

CRIJ 5300 - Found in Criminal Justice: Found in Criminal Justice(Sub I- Aug 26 to Oct 11)

Fall 2024 Syllabus, Section 681, CRN 14777

Instructor Information

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Office: Online

Office Hours:

9 - 11 am

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Times and Location

Does Not Meet Face-to-Face

Course Description

Students in this course will survey various topics within criminal justice. Special attention will be given to theories of crime, research methodology, policy, and legal issues. Prerequisites: Graduate standing. Social Sciences Department, College of Arts & Sciences

Additional Course Information

In this course, students will conduct a comprehensive survey of key topics within the criminal justice field. The curriculum is designed to provide an in-depth understanding of the criminal justice system, focusing on its various components and their interrelationships. Special attention will be given to exploring crime theories, where students will examine different perspectives on why crime occurs and how these theories influence both practice and policy.

Additionally, policy analysis will be a key focus, with students investigating how criminal justice policies are formulated, implemented, and evaluated. Through case studies and real-world examples, students will explore the impact of these policies on crime rates, public safety, and social justice and consider the ethical implications of policy decisions.

Course Objectives for CRIJ 5300: Foundations in Criminal Justice

By the end of this course, students will be able to:

Understand Core Theories of Crime:

- Analyze and critically evaluate the major theoretical perspectives on crime causation, including classical, biological, psychological, sociological, and contemporary theories.
- Apply these theories to real-world criminal justice scenarios.

Examine Policy and Legal Issues:

- Explore the relationship between criminal justice policies and their legal foundations.
- Analyze key legal issues and case law that influence criminal justice practices.
- Discuss the impact of criminal justice policies on various populations and communities.

Enhance Critical Thinking:

- Develop critical thinking and analytical skills to evaluate criminal justice practices and policies.
- Engage in discussions and debates on contemporary issues in criminal justice.

Apply Knowledge to Professional Practice:

- Connect theoretical knowledge to practical applications within the criminal justice field.
- Identify and propose solutions to challenges faced by criminal justice professionals.
- Understand the role of ethics in criminal justice practice and decision-making.

Improve Communication Skills:

- Strengthen written and oral communication skills through essays, research papers, presentations, and class discussions.
- Learn to present complex criminal justice concepts clearly and persuasively to various audiences.

Foster a Global Perspective:

- Examine criminal justice issues from a global perspective, understanding how different countries address crime, justice, and legal issues.
- Compare and contrast international criminal justice systems with those in the United States.

Prepare for Advanced Study:

- Build a strong foundation in criminal justice that will prepare students for advanced coursework, research, and professional practice in the field.

These objectives aim to provide students with a comprehensive understanding of the foundational concepts, theories, and practices within the field of criminal justice, preparing them for further study and professional roles in the discipline.

Program Learning Outcomes

Program Learning Outcomes for CRIJ 5300: Foundations in Criminal Justice

Upon successful completion of this course, students will contribute to the following broader Program Learning Outcomes (PLOs) for the Criminal Justice program:

1. Knowledge of Criminal Justice Theories:

- Students will demonstrate an in-depth understanding of the key theories and concepts that form the foundation of criminal justice as an academic discipline.
- They can apply theoretical frameworks to analyze criminal behavior, the criminal justice process, and the functioning of criminal justice institutions.

2. Research and Analytical Skills:

- Students will develop advanced research skills, including the ability to design, conduct, and evaluate research projects in criminal justice.
- They will demonstrate proficiency in using qualitative and quantitative research methods to address complex questions and problems within the discipline.

3. Critical Evaluation of Criminal Justice Policies and Practices:

- Students can critically assess and evaluate the effectiveness of criminal justice policies, practices, and legal frameworks.
- They will be able to propose evidence-based solutions to contemporary issues and challenges criminal justice systems face.

4. Ethical and Professional Responsibility:

- Students will understand and apply ethical principles in the analysis and practice of criminal justice.
- They will be able to identify ethical dilemmas and demonstrate ethical decision-making in professional scenarios within the criminal justice field.

5. Global and Comparative Perspectives:

- Students will acquire a global perspective on criminal justice issues, understanding how different legal and justice systems operate worldwide.
- They will be able to compare and contrast criminal justice practices in various countries and assess their impact on crime and justice.

6. **Effective Communication:**

- Students will demonstrate strong written and oral communication skills, essential for conveying complex criminal justice concepts to academic and professional audiences.
- They can produce well-structured, coherent, and persuasive arguments in their coursework and presentations.

7. **Preparation for Advanced Study and Professional Practice:**

- Students will have the foundational knowledge and skills necessary for advanced criminal justice studies or related disciplines.
- They will be prepared to pursue careers in criminal justice, policy analysis, law, or academia, with a strong understanding of the discipline's core principles and challenges.

These Program Learning Outcomes ensure that students completing the CRIJ 5300 course are well-prepared to advance in their academic and professional careers in criminal justice.

Student Learning Outcomes

By the end of this course, students will be able to:

1. **Articulate Key Theories of Crime:**

- Identify and explain the major theories of crime, including classical, biological, psychological, and sociological perspectives.
- Apply these theories to case studies and real-world criminal justice scenarios.

2. **Conduct Research in Criminal Justice:**

- Design a basic research project, including formulating research questions, developing hypotheses, and selecting appropriate research methods.
- Collect, analyze, and interpret data relevant to criminal justice issues.
- Critically evaluate the validity and reliability of research findings in the field.

3. **Analyze Criminal Justice Policies and Legal Issues:**

- Examine the relationship between criminal justice policies and their legal foundations.
- Analyze significant legal issues and case law that impact criminal justice practices.
- Assess the implications of criminal justice policies on diverse communities and populations.

4. **Develop Critical Thinking Skills:**

- Demonstrate the ability to think critically about criminal justice issues, identifying strengths, weaknesses, and potential biases in various arguments.
- Engage in thoughtful discussions and debates on current criminal justice topics, using evidence to support positions.

5. **Apply Ethical Principles in Criminal Justice:**

- Recognize ethical dilemmas in criminal justice practice and research.
- Apply ethical principles to decision-making processes within criminal justice contexts.
- Evaluate the ethical implications of policies and practices in the criminal justice system.

6. **Communicate Effectively:**

- Produce well-organized, clear, and persuasive written assignments, including essays, research papers, and policy briefs.
- Deliver effective oral presentations on criminal justice topics, demonstrating clarity, coherence, and engagement with the audience.
- Participate actively in class discussions, articulating ideas and responding to others' perspectives in a respectful and informed manner.

7. **Develop a Global Perspective:**

- Analyze criminal justice systems and practices from a global perspective, comparing and contrasting them with those in the United States.
- Understand the global nature of crime and justice issues, including transnational crime, human rights, and international law enforcement cooperation.

8. **Prepare for Advanced Academic and Professional Work:**

- Demonstrate a comprehensive understanding of foundational concepts in criminal justice that prepares them for advanced coursework or professional roles.
- Integrate knowledge from various aspects of the course to address complex issues in criminal justice.
- Reflect on their own learning and identify areas for further development and specialization in their academic and professional journey.

These Student Learning Outcomes are designed to ensure that students completing the CRIJ 5300 course are well-equipped with the knowledge, skills, and competencies necessary for success in the field of criminal justice and beyond.

Important Dates

Visit the Academic Calendar ([tamtu.edu](https://www.tamtu.edu)) (<https://www.tamtu.edu/academiccalendar/>) page to view the term's important dates.

Textbooks

Group	Title	Author	ISBN
Optional	Introduction to Criminal Justice	Callie Marie Rennison; Mary Dodge	9781544398754, 1544398751

Other Course Materials

Articles and Other Online Readings

- Turner, B.S. (2006). Deviance. The Cambridge Dictionary of Sociology. U.K: Cambridge University Press. <https://ebookcentral.proquest.com/lib/uwsau/detail.action?docID=3004582>
- Epp, C. R., Maynard-Moody, S., & Haider-Markel, D. (2017). Beyond profiling: The institutional sources of racial disparities in policing. *Public Administration Review*, 77(2), 168-178. <https://doi.org/10.1111/puar.12702>
- Hartley, R. D., Maddan, S., & Spohn, C. C. (2007). Concerning Conceptualization and Operationalization: Sentencing Data and the Focal Concerns Perspective--A Research Note. *Southwest Journal of Criminal Justice*, 4(1). <https://web.s.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=0&sid=5a571515-e81f424c-b12f-7186563699f0%40redis>
- Safran, M. A., Mays Jr, R. A., Huang, L. N., McCuan, R., Pham, P. K., Fisher, S. K., ... & Trachtenberg, A. (2009). Mental health disparities. *American Journal of Public Health*, 99(11), 1962-1966. <https://doi.org/10.2105/AJPH.2009.167346>
- Wickert, C. (2022, April 18). General theory of crime (Gottfredson & Hirschi). *Uber SozTheo*. <https://soztheo.de/theories-of-crime/control/general-theory-of-crime-gottfredson-hirschi/?lang=en>
- Pratt, T. C., & Cullen, F. T. (2000). The empirical status of Gottfredson and Hirschi's general theory of crime: A meta-analysis. *Criminology*, 38(3), 931-964. <https://doi.org/10.1111/j.1745-9125.2000.tb00911.x>
- Gunner, J. (n.d.). Types of research questions with examples. *Your Dictionary*. Available at: <https://examples.yourdictionary.com/types-of-research-questions-with-examples.html>
- Evidence-Based Policy Making Collaborative. (2016). Principles of Evidence-Based Policymaking. Available at: https://www.urban.org/sites/default/files/publication/99739/principles_of_evidencebased_policymaking.pdf
- Centers for Disease Control and Prevention. (2021). Policy Analysis. Available at: <https://www.cdc.gov/policy/polaris/policyprocess/policyanalysis/index.html>
- Sampson, R. J., Winship, C., & Knight, C. (2013). Translating causal claims: Principles and strategies for policy-relevant criminology. *Criminology & Public Policy*, 12, 587-616. doi:10.1111/1745-9133.12027
- Social Care Institute for Excellence. (2012). Research Mindedness. Available at: <https://www.scie.org.uk/publications/researchmindedness/makingsenseofresearch/misuseofresearch/>

Videos

- Lockman, T. (2012). How to Read a Scholarly Journal Article. [online] YouTube. Available at <https://www.youtube.com/watch?v=EEVftUdfKtQ>

- OSLS Elementary Videos. (2018). Citing Sources: Why & How to Do It. [online] YouTube. Available at: <https://www.youtube.com/watch?v=-JV9cLDCgas>
- Patten, M. (2015). Introduction to Research Design. [online] YouTube. Available at: <https://www.youtube.com/watch?v=GYyWR7SA03E>
- Rockinson-Szapkiw (2013). Research Methods-Choosing a Research Design. [online] YouTube. Available at: <https://www.youtube.com/watch?v=ncoMOWzByVI>.
- Khan Academy. (2017). Introduction to Public Policy Process. Available at: <https://www.youtube.com/watch?v=ipm5Bk10Fio>
- Wielhouwer, P. (2015). Making Public Policy. [online] YouTube. Available at: <https://www.youtube.com/watch?v=gBuyEYAm74Y>.
- Smeets, I. (2012). The Danger of Mixing up Causality and Correlation. Tedx Talks [online] YouTube. Available at: <https://www.youtube.com/watch?v=8B271L3NtAw>

Grading Criteria

GRADE	PERCENTAGE
A	90-100
B	80-89.9
C	70-79.9
D	60-69.9
F	Below 60

Open Boilerplate

ASSIGNMENT	VALUE
Class Participation (Cases, Discussions, Quizzes)	50%
Midterm Exam (Research Paper)	20%
Final Exam (Research Paper)	30%

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
8/26	An Introduction to Crime and the Criminal Justice System	List the three primary components of the criminal justice system Identify the paths on which a crime may be handled in the criminal justice system. How Does The Criminal Justice System Work?	Quiz 1
9/2	The Nature and Extent of Crime	What is Crime? The Victim Crime Control	Case Study
9/9	Law Enforcement	Police, Security and, Law Enforcement On the Streets: Organization, Responsibilities, and Challenges Police and the Rule of Law	Quiz 2
9/16	Midterm Exam		Research Paper and Presentation
9/23	Courts	The Courts and Judiciary The Prosecution, Defense, and Pretrial Activities The Criminal Trial and Sentencing	Case Study

9/30	Correction	Correctional Responses in the Community Institutional Corrections Prison Life and Life After Prison	Quiz 3
10/7	Final Exam		Research Paper and Presentation

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)

TAMU 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).

TAMU Honor Code: Plagiarism and Cheating

As a TAMU student, you are bound by the TAMU Honor Code to conduct yourself ethically in all your activities as a TAMU student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at <https://www.tamtu.edu/scce/studenthandbook.shtml> (<https://www.tamtu.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.tamiau.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.tamiau.edu/studentaffairs/StudentHandbook1.shtml>) (<http://www.tamiau.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@tamiau.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.tamiau.edu/reportit> (<https://www.tamiau.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@tamiau.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.tamiau.edu/scce/studenthandbook.shtml>) (<https://www.tamiau.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@tamiau.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt, at <https://www.tamiau.edu/reportit> (<https://www.tamiau.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

Course Structure:

This course is delivered entirely online, providing a flexible learning environment. The primary methods for engaging with the course content include reading assigned texts, viewing instructional videos, and actively participating in online discussions. These activities are designed to foster a deep understanding of the subject matter through the exchange of ideas and collaborative learning. To enrich these discussions and enhance your understanding of criminal behavior, you will be assigned various research tasks, readings, and activities. All course materials and assignments will be accessible through Blackboard.

Student Responsibilities:

- Engage actively and constructively in online discussions.
- Complete all assignments by the specified deadlines.
- Share your research and findings with your peers to contribute to the learning community
- Become familiar with the Blackboard platform for discussion participation, assignment submissions, and completing quizzes and exams.
- Reach out to the instructor for any additional support or clarification as needed.

Instructor Responsibilities:

- Offer flexible virtual one-on-one meetings upon request to support student learning.
- Respond to student emails within 24 hours on weekdays and 48 hours on weekends.
- Guide and stimulate discussion board activities, offering further insights and clarifications.
- Grade and provide feedback on assignments within 7 days of the due date.
- Deliver detailed, constructive feedback on all assignments, with the exception of automatically graded quizzes.

Student-Instructor Communication Policy and Response Time:

Before reaching out with questions, please consult the following resources to find answers:

- The Course Syllabus
- Announcements in Blackboard
- The Q & A Forum

For general questions (e.g., assignment clarifications or navigating Canvas), please post them on the Q & A Forum Discussion Board. This platform allows both students and the instructor to address questions that may benefit the entire class. Your instructor will respond within 1 business day.

For personal or confidential matters, please email the instructor directly, using professional email etiquette. Address the instructor as Dr. Mamdooh. Include the course name in your email for clarity. Expect a reply within 24-48 hours.

Course Communication Guidelines (Netiquette):

Online communication should reflect respect and consideration for others. Please review the university's Netiquette guidelines to understand how to interact professionally and courteously in an online environment.

Accommodations/Accessibility Policy:

Texas A&M International University is committed to providing reasonable accommodations to all qualified students with disabilities. The university adheres to applicable laws and guidelines to ensure equal educational opportunities. Students needing accommodations should register with the Director of Student Counseling and contact the course instructor promptly to arrange suitable accommodations. More information is available through the Office of Disability Services for Students (DSS), which can be contacted via phone at 956.326.3086 or in person at the Student Center, room 118.

Student Support Resources:

To support your success in this course, the university offers a range of resources, including technology, academic, and student services. For more details, visit the Instructional Technology and Distance Education Services page.

Computer/Technology Requirements:

To participate in this distance learning course, ensure your technology meets the minimum requirements listed on the University's Distance Learning website. Additional software or hardware specific to this course will be detailed in the course syllabus. Personal software resources can be accessed here. If you do not have access to the necessary hardware or software, please contact Media Services or visit the on-campus computer labs.

Learning Management System (Blackboard):

Students are expected to complete the eLearning (Blackboard) Student Orientation and review available guides on using Blackboard. Support is available through the Instructional Technology and Distance Education Services' Student eLearning Tutorial Videos page or by contacting the eLearning team at elearning@tamiu.edu.

Technical Support Services:

Given the online nature of this course, technical support is crucial. Assistance is available through the Office of Information Technology (OIT) for Blackboard support, the OIT Help Desk, and email support. Visit the Technical Support Services page for contact information.

Late Work Policy:

Timely submission of all course assignments, including discussion boards, exams, and other graded activities, is crucial. If you are unable to meet a deadline, you must notify the instructor via email immediately. Late submissions without prior approval will be penalized as follows:

1. Assignments submitted within one week after the deadline will incur a 10% grade deduction.
2. Assignments submitted more than one week late, or after the final exam, will not be accepted.
3. Group assignments, including discussion board posts and replies, will not be accepted after the due date.

Course Evaluation:

Students are encouraged to complete a course evaluation at the end of the term. This evaluation will be sent via email and can also be accessed through a link provided in the course.

Accessibility and Privacy Statements on Course Technologies:

At Texas A&M International University, we strive to ensure that all students have equal access to technology in the classroom. The technologies used in this course may require user data, such as creating a username and password. You can review the accessibility and privacy policies for these technologies via the following links: [Accessibility Statements](#) and [Privacy Statements](#).

Syllabus Subject to Change:

Please note that while this syllabus provides detailed information and expectations for the course, it may be subject to change to incorporate new research, emerging best practices, or unforeseen events. Any significant changes will be communicated to students promptly.