtml (https://www.tamiu.edu/scce/studenthandbook.shtml/).

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should   acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMIU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism**: Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.
  - *Caution*: Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.
  - *Caution*: Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.

- **Penalties for Cheating**: Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W."
  - *Caution*: Chat groups that start off as "study groups" can easily devolve into "cheating groups." Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal**: Faculty will notify students immediately via the student's TAMIU e- mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.

TAMIU E-Mail and SafeZone

Personal Announcements sent to students through TAMIU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to https://www.tamiu.edu/adminis/police/safezone/index.shtml for more information.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to $100,000; criminal penalties include a fine up to $250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Office of Student Counseling and Disability Services located in Student Center 126. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Student Counseling and Disability Services office.

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides
LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (URL: http://www.tamiu.edu/studentaffairs/StudentHandbook1.shtml (http://www.tamiu.edu/studentaffairs/StudentHandbook1.shtml/)).

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. If a student would like to file a complaint for discrimination due to his or her pregnant/parenting status, please contact the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041,TitleIX@tamiu.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site: https://www.tamiu.edu/reportit (https://www.tamiu.edu/reportit/).

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Equal Opportunity and Diversity (Lorissa M. Cortez, lorissam.cortez@tamiu.edu) can assist the student and professor in working out the reasonable accommodations. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students at the University, contact the Title IX Coordinator. In the event that a student will need a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU Student Handbook. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. Both rules can be found in the TAMIU Student Handbook (https://www.tamiu.edu/scce/studenthandbook.shtml (https://www.tamiu.edu/scce/studenthandbook.shtml/)).

Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity in admissions, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041,TitleIX@tamiu.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt, at https://www.tamiu.edu/reportit (https://www.tamiu.edu/reportit/), and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to an "F"; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar's Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamiu.edu) (https://www.tamiu.edu/counseling/telus/) or from the Apple App Store and Google Play.

Distance Education Courses

Online Courses and On-Campus Meetings

Texas Administrative Code (TAC), Title 19, Part 1, Chapter 2, Subchapter J, Section 2.202 (https://texreg.sos.state.tx.us/public/readtac$ext.TacPage/?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202), defines distance education as the formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50%) of instruction. Distance education includes hybrid and 100% online courses and programs as defined by the Texas Higher Education Coordinating Board (THECB):

- **Hybrid Course** - A distance education course in which more than 50 percent but less than 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations.
- **100-Percent Online Course** - A distance education course in which 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations. **Requirements for on-campus or in-person orientation, testing, academic support services, internships/fieldwork, or other non-instructional activities do not exclude a course from this category.**

In this online course, be sure to confirm what in-person meetings may be required of you (if applicable).

Course Structure

This course meets for fifteen weeks (15) and consists of 15 lessons. Lessons or module folders are located within the Lessons Tab of the course shell. Each of the lesson folders has a time and date to open; the folders cannot be accessed in advance. For example, if today's date were November 21, 2023, only the Introduction to the Course folder will be accessible. This timed access is purposefully done so that students focus only on the materials at hand and to keep them on track with the course schedule.

Overviews of each lesson's folders will find the following: (1) introduction the specific lesson, (2) the learning objectives, (3) the required and optional tasks, and (4) the materials. The tasks range from reading specific chapters from the textbook, viewing the MS Power Point Presentations, and engaging in a quiz, discussion threads, and a writing assignment. Each Lesson will start on Sundays and end on Saturdays. Quizzes are schedule on Friday's unless othewise.

Assessments such as quizzes, discussion questions and tests will be under each Lesson Week. The final comprehensive exam will be posted separately (e.g. "Week 1" or "Week 2"). The quizzes and examinations will be due at specific times and dates. The research paper/project and the Final Examination have their own portals with their respective opening and closing times/dates. More details are given on the Ultra Blackboard Lessons tab.

This is an intense and demanding course. Students will need to have dedication, energy, academic honesty, and time to read in the materials, participate in the activities, and complete the assessments within the specified time frames.

Announcements/Course Messages/Emails
The best way to contact the instructor for this course is through email. For the purpose of this course, all communication will be through the course email facility. Instructor's responses to a students' emails will be within 48 hours. Please use the Middle Point Forum for clarification and additional questions.

Assignments and Assessments

Feeback will be available as the course progresses. Grades will be posted as soon as quizzes, discussion questions, and tests are graded the next day, no more that two (2) days. Research project feedback will be avialable no later than two (2) weeks due to the amount of students in the class.

Course Communication Guidelines (Netiquette)

There are course expectations concerning etiquette or how we should treat each other online. We must consider these values as we communicate with one another. Visit **Instructional Technology and Distance Education Services' web page on Netiquette (http://www.tamiu.edu/distance/students/netiquette.shtml/)** for further instruction.

Accommodations/Accessibility Policy

Texas A&M International University seeks to provide reasonable accommodation for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodation. For more information, contact the online at **Office of Disability Services for Students (DSS)**, via phone at 956.326.3086 or by visiting the staff at the Student Center, room 118. A link to the Disabilities Services for Students site has also been included under the "Resources" tab inside the course.

Student Support Resources

The University wishes to have all students succeed in their courses. To provide support to our students, an array of services in the areas of technology support, academic support, student support, and accessibility support may be found at the University. For more information, visit the Instructional Technology and Distance Education Services page on **University Resources and Support Services**.

Computer/Technology Requirements

For students enrolling in the course, it is vital to consider the technology involved in order to have a successful course. It recommended that they meet the following technical requirements when using the learning management system (LMS) of the University.

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Online students will need regular access to a personal computer that runs on a broadband Internet connection.

It is recommended that you meet the technical requirements listed on the Instructional Technology and Distance Education Services' webpage when using the learning management system (LMS) of the University.

Additional Hardware. For this class, you will need the following additional hardware: A computer (desktop/laptop) or mobile device (smartphone/tablet) that is less than five years old will work. Recently purchased laptops may have these built-in web cameras. If you do not have this equipment, it is recommended to purchase a stand-alone webcam, microphone, or a webcam with a built-in microphone from your local electronic store or any online store.

NOTE: Instructional Technology and Distance Education Services may check out available webcams to students on a first-come, first-served basis. To check out a webcam, please stop by Killam Library, Room 259, and request an available webcam.

Additional Software. You will need the following additional software: TAMIU Students may access online versions of this software through their Dusty Office 365 account at **https://dusty.tamiu.edu/**. This site also provides students access to download the Microsoft suite for educational use. **See instructions for downloading the Microsoft Office suite**.

Note: Students, if you do not own the required hardware or software or do not have access to the Internet, it will be highly challenging for you to make any progress in this class. However, my goal is to assist you in finding solutions and guide you appropriately most of the required materials can either be found free of charge at TAMIU's library, classrooms, and available computer labs. **Visit Media Services' web page on the availability of on-campus computer labs.** In addition, you may also purchase any of these items at any electronic store.

Learning Management System (Blackboard)

Students are provided with an orientation (*eLearning (Blackboard) Student Orientation*) and access to guides on how to use the Blackboard LMS. Guides may be available at **Instructional Technology and Distance Education Services' Student eLearning Tutorial Videos page** or by contacting the eLearning team at **elearning@tamiu.edu**.

Minimum Technical Skills Expected

Students enrolling in the course should be familiar with utilizing the latest versions of Microsoft (MS) Office and its software such as MS Word, MS Excel, MS Power Point. They are expected to have access to a computer and/or laptop with reliable Internet access and connection and be familiar and possess basic computer skill set, Internet navigations skills, and emailing skills. Atomic Learning training videos are provided by the Office of Information Technology (OIT) for students that may be lacking any skill.

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Students in distance education should have knowledge of basic computer and Internet skills, as mentioned on the **Instructional Technology and Distance Education Services' webpage**.

Technical Support Services

Because of the nature of distance education courses, the Office of Information Technology (OIT) computing and information services are vital to the success of online students. This webpage covers contact information for Distance Education Services (Blackboard Support), the OIT Help Desk, and E-mail support: **Technical Support Services**.

Web Conferences/Synchronous sessions

If students need to meet, a web conference, maybe held, but not necessary.

Grading Scale/Schema (after Grade Breakdown section)

In determining the final course grade, the following scale is used in percentage or point value.

- *90 - 100% = A*
- *80 -89.99% = B*
- *70 -79.995 = C*
- *60 -69.99% = D*
- *Below 60% = F*

Late Work Policy

Late assignments will not be accepted unless exigent circumstances exist. The instructor will review requests on a case-by-case basis. Students are required to provide proof of the emergency circumstances. Also, there is no makeup for writing assignments, quizzes, midterm exams, research paper or the final exam unless some foreseen circumstances exist, and prior arrangements have been made with the instructor. Students must not wait until the last minute to contact the instructor about the issue at hand. Therefore, I have the final decision on what absences are legitimate and when makeup will be allowed or given.

Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

Turnitin Policy Or Other Types of Assignments in Other Systems

Students must submit term papers, which is the major written requirement for this on-line course. Submission must be processed through Turnitin (an originality checker software and drop box) prior to submission and grading. Only research with a similarity index of less than 20% (i.e., SI ≤ 20%) will be accepted and graded. Hence, students are encouraged to compose a pre-final draft (or multiple of the research earlier than the deadline. This will allow them the opportunity to run it through Turnitin in order to comply with the SI ≤ 20% threshold.

If pre-deadline entries run through Turnitin indicate similarity indices greater than 20%, students will need to rewrite their papers until they meet the SI ≤ 20% threshold. A research paper that satisfies the SI≤20% threshold will still be subject to further scrutiny for originality and plagiarism. A research paper that does not meet the threshold criterion will not be considered submitted and hence not graded.

Proctoring

This course requires the use of LockDown Browser for online tests and exams including webcam which is available for the one-time purchase price of $10.00.

Accessibility and Privacy Statements on Course Technologies

Students who need additional assistance use "Student Support" tab of Blackboard, information on technology support services, academic support services, student support services, and accessibility support services may be found, email address: elearning@tamiu.edu or by phone at 956-326-2791.

At Texas A&M International University, we believe that all students should have equal technology opportunities in the classroom. These technologies/ sites may also require user data, such as the creation of a username and password. You may find the accessibility and privacy policies of the technologies used in this class on the following pages: **Accessibility Statements and Privacy Statements**.

The following software is required:

- An Internet Browser, Mozilla Firefox preferred. (See Internet Browser section for more information.)
- Adobe Acrobat Reader,
- Flash Player (latest version),

- Java (latest version),
- Quicktime Player
- Windows Media Player
- Respondus Monitor

Optional Software

1. MS Office 2007 or greater (includes Microsoft Word, 365, Excel and PowerPoint)

Internet Connection

- A stable Internet connection of 56K or greater is required. *(However, please note that a 56K connection may degrade the quality of the experience.)*

Internet Browser

Various browsers may be able to access the learning management system. By using the following information:

- Use Mozilla Firefox 3.5 or higher (Mac or PC), Internet Explorer 7 or higher (PC). *(Please note that eLearning (learning management system) may not fully be compatible with the latest versions of each browser.*
- Be sure to properly configure the Internet browser. *(Please note that Mozilla Firefox is the university-preferred browser. To download Firefox, please visit http://www.mozilla.org/en-US/firefox/.)*
- Check to make sure the proper configured via the Browser Check provided below. This component will also be provided in the learning management system.

Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.