



## Methods of Criminal Justice Research

Course Number: CRIJ 4316-120 (CRN 10356)  
Semester: Spring 2018  
Instructor: Lynn Greenwood, PhD

Course and Contact Information	
<b>Class Time, Day, Location, and Duration:</b>	Tuesday 2-4:45pm Founder's Hall, 208 January 16 – May 11, 2018
<b>Office:</b>	Founder's Hall, 217L
<b>Office Hours:</b>	Wednesdays 1-3pm Thursdays 2-5pm Other times/days may be arranged by appointment – please email if you need to meet outside the above office hours
<b>Email:</b>	Preferred email: <a href="mailto:lgreenwood@tamuct.edu">lgreenwood@tamuct.edu</a> – <ul style="list-style-type: none"> <li>When emailing, always identify yourself and the course name. In general, when communicating electronically, you should use complete sentences and be very clear about what you are asking or saying to avoid miscommunication. Deviations from this may result in an unanswered email.</li> </ul> <b>Canvas messages are also acceptable.</b>
<b>Phone:</b>	Mobile: 512-525-9173 <ul style="list-style-type: none"> <li>If texting or leaving voicemail, please identify yourself and the course name. Deviations from this may result in no reply.</li> <li>I do not have an office phone.</li> </ul>
<b>Preferred Mode of Communication:</b>	Emails or office visits are preferred to phone calls, unless absolutely necessary. Text messages are acceptable as well. Do not call or text after 8pm.

**Catalog Description: Methods of Criminal Justice Research. (3-0)** This course is an introduction to the methods of criminological and criminal justice research, with emphasis on research ethics, research design, and methods of data collection and analysis.

**Prerequisites:** Junior- or Senior-level standing.

**Expanded Course Description:** This course is intended for junior- or senior-level students, and is required of all Criminal Justice majors. CJ 416 is intended to assist students in developing basic social science research skills. Students will be required to write a formal research proposal. Subsequent data collection and analysis will give special attention to theory and hypothesis testing, and adherence to research ethics, culminating in a presentation of applied data results. CJ 416 students will be required to demonstrate oral and written competencies appropriate to upper level standing.

**Course Objectives:**

1. Students will demonstrate writing skills appropriate to the discipline of Criminal Justice.
2. Students will understand and value the ethics of Criminal Justice.
  - a. Students will understand, value, and practice ethical behaviors associated with social science research.
3. Students will understand key concepts of Criminal Justice.
  - a. Students will understand basic social science research methodologies as applied to research in Criminal Justice and Criminology.
4. Students will apply key concepts to Criminal Justice create operational strategies and formulate justice policy.
  - a. Students will demonstrate basic research skills by developing research proposals.

**Required Textbooks:**

Withrow, B.L. (2016). *Research Methods in Crime and Justice (2<sup>nd</sup> ed.)*. New York: Routledge. ISBN: 978-1-138-12423-3

**Supplementary Materials:**

Students will receive additional reading and viewing materials throughout the semester to enhance, expand on, and aid in discussions. These materials will be provided in class and on Canvas.

**Academic Dishonesty:**

Academic dishonesty will not be tolerated. To insure you comply with the standards of academic integrity set forth by TAMUCT, please read the following information, and follow the links. By now you should all understand what plagiarism is and is not. If you are unsure, please follow the link I've provided and read all material on the subject. **Any student caught plagiarizing will receive a 0 (zero) for that assignment and may be referred to the university for further discipline.**

Academic Integrity	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 <a href="http://www.tamuct.edu/departments/studentconduct/facultyresources.php">http://www.tamuct.edu/departments/studentconduct/facultyresources.php</a> .
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Plagiarism	Plagiarism is a form of academic dishonesty. Plagiarism, most simply defined, is not properly crediting your sources of information through the use of textual citations and the provision of a works cited list. If something is not your own original idea, thought, words, or the product of your original data collection and analysis, you need to cite your source in the text. You may expand on work you have submitted in other classes. If you would like to do so, please contact me to discuss the terms. To learn more about plagiarism, please visit <a href="https://owl.english.purdue.edu/owl/resource/589/02/">https://owl.english.purdue.edu/owl/resource/589/02/</a>
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### **Diversity in the Classroom:**

Respect for cultural and human biological diversity are core concepts within the Social Sciences. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. In this course we welcome individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

### **Mode of Instruction and Course Access:**

This course is classroom-based and uses the TAMUCT Canvas system. To be able to successfully complete this course, the student must have reliable and frequent access to a computer and to the Internet.

- Access the A&M-Central Texas Canvas Learning Management System (Canvas) at <https://tamuct.instructure.com>
- Logon to A&M-Central Texas Canvas
- Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
- Password: Your MyCT password

**In addition, you must claim and use your university email.** All announcements made in Canvas will also be emailed to students – these emails only go to university email accounts. The same applies to all university-level announcements. You may miss out on vital announcements and information if you do not check your university email regularly. You can have your university email forwarded to your personal email.

***Technology issues are not an excuse for missing a course requirement.*** Make sure your computer is configured correctly and address issues well in advance of deadlines. If you have problems with your personal computer and/or Internet, you have access to the computer lab in Warrior Hall (Room 104). The library (in Warrior Hall) also has computers students can use.

**Technology Support:**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

Web Chat: <http://hdc.tamu.edu>

*Please let the support technician know you are an A&M-Central Texas student.*

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor. **Do not contact your instructor about Canvas issues.**

**Student-Instructor Interaction:**

This is primarily a lecture/discussion-based class, with some web-based components. Most communication between the instructor and students will be in the classroom, though all students are welcome and encouraged to attend office hours or make an appointment for an office visit.

I will be checking and replying to student emails daily during the week - students should expect a response within 24 hours during the week. Emails sent on a weekend will be responded to the following Monday, unless it is a holiday. Deviations from this will be announced on Canvas. During office hours, emails will be responded to more quickly, and Canvas chat, Skype, Facetime, or some other method of communication can also be utilized if pre-arranged. If the answer to a student question applies to all students, an announcement will be made to the entire class in lieu of an individual response.

**Grading:**

Most assignments will be graded within one week of submission. Depending on length, writing assignments will be graded within two weeks of submission. Deviations from this will be announced in Canvas. All grades will be posted in Canvas. Feedback on writing assignments will be provided in Canvas, either within the Canvas grading system or as an attached Microsoft Word document. Students are encouraged to track their progress in the course through the Canvas gradebook.

**Conduct:**

Mastery of course content is greatly enhanced through professional conduct in the classroom. Although this is an online class, professional conduct must still be observed in your written communication. **You will be expected to conduct yourself in a professional manner at all times in this class.** As in many criminal justice and social science courses, the issues of racial and ethnic diversity must be considered part of the course content. In addition, topics may come up in class that not everyone will be comfortable with or agree upon. Civility and courtesy to everyone in the class, including the instructor, is expected. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. Incivility or

discourtesy to anyone in the class will not be tolerated and may result in your expulsion from the course.

### **REQUIRED COURSE WORK:**

Expectations and requirements for coursework are listed below.

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#### **Reading**

Reading assignments are to be completed prior to class meetings (see course calendar). You are expected to be familiar enough with the readings to apply the material to class discussions as well as to respond to written and oral questions based on the readings. We will not spend class time going over the book, *per se*. Readings and lectures for this course are complementary

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#### **Proposal Exercises**

**0 or 25 points, for a total of 150 points**

Students will be responsible for completing six (6) exercises regarding their research proposals. Details on the writing assignments will be provided in class and on Canvas. These assignments are pass/fail assignments. I will provide feedback on all assignments and you will resubmit until I am satisfied that your response is complete. These exercises will help the student in the following areas:

- Develop a viable research question,
- Write an introductory section of a research report,
- Develop an outline for a literature review,
- Access literature that is relevant to their topic,
- Learn how to recognize the most authoritative literature available on a subject,
- Annotate a literature review outline with information from the literature,
- Learn how to know when they have accessed 'enough' literature,
- Write a literature review, and
- Develop a research plan that, if implemented, would produce the data necessary to answer the research question.

Exercise 1: Create a research notebook

Exercise 2: Develop a research question

Exercise 3: Introduction

Exercise 4: Literature review

Exercise 5: Research method

Exercise 6: Synthesizing proposal

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#### **Annotated Bibliography**

**0-100 points, for a total of 100 points**

An annotated bibliography is required for this course. The student shall locate and read 10 peer-reviewed, journal articles from the online library databases, related to the research question he or she has chosen for this course. Once he has read the articles, he or she will summarize them, succinctly, in one page each. There are

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deductions for summaries that exceed one page for each article. Thus, the annotated bibliography should not exceed 10 pages. The student will not receive credit for articles that are not peer-reviewed.

At the top of each page, the student will type the bibliographic information for the article, in accordance with the APA Manual. Then he will type a succinct summary of the main points of the article. The type will be comparable to 12 Times New Roman and double-spaced. The annotated bibliography must be written in a Microsoft Word document using the .doc or .docx format. 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. A fictitious, excerpted example follows:

Cuba, L. (1999). Models of assessment for youthful offenders. *Federal Probation*, 31, 204-209.

In this work, Cuba points out the advantages of classifying medium- to high-risk

offenders toward decreasing recidivism in delinquency, although . . . *blah, blah, blah*.

The order of annotations shall follow an alphabetical order, as is found in bibliographic lists. *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 third person and should avoid the use of “etc.”

### Grading Matrix for Annotated Bibliography

<b>Spelling, Grammar, &amp; APA (25 pts)</b>	Numerous spelling, grammar, or APA citation/reference list errors (0-10 pts)	Some spelling, grammar, or APA citation/reference list errors (11-15 pts)	Few spelling, grammar, or APA citation/reference list errors (16-20 pts)	No spelling, grammar, or APA citation/reference list errors (21-25 pts)
<b>Structure of Paper (25 pts)</b>	Inaccurately structures 3 of the areas (0-5 pts)	Inaccurately structures 2 of the areas (6-10 pts)	Inaccurately structures 1 of the areas (11-15 pts)	Accurately structures paper according to bibliographic entry, annotation, voice, spacing, font, order of pages, and # of pages (16-20 pts)
<b>Content of Paper</b>	Demonstrates very little or no insight or	Demonstrates little insight and	Demonstrates some insight and	Accurately summarizes the

<b>(50 pts)</b>	understanding of the article (0-25 pts)	understanding of the article (26-35 pts)	understanding of the article (36-45 pts)	article, demonstrating insight and understanding; no quotations; (46-55 pts)
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### Research Proposal

0-150 points, for a total of 150 points

For this assignment, you will NOT conduct a study. Instead, you will write a proposal. This is an opportunity for you to experience and develop understanding of the actual formation of a research problem. Ideally, this proposal is for work you might carry out for graduate school or some other class. Writing a research proposal can seem an overwhelming task, so it is broken up into smaller writing assignments (see course calendar for due dates for each section).

Your final research proposal will lay out a plan for conducting research in an area of interest to you, including a justification of why your research is worthy of funding. Your research proposal will include the following elements, broken into four (4) sections:

**Introduction** - this sets the foundation for everything else in your research proposal; it should include the purpose of the study, the hypothesis, and why this study is important; why is this research worth funding and who should care about the results

**Literature Review** - should include a comprehensive and balanced review of the available literature on your research question – how does your research fit into the body of scholarship; what is different about your study from other, similar studies. The literature review should include 10-15 academic (peer-reviewed) sources.

**Methodology** – should include an explanation of your research design and methods: why did you choose this particular design and methods? Should include a description of the intended participants in the study, the intended sampling method, and any measures to be used, identify the variables, study design, procedures for the study, projected data analysis procedures, and timeframe for the study.

### Grading Criteria for Research Proposal

Content – up to 100 points

Does the reader know exactly what the study is about and why it is important? Is the hypothesis/research question clearly stated? Is the level of thought, logic, reasoning, and vocabulary appropriate to the level of the course?



	<p>Is the required number of studies reviewed? If not, what is the justification? Does the literature reviewed outline how the literature fits with the current project? Is the level of thought, logic, reasoning, and vocabulary appropriate to the level of the course?</p> <p>Are measures appropriate to the research question/hypothesis? Are the procedures clear, easy to follow, and comprehensive? Is the overall design adequate? Is the study feasible? Are research concepts accurately defined and applied? Is the level of thought, logic, reasoning, and vocabulary appropriate to the level of the course?</p>
Mechanics – up to 50 points	Grammar, spelling, and vocabulary are appropriate for the level of the course. Proper use of APA format for citations and reference list

**Presentation****0-50 points, for a total of 50 points**

Students are expected to give a 10-minute professional presentation of their research proposal, utilizing PowerPoint. The presentation should highlight some of the existing research, why the student's research is needed, the research study design, ethical issues, and the implications that can be anticipated from your study.

**Grading Criteria for Presentation**

Organization (up to 10 points)	<p>Are ideas clearly organized and is the purpose clear?</p> <p>Are the main points clear and organized effectively?</p>
Topic Knowledge (up to 20 points)	<p>Does the student have a grasp of the information?</p> <p>Does the student answer questions knowledgeably? Is there an overdependence on notes?</p>
Language (up to 10 points)	<p>Is language use appropriate for the setting? Is too much slang or jargon used? Does the presenter speak clearly?</p>
Delivery (up to 10 points)	<p>Is confidence indicated by eye contact, posture, volume, pace, etc.? Does the presenter mumble, speak inaudibly, or have limited eye contact?</p>



## INSTRUCTOR POLICIES

### **Late assignments:**

Late assignments will be accepted up to one week after the due date. For each day the assignment is late, 10% of the total grade will be deducted from the assignment before it is graded. For example, if the assignment is worth 100 points and you turn it in two days late, you will start off with a grade of 80 *before* the assignment is graded.

Exceptions to the late policy would be any work due the last week of classes. No assignments will be accepted past the last day of classes, which is May 11. Please plan accordingly.

*Assignments turned in later than a week will not be graded.*

### **Extra credit:**

There is no extra credit built into the course. Any extra credit opportunities will be posted in Canvas. Generally, these will involve attending a presentation or lecture and writing a brief essay about the topic.

*Extra credit opportunities are not guaranteed; do not expect them and do not ask for them.*

**Assignment submission:** All assignments must be submitted through Canvas. Assignments that are emailed or submitted in person will not be accepted.

All assignments must be in Microsoft Word format - make sure when you save a final draft of any assignment that it is either a .doc or .docx document. If you do not know how to do this, I suggest visiting the computer lab.

Discussion responses should be typed in the discussion board text box. Best practice would be to write everything in a Word document first, then copy and paste into the discussion box; save this work.

### **General Writing Assignment Grading Standards and Expectations:**

Along with the guidelines stated above, the writing assignments assigned in this course will be assessed and graded by the following standards:

- C** A C indicates satisfactory performance. A C paper demonstrates positive qualities and avoids serious errors. The positive qualities include the presentation of a central idea that is adequately developed and competently organized. The errors to be avoided include serious flaws in the construction of paragraphs and sentences, in the selection of appropriate words, and in the use of conventional written English. The style of the writing is generally clear.
- B** A B paper surpasses the C paper by demonstrating a higher level of effectiveness in the organization, while sustaining clarity in expression. It has few or none of the common errors in the use of conventional written English. The style of the writing is generally fluent and polished.

- A** An A paper reflects outstanding work. Characteristics of an A paper include clarity of expression, logical development of a central idea, originality of thought. An “A” paper engages the reader’s attention and invites rereading. The writing style is consistently fluent, polished, and distinctive.
- D** A D indicates an unsatisfactory performance. A D paper is flawed by any one or several of the following: weakness in establishing or developing a central idea; serious errors in sentence or paragraph construction; serious errors in grammar, spelling, or the mechanics of written expression.
- F** An F indicates and unacceptable performance. An F paper is flawed by one or more of the following: failure to follow the assigned topic; failure to conceive, state, or develop a central idea; serious repeated errors in sentence construction or paragraph development; serious repeated errors in grammar, spelling, or the mechanics of written expression.

### Also important...

Write to your **academic** audience. Stay objective in tone and use appropriate, professional language. Do not assume that the reader knows what you are writing about, what book you used, etc. Be clear and specific with your wording. Proofread for clarity and use the proper APA formatting for citing ALL sources.

- For help with APA formatting, refer to the following website:  
<https://owl.english.purdue.edu/owl/resource/560/01/>
- On the left side of the page, you will see links for in-text citations and for reference lists. For every source used in a paper, you must have BOTH an in-text citation and a reference list entry. This goes for both quoted and paraphrased material.

### Grading Criteria Rubric and Conversion:

Final course grades will be assessed on the following scale:

Assignment	Points	Percent of Course Grade
Proposal exercises	150 (6x50)	33%
Annotated bibliography	100	22%
Research proposal	150	33%
Presentation	50	11%
<b>Total</b>	<b>450</b>	

POINT SCALE	Percent	Letter Grade
403-450	89.5-100%	A
358-402	79.5-89.4%	B
313-357	69.5-79.4%	C
268-312	59.5-69.4%	D
0-267	59.4% and below	F

**Course Calendar:** Subject to revision, if necessary, during the semester. **Assignments are due by 11:59pm on the date indicated in the course calendar, unless otherwise specified.**

<b>Class Date</b>	<b>Reading/Assignments</b>
<b>Jan 16</b>	Course introduction Student introduction/research interests Syllabus
<b>Jan 23</b>	Chapter 1: The research practice <b>Exercise 1: Bring research notebook to class</b>
<b>Feb 6</b>	Chapter 2: The research process
<b>Feb 13</b>	Chapter 3: The ethical principles that guide researchers <b>Exercise 2: Develop a research question</b>
<b>Feb 20</b>	Chapter 4: Classifying research
<b>Feb 27</b>	Chapter 5: Causality <b>Exercise 3: Introduction</b>
<b>Mar 6</b>	Chapter 6: Measurement
<b>Mar 13</b>	<b>Spring Break – no classes</b>
<b>Mar 20</b>	Chapter 7: Variables and the structure of research <b>Annotated Bibliography due</b>
<b>Mar 27</b>	Chapter 8: Sampling
<b>Apr 3</b>	Chapter 9: Experimental design research methods Chapter 10: Survey/interview research methods <b>Exercise 4: Literature review</b>
<b>Apr 10</b>	Chapter 11: Non-reactive research methods Chapter 12: Qualitative research methods Chapter 13: Evaluation research methods
<b>Apr 17</b>	Research proposal discussion <b>Exercise 5: Research method</b>
<b>Apr 24</b>	Research proposal discussion <b>Exercise 6: Synthesizing proposal</b>
<b>May 1</b>	Research proposal presentations
<b>May 8</b>	Research proposal presentations <b>Research Proposal due</b>

**Important University Dates:**

**January 2018**

January 2, (Tuesday) Winter Break Ends

January 2, (Tuesday) Priority Deadline for Admissions applications

January 5, (Friday) VA Certification Request Priority Deadline

January 11, (Thursday) Convocation  
 January 12, (Friday) Tuition and Fee payment deadline (16 week & 1st 8 week)  
 January 15, (Monday) Martin L. King Jr. Day  
 January 16, (Tuesday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (16 week & 1st 8 week)  
 January 16, (Tuesday) Classes Begins  
 January 18, (Thursday) ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week)  
 January 23, (Tuesday) Last day to drop 1st 8-week classes with no record  
 January 31, (Wednesday) Last day to drop 16 week classes with no record

### **February 2018**

February 2, (Friday) Priority Deadline to Submit Graduation Application  
 February 9, (Friday) Last day to drop a 1st 8-week class with a Q or withdraw with a W  
 February 15, (Thursday) Last day to apply for Clinical Teaching  
 February 23, (Friday) Student End of Course Survey Opens (1st 8-Week Classes)

### **March 2018**

March 1, (Thursday) Deadline to submit application to Teacher Education Program  
 March 2, (Thursday) Deadline to Submit Graduation Application for Ceremony Participation  
 March 9, (Friday) 1st 8 week classes end  
 March 9, (Friday) Deadline for Admissions applications  
 March 11, (Sunday) Student End of Course Survey Closes (1st 8-Week Classes)  
 March 12, (Monday) Spring Break Begins  
 March 12, (Monday) 1st 8-week grades from faculty due by 3pm  
 March 15, (Thursday) Tuition and Fee Payment Deadline (2nd 8-week classes)  
 March 16, (Friday) Spring Break Ends  
 March 19, (Monday) 2nd 8 week begins  
 March 19, (Monday) Summer Advising Starts  
 March 19, (Monday) Class Schedule Published  
 March 19, (Monday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (2nd 8-week classes)  
 March 21, (Wednesday) ADD/DROP/LATE REGISTRATION ENDS (2nd 8-week classes)  
 March 27, (Tuesday) Last day to drop 2nd 8-week classes with no record  
 March 30, (Friday) Last day to drop a 16-week course with a Q or withdraw with a W

### **April 2018**

April 1, (Sunday) GRE/GMAT scores due to Office of Graduate Studies  
 April 2, (Monday) Scholarship Deadline  
 April 2, (Monday) Registration begins  
 April 5, (Thursday) Priority Deadline for International Student Admission Applications  
 April 13, (Friday) Last day to drop a 2nd 8-week class with a Q or withdraw with a W\*  
 April 13, (Friday) Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies  
 April 27, (Friday) Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)

### **May 2018**

May 7-11, Finals Week  
 May 11, (Friday) Last day to file for Degree Conferral (Registrar's Office)(\$20 Late Application Fee applies)  
 May 11, (Friday) Spring Term Ends

May 11, (Friday) Last day to withdraw from the university (16 week and 2nd 8 week classes)  
 May 11, (Friday) Last day to apply for \$1000 Tuition Rebate for Spring graduation (5pm)  
 May 12, (Saturday) Commencement Ceremony Bell County Expo Center 7:00 p.m.  
 May 13, (Sunday) Student End of Course Survey Closes (16 Week and 2nd 8-Week Classes)  
 May 14, (Monday) Minimester begins  
 May 15, (Tuesday) Last Day to clear Thesis Office  
 May 5, (Tuesday) Final grades due from faculty by 3pm (16 week & 2nd 8 week)  
 May 21, (Monday) Priority Deadline for Admissions applications  
 May 25, (Friday) VA Certification Request Priority Deadline  
 May 28, (Monday) Memorial Day

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## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### *Drop Policy.*

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### *Academic Integrity.*

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

### *Academic Accommodations.*

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The

Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender – including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

#### *Tutoring.*

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

#### *University Writing Center:*

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring



session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

#### *University Library.*

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

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#### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).



Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [<https://www.tamuct.edu/departments/compliance/titleix.php>].

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