



Instructor and Contact Information

Class Location: Online Presentation

Instructor: Thomas J. Tiefenwerth, Ph.D., M.P.S., M.A., M.P.S.

Home-Office: Temple, Texas

Office Hours: Monday-Friday 9:00 am to 5:00 pm and by appointment

Class Hours: Asynchronous Online

Contact Phone: 254-935-2120 (preferred Bb course message)

Contact Email: Use the course message feature of Bb-(Preferred)

1.0 Course Overview

1.1 Catalog Course Description

Study of selected topic(s) directly related to psychology; which may be repeated for credit as topic varies. (Course will be offered not more than one semester each year.)

1.2 Extended Course Description

This course is an introduction to the field of forensic psychology and its relation to the broad field of criminal justice, starting with the forensic psychology field's historical development. Students will learn how psychology, as a science and a practice, applies to questions and issues relating to law and the legal system. Emphasis will be placed on expert witness testimony and the social psychology of the courtroom, and includes the roles and responsibilities of forensic psychologists. Topics will include the major domains of law reviewed (e.g., criminal, civil, family, and juvenile), strategies for interviewing witnesses, expert testimony, trial consultation, and factors influencing the credibility of witnesses, victims and offenders. Special topics, within each of the respective domains of law that involve psychological decision making, also explore issues (e.g., aggression, the antisocial personality, competency, insanity, right to refuse and consent to treatment, dangerousness, psychological injury, "syndrome" evidence, mental health aspects of criminology, interrogations and confessions, child custody visitation, child abuse, delinquency vs. dependency, duty to protect, and adolescent waiver to adult court).

1.3 Course Purpose

The study of forensic psychology is interdisciplinary, in that our understanding is rooted in theory and research from a wide variety of academic disciplines, including: psychology, sociology, psychiatry, criminal justice/law enforcement, law and the legal profession, neuropsychology, psychopharmacology genetics and psychophysiology. One of the primary objectives of this course is to graphically illustrate and underscore the point that our understanding of forensic psychology requires an appreciation of the many contributions of knowledge provided by practical and theoretical foundations and broad research efforts in each of these respective disciplines.

1.4 Accessing Blackboard (Bb)

This is an online course, and the student accesses Bb on the Texas A&M-Central Texas website: www.ct.tamus.edu. The student should click on “Blackboard” under Quick Links and then log in. If the student has difficulty using Bb, he may call for toll-free assistance: 1-855-661-7965.

2.0 Competency Goal Statements

- 2.1 To survey the major areas of interest shared by psychology and law, as well as to understand the conflicts between psychology and the law.
- 2.2 Define forensic psychology and be familiar with the broad history between the fields of law and psychology.
- 2.3 Understand the roles and responsibilities of the field of Forensic Psychology, along with the individual roles and responsibilities of the forensic psychologist.
- 2.4 Understand the Forensic Psychologists role in using the various defense strategies, such as insanity, competency, battered woman syndrome, rape trauma syndrome.
- 2.5 Understand the Forensic Psychologists role in legal issues regarding children, such as the sexual abuse of children, and child custody disputes.
- 2.6 Understand the Forensic Psychologists role in jury selection, in death penalty cases, as trial consultant, and as expert witness.
- 2.7 Identify the myths surrounding the insanity defense and the legal implications for a person asserting that defense.

2.8 Understand the Forensic Psychologists role in influencing public policy, within the fields of both psychology and the law.

3.0 Required Textbook

Introduction to Forensic Psychology: Research and Application, 4th Edition, (2015), by Curt R. Bartol and Anne M. Bartol. Publisher: Sage. ISBN # 978-1-4833-6531-2.

Recommended Textbook

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

NOTE: The student is expected to have an adequate knowledge of the essentials of grammar and writing style, along with the guidelines for paper organization and referencing in accordance with the APA Manual. If the student does *NOT* have adequate knowledge in these areas, then the purchase and use of this *Recommended Textbook* is highly advisable. Failure to provide written work in accordance with the essentials of acceptable, English writing style and APA guidelines will result in poor grades.

4.0 Course Requirements

4.1 Semi-Weekly Discussion Question Responses and Class Participation (25% of Final Grade)

Students are expected to read the assigned materials prior to addressing the weekly discussion questions; which will be two per week, one due by midnight on Wednesday, the second due by midnight on Saturday. Students are strongly encouraged to participate in open, active discussion, and questioning. This type of online class participation fosters a critical evaluation and understanding of concepts. ***Students must be logged in to the class to participate and earn class participation points.*** Class participation is based upon the frequency and quality of online interactive participation with other students and the professor. Quality participation pertains to a student commenting, discussing, or asking questions in relevant, meaningful ways, based upon assigned readings and subject matter for this class.

Weekly Discussion Question Responses: Students will participate in semi-weekly discussions, responding to two weekly discussion questions and to your classmates' comments regarding those questions on a timely basis. Students will typically have two discussion questions each week. All discussion questions and answers will be posted on the discussion board. Students will respond to each of several topical questions and/or comments

about a particular issue under discussion. Students are required to post their initial response (typically a **minimum** of one-half page of single space type) to the issue and comment on a minimum of two other student responses. Students may respond to more than two student responses, but are required to respond to a minimum of two. The responses to other student posts are usually only a few sentences and do not require references. Some students provide very well-thought-out and comprehensive answers to each question, along with thoughtful responses to other student answers. However; many students provide only a cursory answer (2 or 3 lines) for their initial response and follow-up with “I agree....” Or “I disagree....” responses to other student answers. This is not acceptable. I expect to see substantive responses, again approximately *one-half page-minimum of single-space type* to the Blackboard discussion question for an initial response from a student. The two comment responses that you are required to make to other student answers do not have to be lengthy, but more substantive than 5-6 words of “I agree with you on that.”

As previously stated, students will typically have two discussion questions each week. Discussion questions will be made available to students at 12:00 am on each Monday morning. The first discussion question response, along with comments to other student posts, will be due on that Wednesday by midnight. The second discussion question response will be due on that Saturday by midnight. All discussion questions and answers will be posted on the discussion board. Students are required to always provide evidence-based support for their opinions, pro or con, with appropriate reference citations in APA format on their initial response.

If the student fails to login and participate in online class discussions for a particular week, the student will receive a zero for both discussion question grades.

4.2 Reaction Comments (Included in the 25% of 4.1)

Students are not only required to submit discussion question responses, but also *at least two reaction comments* to each of the two weekly discussion questions.

4.3 Weekly Discussion Question Grading Rubric

A	93–100%
A–	90–92.99%
B+	87–89.99%
B	83–86.99%
B–	80–82.99%
C+	78–79.99%
C	74–77.99%
C–	70–73.99%
D+	67–69.99%
D	64–66.99%
D–	60–63.99%

4.4 Term Paper (25% of Final Grade)

A term paper is required for this course. The student shall select a topic from the broad field of the forensic psychology. In the term paper, students are directed to select an area of forensic psychology in which they have a particular interest, for example, forensic evaluation of sex offenders, juvenile or female sex offenders, substance abusing sex offenders, prison treatment issues, expert witness testimony, and so forth, and present your views on that topic, along with what you consider to be the next upcoming issue or future directions in your selected area. The term paper is worth 25% of your final grade.

The student shall have a cover page, an abstract page, table of contents, and a references page. The body of the paper itself must be at least twelve (12) pages in length, double-spaced, *not counting* the title page, abstract, table of contents, and references. Thus the minimum, total length of the paper, from cover to reference page(s) is 15 pages. The body of the paper needs an introduction section and a conclusion section. The student should use topic headings throughout the body of the paper, except for the introduction and conclusions sections. Students should have at least twelve reference sources with no more than three *scholarly* sources from Internet sites.

The font type will be comparable to 12 Arial or 12 Times New Roman and double-spaced. The term paper must be written and submitted in a Microsoft Word document. If the document is not a Microsoft Word document, then the student will receive a zero (0) score for the paper.

The rules for the preparation and presentation of the manuscript shall conform to the APA Manual. *Under no circumstances shall the student quote any portion of a text from a source.* Instead, the student shall use his own words in conveying the meaning of source material. There are point deductions for quotes. The student shall use grammar that conforms to standard and acceptable prose-writing style that is found in journal articles, scholarly books, and guides. The student should write in the first or third person and should avoid the use of “etc.” There are point deductions for writing in the second person or using “etc.”

The cover page shall include the following information, typed in about the center of the page: title, your name, PSY 486 Special Topics: Psychology of Criminal Sexuality, and your academic affiliation.

The student shall use the running head feature and page numbers, in accordance with the APA Manual. The page numbers shall be displayed in the top right portion of the pages of the document. In Microsoft Word, locate the Insert tab, Page Number, Top of Page, and Plain Number 3. Select Plain Number 3. At this point, you may type in your header, according to the APA Manual.

The term paper shall be graded according to the following rubric:

Qualities & Criteria	Poor	Good	Excellent
Format/Layout <ul style="list-style-type: none"> • Presentation of the text • Structuring of text • Requirements of length, font, and style • APA style <i>(Weight: 20%)</i>	Follows poorly the requirements related to format and layout.	Mostly follows the requirements related to format and layout.	Closely follows all the requirements related to format and layout.

<p>Content</p> <ul style="list-style-type: none"> • Elements of topics to be addressed • Information is correct • Coherency <p><i>(Weight: 40%)</i></p>	<p>Essay is not objective and poorly addresses the issues. The information provided is unnecessary or insufficient to discuss the issues.</p>	<p>Essay is mostly objective and addresses most of the issues. Provided information is mostly necessary and sufficient to discuss the issues.</p>	<p>Essay is objective and addresses all the issues. Provided information is necessary and sufficient to discuss the issues.</p>
<p>Quality of Writing</p> <ul style="list-style-type: none"> • Clarity • Grammar and English usage • Organization and coherence <p><i>(Weight: 20%)</i></p>	<p>Essay is poorly written and contains flagrant spelling and grammatical errors. Essay is poorly organized, lacks clarity, and incoherent.</p>	<p>Essay is mostly well-written, without spelling or grammatical errors. Essay is well organized, is clear, and ideas are presented in coherent ways.</p>	<p>Essay is well-written, without spelling or grammatical errors. Essay is well organized, clear, and ideas are presented in coherent ways.</p>
<p>Citations, References, & Style</p> <ul style="list-style-type: none"> • APA style • Sources correctly cited regarding content of sources <p><i>(Weight: 20%)</i></p>	<p>Essay fails to follow APA guidelines and sources are incorrectly cited for content expressed in sources.</p>	<p>Essay mostly follows APA guidelines and sources are (mostly) cited correctly for content.</p>	<p>Essay follows APA guidelines and sources are correctly cited for content.</p>

Caveat: If any portion of the term paper is plagiarized, then the student will receive a zero for the paper, and your instructor may initiate proceedings for your suspension or expulsion from the University.

4.5 Exams: Midterm and Final (Each worth 25% of the Final Grade)

The student will complete two major exams, each valued at 25% of the final grade. All readings assigned are subject to exam questions. The exams may consist of essay questions, multiple choice questions, or a combination of the two. Each exam is comprehensive, meaning that the student will need knowledge of preceding work in order to answer questions adequately. The essays question responses will be graded according to the following rubric:

Qualities & Criteria	Poor	Good	Excellent
Format/Layout <ul style="list-style-type: none"> • Presentation of the text • Structuring of text • Requirements of length, font, and style <i>(Weight: 25%)</i>	Follows poorly the requirements related to format and layout.	Mostly follows the requirements related to format and layout.	Closely follows all the requirements related to format and layout.
Content <ul style="list-style-type: none"> • Elements of topics to be addressed • Information is correct • Coherency <i>(Weight: 50%)</i>	Essay is not objective and poorly addresses the issues. The information provided is unnecessary or insufficient to discuss the issues.	Essay is mostly objective and addresses most of the issues. Provided information is mostly necessary and sufficient to discuss the issues.	Essay is objective and addresses all the issues. Provided information is necessary and sufficient to discuss the issues.
Quality of Writing <ul style="list-style-type: none"> • Clarity • Grammar and English usage • Organization and coherence 	Essay is poorly written and contains flagrant spelling and grammatical errors. Essay is	Essay is mostly well-written, without spelling or grammatical errors. Essay is well organized, is clear, and	Essay is well-written, without spelling or grammatical errors. Essay is well organized, clear, and ideas

<i>(Weight: 25%)</i>	poorly organized, lacks clarity, and incoherent.	ideas are presented in coherent ways.	are presented in coherent ways.
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Caveat: If any portion of an exam is plagiarized, then the student will receive a zero for the exam, and your instructor may initiate proceedings for your suspension or expulsion from the University.

5.0 Grading Criteria Rubric

5.1 Rubric

Discussion Question Responses & Online Class Participation	25%
Term Paper	25%
Midterm Exam	25%
Final Exam	25%
Total	100

5.2 Course Letter Grade for Posting

A	93–100%
A–	90–92.99%
B+	87–89.99%
B	83–86.99%
B–	80–82.99%
C+	78–79.99%
C	74–77.99%

C– 70–73.99%

D+ 67–69.99%

D 64–66.99%

D– 60–63.99%

6.0 Technology Requirements

6.1 For a guide to use Blackboard, please refer to:

http://online.tarleton.edu/fac_dev/applications/student_blackboard. If this is the first time you are taking a course that uses Blackboard, I recommend you complete all topics in this tutorial. The first week of the course includes activities and assignments that will help you get up to speed with the navigation, sending and receiving messages and discussion posts, and submitting an assignment. Your ability to function within Blackboard system will facilitate your success in this course.

6.2 Upon first logon to Blackboard, run a browser check

<http://online.tarleton.edu/Dual/computersettings.htm> to be sure that your computer and browser settings are correct for Blackboard to function well. This is a CRITICAL step as these settings are important for when you take an exam or submit an assignment. Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues way before deadlines.

6.3 Technology Support: For technological or computer issues, students should contact the Online Instructional Support Desk:

Email: support.citde@tarleton.edu

Phone: 254-968-1960

Toll Free: 866-744-8900 - Option 3

For issues related to course content and requirements, contact your professor.

7.0 Course Calendar

W-1 01/20-01/25	I. Introduction Ch. 1 Introduction to Forensic Psychology Martin Luther King, Jr. Holiday 01/19
W-2 01/26-02/01	II. Police and Investigative Psychology Ch. 2 Psychology of Police and Public Safety
W-3 02/02-02/08	Ch. 3 Psychology of Investigation

W-4 02/09-02/15	III. Legal Psychology Ch. 4 Consulting and Testifying
W-5 02/16-02/22	Ch. 5 Consulting with Criminal Courts
W-6 02/23-03/01	Ch. 6 Family Law and Other Forms of Civil Litigation
W-7 03/02-03/08	IV. Criminal Psychology Ch. 7 The Development of Delinquent and Criminal Behavior (Midterm Exam Ch. 1-8)
W-8 03/09-03/15	Spring Break-No Class !
W-9 03/16-03/22	Ch. 8 Psychology of Violence and Intimidation
W-10 03/23-03/29	Ch. 9 Psychology of Sexual Assault
W-11 03/30-04/05	V. Victimology and Victim Services Ch. 10 Forensic Psychology and the Victims of Crime and Other Wrongs (Term Papers due on Monday, 03/30)
W-12 04/06-04/12	Ch. 11 Family Violence and Child Victimization
W-13 04/13-04/19	VI. Correctional Psychology Ch. 12 Correctional Psychology in Adult Settings
W-14 04/20-04/26	Ch. 13 Juvenile Justice and Corrections
W-15 04/27-05/03	Review and Final Questions
W-16 05/04-05/10	Final Exam (Ch. 9-16)

Note: Though it is unlikely, adjustments/changes to the course schedule may be made by the course professor with appropriate notice to students.

8.0 Drop Policy

If the student wishes to drop this class, he must go to the Records Office and ask for the necessary paperwork. Professors cannot drop a student from a class roll; *this is always the responsibility of the student*. The Records Office will provide a deadline date for which the form must be returned, completely signed by the student. Once the student has returned the signed form to the Records Office, he must wait 24 hours and then enter DuckTrax to confirm that he is no longer enrolled in the class. If the student is still enrolled, he must contact the Records Office immediately. The student should attend class until the procedure is completed, in order to avoid penalty for absences. Should the student miss the deadline or fail to follow the procedure, he will receive a grade of F for the course.

9.0 Academic Integrity Statement

Texas A&M University - Central Texas expects all students to maintain high standards of personal and scholarly conduct. Students found responsible of academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty and report the incident to the Associate Director of Student Conduct. More information can be found at the following link: <http://www.tamuct.edu/departments/studentconduct/facultyresources.php>.

9.1 Academic Misconduct Elaboration: Any act that violates the academic integrity of the institution is considered academic misconduct. Academic misconduct is conduct by which a student misrepresents his or her academic accomplishments or impedes other students' chances of being judged fairly for their academic work. Knowingly allowing others to represent your work as theirs is as serious an offense as submitting another's work as your own. The first instance of academic dishonesty will result (for all parties involved) in no credit for the assignment or exam. In addition, a student will be ineligible to complete any extra credit work for the class. Subsequent episodes will result in further disciplinary action, up to and including failure of the course and expulsion from the university.

9.2 Violations of this Code: Violations of this code are acts that constitute an attempt to be dishonest or deceptive in the performance of academic work in or out of the classroom; to alter academic records, or to collaborate with another student or students in an act of academic misconduct. Specific violations include, but are not limited to, the following:

- A.** Cheating on examinations. Any attempt by a student to alter his or her performance on an examination in violation of that examination's stated or commonly understood ground rules. Copying from another student's test paper, laboratory report, other report, or computer files and listings; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test or laboratory without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; or

in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself. Collaborating with or seeking aid from another student during a test or laboratory without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself.

- B.** Plagiarism. Any attempt by a student to represent the work of another as his or her own. Plagiarism includes each of the following: copying the answers of another student on an examination, copying or substantially restating the work of another person or persons in any oral or written work without citing the appropriate source, and collaboration with someone else in an academic endeavor without acknowledging his or her contribution (see below for a more detailed definition of plagiarism). The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- C.** Misrepresentation or falsification of data presented for surveys, experiments, etc.
- D.** Theft of an examination. Stealing or otherwise discovering and/or making known to others the contents of an examination that has not yet been administered.
- E.** Unauthorized conversation is not allowed during examinations. Any unauthorized conversation may be considered prima facie evidence of cheating.
- F.** Knowingly allowing another student to represent your work as his or her own.
- G.** Forgery, alteration, or knowing misuse of graded examinations, grade lists, or official University records or documents, including but not limited to transcripts, letters of recommendation, degree certificates, alteration of examinations or other work after submission. Theft or destruction of examinations or papers after submission including purposefully altering possible poor performance.

- H. Submitting the same work in more than one course without the consent of the instructors involved.
- I. Altering or destroying another student's work or records, altering records of any kind, removing materials from libraries or offices without consent, or in any way interfering with the work of others so as to impede their academic performance.
- J. Failure to comply with the sanctions imposed under the authority of this code.
- K. Collusion, which is the unauthorized collaboration with another in preparing work offered for credit.

10.0 Disability Support Services

If you have or believe you have a disability and wish to self-identify, you can do so by providing documentation to the Disability Support Coordinator. Students are encouraged to seek information about accommodations to help assure success in their courses. Please contact Vanessa Snyder at (254) 501-5836 or visit Founder's Hall 114. Additional information can be found at the following link: <http://www.tamuct.edu/departments/disabilitysupport/index.php>.

11.0 Tutoring

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing (APA). Tutors are available at the Tutoring Center in Founder's Hall, Room 204, and also in the Library in the North Building. Visit www.ct.tamus.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact info. If you have questions, need to schedule a tutoring session, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-501-5830 or by emailing cecilia.morales@ct.tamus.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMU-CT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, click on www.tutor.com/tamuct.

12.0 Library Services

Information literacy focuses on research skills that prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, the ethical use of information, and the appropriate use of secondary research techniques, including the following: exploring information resources such as library collections and services, identifying sources such as subject databases and scholarly journals, executing effective search strategies, retrieving, recording, and citing relevant results correctly, and interpreting search results and deciding whether to expand the search. Library resources are outlined and may be accessed through the webpage.

12.1 Library distance education services aims to make available quality assistance to A&M-Central Texas students seeking information sources remotely by providing digital reference, online information literacy tutorials, and digital research materials. Much of the A&M-CT collection is available instantly from home. This includes over half of the library's book collection, as well as approximately 25,000 electronic journals and 200 online databases. Library Distance Education Services are outlined and accessed at: <http://www.ct.tamus.edu/departments/library/deservices.php>

12.2 Information literacy focuses on research skills which prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, but is not limited to: the exploration of information resources such as library collections, the identification of appropriate materials, and the execution of effective search strategies. Library Resources are outlined and accessed at: <http://www.ct.tamus.edu/departments/library/index.php>

12.0 Late Work

Make-up work for discussion question responses, major exams, and/or the term paper will not be accepted without the prior permission of the course professor. In rare instances, a make-up midterm exam may be offered, but with a 20-point deduction (written documentation pertaining to any urgent and compelling emergency, beyond the student's control, will be considered for such a makeup). *In no instance will a make-up be offered for the final exam.* In no instance will a make-up for the midterm exam be given after two weeks from the original exam date without the approval of the course professor. It is the student's responsibility to contact his instructor within 24 hours of having missed an exam for purposes of making it up. A request for make-up may or may not be granted based solely on the discretion of the course professor. The final course grade will be posted

within a few days of the final exam period. **No incompletes will be awarded for this course; except for the most compelling circumstances beyond the student's control and determined by the course professor.** If the student foresees that he will be unable to complete the course, then s/he should drop the course or accept the posted grade; though students are encouraged to discuss unforeseen circumstances with the course professor, as soon as they become known to the student.

13.0 Modification of the Syllabus

The syllabus is subject to minor adjustments/changes at the discretion of the instructor. It is the responsibility of the student to note any changes that are made during the semester.

14.0 Contact with Course Professor

The student should contact the course professor via the message feature on Bb about any issue of concern that pertains to this course.

15.0 Announcements

It is the student's responsibility to check for Announcements on Bb and in class; it is also advisable for the student to check for Announcements daily on Bb.

16.0 Instructor Course Policies

It is very important that you, as well as your classmates, observe a polite, collegial manner for the duration of the course. Students should post your discussions on a timely basis because timely submission by all will result in more interactions and better discussions, which will further develop your critical thinking and analytical skills.

16.1 Netiquette-Communication Courtesy Code

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats, when using the online component to this class. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and the online administrators and appropriate action will be taken, not excluding expulsion from the course. In addition, all students should refer to the *TAMU-CT Student Handbook* for classroom conduct policies, as it applies equally to online students as well as to students in traditional face-to-face courses. The *TAMU-CT Student Handbook* is available online at the TAMU-CT website.

16.2 Instructional Methods

The course textbook will be supplemented with other materials, including: relevant handout materials, case studies, websites, and MS PowerPoint presentations.

A. Online class sessions will utilize a variety of learning formats; online PowerPoint lectures, online discussions, and student interaction. A high degree of student involvement is expected in formal class discussions. In order for class members to take advantage of the learning resources available in class, it is essential to complete online lectures, assigned textbook readings, and PowerPoint assignments.

B. Supplementary reading may be required. Insofar as it is possible, these materials will be distributed as class handouts and posted on the "Course Documents" page. During the initial weeks of the semester students will be reading assigned material noting theories, concepts, issues, etc., pertinent to the course.

16.3 Class Preparation

All students are expected to have completed all assignments. In addition, all students are expected to submit assignments in a timely manner by due dates as assigned by the instructor.

16.4 Class Writing Assignments

Students are expected to submit all writing assignments, to include weekly discussion question responses and term papers, which have been proof-read for grammatical and spelling errors. Students will needlessly lose points for obvious errors of this nature, as it is just a matter of "attention to detail" and a click of your mouse. In addition, students are expected to demonstrate good writing skills in all of their written assignments.

16.5 Teaching Philosophy

I believe that the learning process is best when there is a collaborative effort established between my students and me; providing a powerful teaching technique that I utilize in creating an optimal learning experience. By sharing with them my teaching objectives, students know that I am invested in them. My role as the instructor is not only a source of knowledge, but also a source of support and an avenue for other resources. Students can expect that I am approachable, available to answer questions, and genuinely invested in their academic success. I strive to be student-focused, competent, flexible, and aware of uniqueness amongst my students. I am typically available to chat with my students via telephone or e-mail. I try to get to know my students as people, though it is more of a challenge in an online course. I learn their names, the sports teams they play on, upcoming job interviews, and the list goes on. I help my students see the relevance of criminal justice concepts in their lives. I bring criminal justice issues to life by providing examples students can grasp based on what they know of the world by making the connection between the textbook and real world issues.

As I have learned through my teaching and training experiences, my role as an educator shifts throughout the learning process. I try to find that balance between having a more directive active lead and having a more facilitative observer role. Depending on the course material, class dynamics, and student needs, the shifting of roles continues throughout the course. There are certainly times to teach and times to let the learning take place on its own. With that in mind, I frequently use myself as a springboard for illustration of concepts and catalyst for difficult dialogues. When appropriate, I use my personal and professional experiences to help students grasp and relate to the information, make the connection between the text and the real world, and also to challenge my students to reflect on their thoughts and behaviors. I challenge my students to broaden their minds by enhancing their awareness of culture, diversity, and individual differences. By asking students how applicable a concept is across different cultures, I challenge them to think critically.