



CRIJ 5300 - Found in Criminal Justice: Found in Criminal Justice (Sub I- Aug 25 to Oct 10)

Fall 2025 Syllabus, Section 680, CRN 16291

Instructor Information

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Assistant Professor

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Office: AIC Room #349

Office Hours:

By Appointment

In-person or via Team

Mondays and Wednesdays, 12:00 AM-2:00 PM

Virtual Office Hours, Wednesdays, 6:00-7:00 PM

Office Phone: 9563263451

If my office hours listed above does not work for you, please message me, as I would be happy to find an alternative time that works for both of us.

Feel free to email or call me! Please remember to leave your name and the course prefix/title. Response time is about 24 hours.

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

This is a seven-week course that will incorporate selected readings of scholarly articles and other online resources, as well as video presentations. Students will be required to do all readings, participate in discussions, and submit a final paper and infographic assignment. These materials will be uploaded to the course website and will serve as the basis for weekly discussions.

There will be readings/videos required (except week seven) and one discussion for each week. Because this course is being held online, it is extremely important that students watch the videos, read the materials, and actively participate in the discussions in lieu of taking an in-person course. Because of their importance, each discussion is worth 50 points.

Throughout the semester you will be working towards your final paper that will examine a criminal justice policy. In preparation for the final paper, students will be required to submit a paper topic proposal, an outline, and drafts of each section for instructor feedback. Students are also required to attend (virtually or in-person) the University writing center. Feedback is expected to be implemented. In addition to the final paper (100 points) and related assignments (140 points), students will also create an infographic that is worth 100 points.

The infographic will be a pamphlet-type document that summarizes the final paper primarily in a visual-format.

You are invited to attend a virtual meeting on 08/27/2025, between 6:30 – 7:30 PM (US Central Time) via Blackboard Class Collaborate.

I have already created the session, so you will be able to join in 15 mins prior with just a click on <https://us.bbcollab.com/guest/f09634bf71f541cfb3536487d0485398>.

It is an optional virtual meeting. As this course is asynchronous, I understand some students may not be able



to attend these meetings, but I highly recommend that you do. There will be no penalties for non-attendance. This meeting will provide information, discuss expectations, and share reflections about the course. Additionally, I will be available to answer your questions. The session will be recorded and posted for those unable to attend.

NOTE ON THE USE OF ARTIFICIAL INTELLIGENCE:

AI is not to be used to compose/create any assignment in this class unless specifically and individually approved by me in advance. If you want to use AI and have a compelling reason for doing so, contact me so we can discuss it.

Student Learning Outcomes

Upon successful completion of this course, each student will:

C01: Describe key elements of criminological theories and provide examples of how theory development has impacted criminal justice practices.

C02: Describe what evidence-based policy is and why it is beneficial.

C03: Compare how the types of questions can be answered by different research methodologies.

C04: Analyze evidence-based policy.

C05: Describe the relationships between theory, methods, and policy.

C06: Demonstrate the ability to express ideas in clear English using discipline specific language and formatting.

Important Dates

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

Other Course Materials

To go to the bookstore, **click here** (<https://www.bkstr.com/texasaminternationalstore/home/>).

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-e81f-424c-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_evidence-based_policymaking.pdf

Centers for Disease Control and Prevention. (2021). Policy Analysis. Available at: <https://www.cdc.gov/policy/polaris/policyprocess/policyanalysis/index.html> (<http://www.cdc.gov/policy/polaris/policyprocess/policyanalysis/>)



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/> (<http://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> (<http://www.youtube.com/watch?v=EEVftUdfKtQ>)

OSLIS Elementary Videos. (2018). Citing Sources: Why & How to Do It. [online] YouTube. Available at: <https://www.youtube.com/watch?v=-JV9cLDCgas> (<http://www.youtube.com/watch?v=-JV9cLDCgas>)

Patten, M. (2015). Introduction to Research Design. [online] YouTube. Available at: <https://www.youtube.com/watch?v=GYyWR7SA03E>. (<http://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>. (<http://www.youtube.com/watch?v=ncoMOWzByVI>)

Khan Academy. (2017). Introduction to Public Policy Process. Available at: <https://www.youtube.com/watch?v=ipm5Bk10Fio> (<http://www.youtube.com/watch?v=ipm5Bk10Fio>)

Wielhouwer, P. (2015). Making Public Policy. [online] YouTube. Available at: <https://www.youtube.com/watch?v=gBuyEYAm74Y>. (<http://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> (<http://www.youtube.com/watch?v=8B271L3NtAw>)

Grading Criteria

Assignments/Points

Syllabus Acknowledgement: 5 Points Possible

Weekly Discussion Forums: 50 Points each x 7 Forums=350 Points Possible

Paper Topic Selection : 25 Points Possible

Paper Outline : 25 Points Possible

Introduction Draft : 25 Points Possible

Literature Review Draft : 50 Points Possible

Discussion Draft : 25 Points Possible

Writing Center Visit : 15 Points Possible

Final Paper : 100 Points Possible

Infographic : 100 Points Possible

Total Points Possible : 720

Grading Scale/Schema

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

90-100% or 648-720 points = A

80-89.99% or 576-647.9 points = B

70-79.99% or 504-576.9 points = C

60-69.99% or 432-503.9 points = D



Below 60 or less than 432 points = F

Rubrics

All assignments, including discussions, have directions and rubrics. These are found in the content tab in Blackboard.

Late Work Policy

Given that the course is only seven weeks in length, it is important to stay up-to-date on your coursework. In particular, discussions require timely posting and responses. Therefore, late work is not accepted in this course without a university-approved absence.

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
8/25	Introduction and Module 1	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 How to Read a Scholarly Journal Article [YouTube Video]. (2012). Retrieved from https://www.youtube.com/watch?v=EEVftUdfKtQ	Introduce Yourself Post 8/26 11:59 PM Syllabus Acknowledgement 8/26 11:59 PM Pre Course Survey 8/26 11:59 PM Weekly Discussion #1 Initial Response 8/28 11:59 PM Replies 8/31 11:59 PM Assignment - Paper Topic Selection and Rationale 8/31 11:59 PM
9/1	Module 2	Epp, C. R., Maynard-Moody, S., & Haider-Markel, D. (2017). Beyond profiling: The institutional sources of racial disparities in policing. <i>Public Administration Review</i> , 77(2), 168-178. Hartley, R. D., Maddan, S., & Spohn, C. C. (2007). Concerning Conceptualization and Operationalization: Sentencing Data and the Focal Concerns Perspective--A Research Note. <i>Southwest Journal of Criminal Justice</i> , 4(1). Safran, M. A., Mays Jr, R. A., Huang, L. N., McCuan, R., Pham, P. K., Fisher, S. K., ... & Trachtenberg, A. (2009). Mental health disparities. <i>American Journal of Public Health</i> , 99(11), 1962-1966. OSLIS Elementary Videos. (2018). Citing Sources: Why & How to Do It. Retrieved from https://www.youtube.com/watch?v=-JV9cLDCgas	Weekly Discussion #2 Initial Response 9/4 11:59 PM Replies 9/7 11:59 PM Assignment - Term Paper Outline 9/7 11:59 PM
9/8	Module 3	Wickert, C. (April 2022). The General Theory of Crime's Impact on Policy. <i>Sozialwissenschaftliche Theorien</i> . 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. <i>Criminology</i> , 38(3), 931-964. https://doi.org/10.1111/j.1745-9125.2000.tb00911.x	Weekly Discussion #3 Initial Response 9/11 11:59 PM Replies 9/14 11:59 PM Assignment - Introduction Draft 9/14 11:59 PM



9/15	Module 4	Gunner, J. (n.d.). Types of Research Questions with Examples. Your Dictionary. https://examples.yourdictionary.com/types-of-research-questions-with-examples.html Page. (2013). Research Methods-Choosing a Research Design. Retrieved from https://www.youtube.com/watch?v=ncoMOWzByVI Center, O. of R. & D. S. (2015). Introduction to Research Design. Retrieved from https://www.youtube.com/watch?v=GYwR7SA03E	Weekly Discussion #4 Initial Response 9/18 11:59 PM Replies 9/21 11:15 PM
9/22	Module 5	Evidence-Based Policymaking Collaborative. (2016). Principles of evidence-based policymaking. https://www.urban.org/sites/default/files/publication/99739/principles_of_evidence-based_policymaking.pdf Khan Academy. (2017). Introduction to the public policy process Wielhouwer, P. (2015). Making Public Policy (May 2015). [online] YouTube. Available at: https://www.youtube.com/watch?v=gBuyEYAm74Y .	Weekly Discussion #5 Initial Response 9/28 11:59 PM Replies 9/21 11:59 PM Assignment - Literature Review Draft 9/28 11:59 PM
9/29	Module 6	Sampson, R. J., Winship, C., & Knight, C. (2013). Translating causal claims: Principles and strategies for policy-relevant criminology. <i>Criminology & Public Policy</i> , 12, 587-616. doi:10.1111/1745-9133.12027 Social Care Institute for Excellence. (2012). Research mindedness: Misuse of research. https://www.scie.org.uk/publications/researchmindedness/makingsenseofresearch/misuseofresearch/ TEDx Talks. (2012). The danger of mixing up causality and correlation: Ionica Smeets at TEDxDelft [YouTube Video]. Retrieved from https://www.youtube.com/watch?v=8B271L3NtAw	Weekly Discussion #6 Initial Response 10/2 11:59 PM Replies 10/5 11:59 PM Assignment - Discussion Draft 10/5 11:59 PM Assignment - Writing Center 10/5 11:59 PM
10/6	Module 7	None	Weekly Discussion #7 Initial Response 10/9 11:59 PM Replies 10/12 11:59 PM Assignment - Infographic 10/12 11:59 PM Assignment - Term Paper 10/12 11:59 PM

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.

TAMU 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.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, 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

Regular and Substantive Interaction

The professor will respond to students in a timely manner and provide feedback on course work in a likewise way. The professor will remain available to students for conferences, either in person or virtually, as noted in the syllabus. The professor will also routinely post announcements to the course, updating students on forthcoming deadlines and other matters of importance to their success. Students will regularly submit work to be subject to instructor evaluation and grading, doing so several times a week either in the form of discussion forum posts, written assignments, or both.

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](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

Students should be mindful of each week's assignments and deadlines, then progress through those tasks as needed so that at the conclusion of each week, all such obligations have been met in a timely manner (i.e. prior to the associated deadlines). This should typically mean that students read articles/watch videos first, then complete the work to be submitted. The discussion forums are predictable, and the writing assignments need to be done by midnight on the Sundays in the weeks in which they are due. See the assignment/point descriptions in the grading section for more details.

Student-Instructor Communication Policy and Response Time

Announcements/Course Messages/Emails

Weekly announcements will be made each Monday apprising students of forthcoming expectations for the week, and communications (emails) will receive a reply with 48 hours

Assignments and Assessments

Feedback on assignments will be prompt, but will vary depending on the length and sophistication of a given assignment. By the end of each week, the prior week's work will have been evaluated/graded.

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.tamtu.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

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 (<https://www.tamtu.edu/distance/students/technology-requirements.shtml/>) when using the learning management system (LMS) of the University Learning Management System (Blackboard). Students are provided with 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@tamtu.edu.

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. TAMTU Students may access online versions of this software through their Dusty Office 365 account at <https://dusty.tamtu.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 TAMTU'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@tamtu.edu.

Minimum Technical Skills Expected

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**.

Late Work Policy

Instructors should include the policy stating what may or may not be acceptable for late assignments.



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

Each student's work should be his or her own. Instances of academic dishonesty or plagiarism will be met with penalties in accordance with TAMU's Academic Honesty Guidelines. Written work will be checked via Turnitin for plagiarism. Turnitin is a plagiarism detection tool widely used in classrooms to help educators ensure academic integrity by comparing student work against a vast database of sources, including websites, journals, and previously submitted papers. It allows teachers to identify unoriginal content and provide feedback to encourage proper citation and originality in student writing. If a student is caught plagiarizing, consequences can be severe and may include failing the assignment or course, disciplinary action from the institution, loss of academic credibility, and long-term impacts on academic or professional opportunities.

Accessibility and Privacy Statements on Course Technologies

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**.

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.