

The University of Texas at Tyler

Criminal Justice Program

CRIJ 4333-001 (3.0 Credit Hours)

Contemporary Policing

Fall 2020

(course meets in RBN 4032 on Tuesday and Thursday from 9:30am-10:50am)
(due to COVID half of the class meets in Class and the other half via Zoom on alternating days)



Richard C. Helfers, Ph.D.

Office: CAS 136

Office Hours: Tuesdays and Thursdays I will be available immediately after class from 11am-1230pm. (I am also available throughout the week, so do not hesitate to send me a message and I will send you a Zoom link with the password to access our meeting).

Phone: 903-566-7399

email: rhelfers@uttyler.edu

I welcome you to contact me outside of class to discuss any questions or concerns you have about the course. To leave a message, I prefer you email me. Due to the pandemic, I will be minimizing my time in my office. I check my email regularly and will return your emails promptly. I mention all emails will be returned within 48 hours, but generally I will respond shortly after I receive the email. You can also call my office or contact the Social Sciences department and leave a message. The best way for us to meet this semester is via Zoom due to the pandemic.

Course Description:

What do you know about policing a community in today's society? Is your perspective framed by popular culture from the movies and television (or even just social media)? Throughout this course will journey through historical development of policing to contemporary policing issues and topics to help you really understand what policing is all about—from a realistic perspective that incorporates academic literature, government documents, and popular culture---but most importantly our discussions in the classroom. Everyone will be participating in a variety of discussion lead exercises---we will learn from each other in a safe and supportive environment.

Prerequisite:

There are not any specific prerequisite courses listed in the University catalog. However, this is an upper division course and you should have taken courses that familiarize yourself with the criminal justice system and policing in the United States.

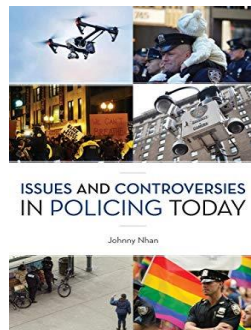
Writing is an essential component for any criminal justice professional and I have high expectations for your writing. Your writing must have clarity and be grammatically correct. You must also be competent with the APA citation and reference style. (If you are not proficient, do not worry, I will help you along—just ask for help.)

Course Overview:

The purpose of this course is to expose you to understanding policing from a contemporary context in the United States. You will become familiar with various concepts and topics associated with policing. You will be able to intellectually discuss the role of the police in our society, along with various aspects of policing strategies and tactics. This is especially relevant for you today as you prepare yourself for a career in the criminal justice system or as a student of the criminal justice system.

Textbook:

Nhan, J. (2019). *Issues and controversies in policing today*. Lanham, MD: Rowman & Littlefield. ISBN: 9781538117545



This book you are expected to have prior to the first day of class. Get it early as mail commitments are not always honored or accurate.

Friedman, B. (2018) *Unwarranted: Policing without Permission*. ISBN: 978-0-374-53745-6



Other Reading Material:

I will also be providing you additional reading material that is considered “Open Resource Material” (OER). This material will be posting in Canvas for you to read to enhance your knowledge of the various topics we will be learning.

Important Covid-19 Information for Classrooms and Laboratories:

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by [Procedures for Fall 2020 Return to Normal Operations](#). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Recording of Class Sessions:

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

Internet Access:

It is imperative you have reliable internet access. If you do not have it at your residence, you will be required to spend a significant amount of time in the Computer Lab. This is important because there will be important announcements being made in Canvas throughout the semester.

Check Canvas and Your Email Daily:

I will be making important announcements in Canvas—so you may want to make sure you link Canvas to your email.

Course Objectives: At the end of this course, you will be able to do the following:

1. Explain the strengths and weaknesses of the eras of policing and apply the tenets of the police subculture in regard to police behavior and accountability in each era.
2. Indicate how the major policing research studies (KC Preventive Patrol Experiment, Minneapolis Domestic Violence Experiment, Broken Windows) influenced contemporary policing practices.
3. Differentiate the differences between the perception of society in regard to police behavior involving the use of force and societal member interaction with the reality based upon academic standards of evidence (through analyzing contemporary scholarly research studies).
4. Critique agreed upon tenets of policing and how they relate to the “reality” of policing in regard to what we have learned through research using the scientific method.
5. Assess the influence policing philosophies and strategies (community oriented policing, problem oriented policing, hot spot policing, broken windows policing, Compstat, and intelligence lead policing) have on police behavior and societal perceptions of police legitimacy.
6. Compose an argument about the state of policing (today) being the result of society’s action (or inaction).

Overall “Big Question” we will be focused on all semester: How can the criminal justice system achieve an acceptable standard of justice in the United States? (This is a question that transcends this course and relates to all of the courses I teach; and can be used for you to be an objective and critical thinker in all criminal justice courses).

Main concepts/questions: I will keep this course content revolving around: (1) How have the police evolved and how does their evolution relate to the overall big course question? (2) How must police agencies/officers think to effectively engage in 21st Century policing? (3) What are the challenges police agencies/officers daily confront that impinge their ability to effectively engage in constitutional policing from a theoretical perspective? And, (4) If we know the challenges, how can police agencies overcome the challenges to be successful?

Diversity Statement:

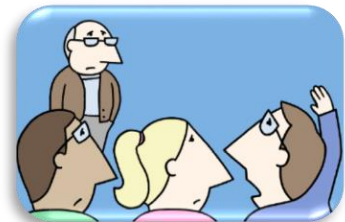
I have a commitment to you and your learning in an open, safe, and respectful environment. I acknowledge that learning is a lifelong process and this means I will be learning from each of you during this semester. The nature of this class provides all of us the opportunity to learn from one another because each of us has disparate backgrounds and our experiences are unique. We may not come from the same region of the state, country, or even the world. Our socialization processes have been different and the way we interpret events may not be consistent. For instance, I grew up in a white, middle class, suburb of Chicago, and worked for over 25 years in a municipal police department in Texas. My experiences are unique to me, just as your experiences are unique to you. I pursued graduate education to expand my views because I felt policing held a myopic view of society. I needed to learn from others for my own personal growth. Therefore, I embrace diversity and value the views and perspectives you have regardless of your gender, race, ethnicity, sexual orientation, religion, national origin, age, disability, and socio-economic class. In this course and in our classroom we are free to discuss our experiences and views in a safe and respectful manner. I know there will be things I mention about the police that you may not agree with---and when that occurs, that is a learning moment for all of us. So please engage me and the class in the dialogue. Improving police-community relations begins with each one of us. I welcome our diversity as it is through our diversity that we can get the most out of this course, your education, and the advancement of our society.

Attendance Policy:

You are expected to attend every class session (whether it is in person or via Zoom). This is a unique situation we are experiencing, so if you are not able to make it to the class session due to a COVID-19 related symptom, please let me know. **DO NOT UNDER ANY CIRCUMSTANCES COME TO THE PHYSICAL CLASSROOM OR COME TO CAMPUS IF YOU ARE EXPERIENCING ANY COVID-19 RELATED SYMPTOM.** Now with that mentioned, there will be important information being discussed in class that you will need to ensure your success in this course. So, unless you are ill or have a family situation that precludes your attendance (but please let me know if you will not be in class), you are expected to be in class. It is important you read the reading assignments prior to class and arrive ready to discuss the material. Again, I recognize extenuating circumstances arise that can make it difficult to attend each and every class session. In other words, life happens! If a serious family emergency occurs, please let me know as soon as the event occurs or within 24 hours.

Class Participation:

I hope you actively participate in this course. I say this because I found it the best way to engage you in learning the material. It also makes the learning process more fun because everyone gets the opportunity to learn from each other. Thus, read and study the material before class!



Missed Exams/Late Assignments:

Unfortunately, illnesses, deaths in the family, or other traumatic events are part of life. Such events are unwelcomed and because I understand how difficult these times are, if you contact me within 24 hours of the event **and** provide documentation, I will be happy to give you a make-up exam or extend an assignment deadline.

The general rule is I will not accept any late assignments. Please pay particular attention to the due dates for each assignment.

Student Expectations:

You may be wondering what is expected of you? I have listed the minimum (basic) items that are in your best interests to adhere to because it will help you be successful in the course:

- Remain current with the course material.
- Attend each class session.
- Be familiar with the APA citation/reference style no later than the end of the first week of class.
- Read all the information prior to engaging in the learning activities. This means you must **read the material that is assigned**. Reading and being prepared is important for your success in this course.
- Complete all assignments, projects, and assessments.
- Submit all assignments on or before the due date.
- Check the course page every day for any announcements.
- Check your patriots email daily.
- Send emails in the subject line: CRIJ 4333-001 (*then list the item that is the subject*)
- If you need additional clarification, you should be contacting me as soon as practical. Do not wait until the end of the semester to ask for help.

Instructor Expectations:

I believe teaching is a two-way street. Therefore, you should also have expectations of me. Here is what you can expect from me.

- I will return all of your written work in a timely fashion. This means I will provide you feedback (generally via a rubric) on each and every item that is graded **within one week** after the due date. (If you need additional feedback, please contact me asap).
- I will also return any emails I receive from you within 48 hours.

How to Contact Me:

I am very approachable. I am here to help you understand the importance of ethical issues in criminal justice. Please ask if you are confused and remain engaged in the class discussions. If you have any questions or concerns please contact me at the earliest convenience possible.

Email me with any questions you may have through **my University email** account. My email is rhelfers@uttyler.edu. Or, you may call my office phone at 903-566-7399. If I am not in, please leave a message. Also, just send a message through Canvas.

When sending an email, please write in the subject line CRIJ 4333-001 (*then list the item that is the subject of the email*). If you send the message through Canvas this information about the class is already there, so you don't have to worry about it.

Evaluation Procedures:

Exams and assessments are necessary for me to determine your mastery of the core concepts of the course. You will be given multiple items throughout the semester that will be graded. Your final grade will be determined by your performance on all graded material.

Grading Scale:

A=90% and above

B=80-89%

C=70-79%

D=60-69%

F=<60%

Evaluation:

1. Quizzes:	10%
2. Exams:	40%
3. In Class Assessments (discussion facilitators)	5%
4. Module 1 Assignment	5%
5. Module 4 Assignment	20%
6. Semester Paper/Application Writing Exercise	<u>20%</u>
	100%

A couple items to keep in mind:

Criminal Justice is a writing intensive field and your success and the success/reputation of your agency will be on the line based upon how you communicate in writing. Therefore, it is imperative you have the capability to communicate effectively in writing. This means your writing must be clear and informative. It must not be vague or informal. Write from the perspective of the reader.

So why must I use APA? It is so technical! Well, you are correct in your assessment that APA is technical and has numerous rules. The point I am making through requiring you to be proficient with APA is because it is very detail oriented. You may not use APA again after you graduate, unless you pursue graduate work. However, I am preparing you to focus on the details. Criminal justice practitioners must be detail oriented and prepare work that contains intimate details.

Using APA will require you to focus on the minute details of your assignment and prepare you for success not only in this class, but in your future endeavors.

Quizzes:

There are five lectures that provide an overview or review of topics that will be covered or have been covered. In the video lectures there are embedded questions that will “pop-up” for you to answer. Devote your attention to the lecture material and the questions are related to previous information I relayed in the lecture. The questions are straightforward and all are either multiple choice or true/false. See the dates that the quizzes are due and ensure you submit the quiz prior to 9:30am on the day it is due.

Examinations:

There will be two (2) examinations during this course. These exams will be essay format/short answer. There will not be many questions, but you are expected to have complete—thorough answers. If you find yourself completing the exam with a lot of time left, then in all likelihood, your answers will be superficial. The examination assesses your knowledge, understanding, and application of the course concepts---the questions relate back to the learning objectives for the course. You will be expected to provide examples, thus the expectation is you will be thinking deeply and your responses must be more than recollection of the material.

In-Class Assessments:

There will be a myriad of assessments throughout the semester. You must be in attendance to receive credit for the assessments. (Missing one or two will not severely impact your grade in a negative fashion but can be the difference between two grades at the end of the semester—thus, I strongly encourage you to attend class.) These assessments will be comprised of a variety of technics to enhance your learning through classroom discussion—these can occur at any point in the class and are intended to assess your learning and to enhance the learning environment. Thus, make sure you read the material and think about it before class because on some days I may have you reflect upon how an assigned reading applies to larger question on a contemporary policing issue that is aligned with the topic we are covering. Each of you will be expected to be an active participant in the class discussions. Education research has suggested that the more engaged and active a student is in the learning process, the more learning will occur.

Module Assignments

There will be two module assignments. One will be due at the conclusion of Module 1 and another assignment will be due at the conclusion of Module 4. These are both explained in each module and are designed for me to gauge your level of comprehension of the course learning objectives.

Semester Paper/Application Writing Assignment:

This assignment will require you to apply what we have discussed throughout the semester and how the concepts in Freidman's book *Unwarranted: Policing without Permission* are related.

Thus, this assignment will require you to apply the material you have read, discussed, and learned about this semester into a structured and coherent argument about the state of policing in the United States today. Your paper must incorporate at least six (6) peer-reviewed sources (that you have not been assigned in this course) in addition to the book, and also possibly Dr. Nhan's book. Your paper must be constructed within the parameters of APA (title page, page numbers, intext citations, references, etc.).

If I am not proficient in the APA documentation style, I must contact Dr. Helfers early in the semester as he will help me learn it. He will provide an online session early in the semester if students request it. Please let me know the first day of the semester (August 25) if you need help and a Zoom meeting will be scheduled for anyone to attend.

Your paper must be uploaded no later than Tuesday, December 1 by 5:00pm.

Library Resource:

Check out the library resource page for assistance with this course and others you are taking within the Social Sciences Department. The resource page can be accessed through <http://libguides.uttyler.edu/sociology>.

What is Plagiarism?

Plagiarism is simply using someone else's work and presenting it as your own. You must avoid this at all costs! Your credibility is on the line. Your work product must be your own. If you are borrowing someone else's facts, ideas or opinions without providing the individual proper credit you are stealing. In the academic world this is referred to as plagiarism and the penalty is severe. If the thought is not your own, you must cite your source to give proper credit. If you are borrowing someone else's words, you must enclose them in quotations as well as citing the source. Plagiarism also includes you borrowing, buying, or stealing someone else's work product and presenting it as your own. DO NOT commit intellectual theft because you will compromise your academic future.



Are You Still Unsure about Plagiarism? Here is how the University articulates it.

Statement Regarding Academic Dishonesty

Academic dishonesty is a violation of University policy and professional standards. If compared to a violation of the criminal law, it would be classed as a felony. Academic dishonesty is defined as cheating, plagiarism, or otherwise obtaining grades under false pretenses. The penalty for academic dishonesty in this class will be no less than immediate failure of the course and a permanent student record of the reason therefore. In most cases, a written record of academic dishonesty or an instructor's report of same to an agency investigator during a background check will bar an individual from employment by a criminal justice agency as it is considered indicative of subsequent corrupt acts.

Many students have an inadequate understanding of plagiarism. Any idea or verbiage from another source must be documented. Anytime the exact words from another author are used they must be enclosed with quotation marks and followed by a citation. However quotations should only be used on rare occasions. Student papers should be written in the student's own words; therefore excessive quotations will result in a failing grade.

Make-up Tests: The *University Catalog* does not establish make-ups as a student right. Major tests are forecasted; therefore, no make-up opportunities are contemplated. Opportunities to make-up missed examinations will be provided only for exceptional reasons and must be documented (e.g., hospital records, obituaries). Make-up examinations may be in forms completely different from original examinations and will be scheduled at the convenience of the instructor.

Penalties for Cheating

Should I discover you have cheated on any assessment, you will receive a "zero" for the assessment and not be allowed to make the assignment up. The incident will be reported to the chair of the department and (more importantly) to Student Conduct.

Important Information:

Please refer to the course Canvas site on a frequent basis. You should be referring to the Canvas site prior to each class session because I may post an important announcement. Also, you must check your university email! **I do not tolerate the excuse, "I don't check my patriots email or Canvas, so I never received the course announcement."** Checking Canvas and your university email is your responsibility as a student.

Handguns in the Classroom:

The University of Texas at Tyler respects the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

Tentative Course Schedule: (Remember to wear a face covering in the classroom)

Module 1 “Knowing the Basics”

Week 1

August 24-28

“The History of the Police”

Watch the lecture video which has an embedded quiz (due before class on Thursday)

Reference material: Nhan book—Chapter 2 (pp. 13-19)

Learning Activities: Lecture and Class discussion

Week 2

August 31-September 4

“Police Culture—How Realistic is Societal Perception?”

Reference material: Nhan book-Chapter 3

Learning Activities: Lecture and Class discussion

Module 1 Assignment due, Sep 4 by 5pm

*****September 4 is Census Day

Module 2 “Understanding How the Police Operate”

Week 3

September 7-11

“Policing Styles and Functions”

Watch the lecture video which has an embedded quiz (due before class on Tues)

September 7-University is closed for Labor Day Holiday

Reference material: Liederbach & Travis (2008) article for Tuesday (*read introduction and discussion sections*)

Bayley (1979) article for Thursday (*just skim the article to gain an understanding of the functions of policing*)

Learning Activities: Lecture and Class Activities

Week 4

September 14-18

“Discretion and Corruption”

Reference material: Phillips (2016) article for Tuesday (*read the introduction and finding sections*)

Thursday we will be reviewing the highlights of the Police Corruption Commissions

Learning Activities: Lecture and Class Activities

Module 3 “Contemporary Policing Philosophies”

Week 5

September 21-25

Watch the lecture video which has an embedded quiz (due before class on Tues)

---the video will also review the Corruption Commissions

“Community Policing”

Reference material: Nhan book-Chapter 13

Kimbrough (2016) article (read it all, it is short)

Learning Activities: Lecture and Class Activities

Week 6 September 28-October 2
Watch the lecture video which has an embedded quiz (due before class on Tues)
 --the video will also provide insight into the beginning of the next
 module topic on policing and race
“Problem Oriented Policing”
Reference material: Goldstein (1979) article
 US DOJ document
Learning Activities: Lecture and Class Activities

Week 7 **Tuesday, October 6 is Exam #1 “Your Midterm”**

Module 4 **“Time to Get Real”**
Week 7 October 5-9
“Police and Race”
Reference material: Williams & Murphy (1990) US DOJ Report (you will want to
 read it all)
 Nhan book—Chapter 8
Learning Activities: Lecture and Class Activities

Week 8 October 12-16
Watch the lecture video which has an embedded quiz (due before class on Tues)
“Research Studies”
Reference material: (Tuesday) Kelling, Pate, Dieckman, & Brown Report (KC
 Preventive Patrol Experiment)
 (Thursday) Sherman & Beck Report (Minneapolis DV
 Experiment)
 (Thursday) Kelling & Wilson (1982) article (Broken
 Windows)
Learning Activities: Lecture and Class Activities

Week 9 October 19-23
“Post 9/11 Policing and De-policing”
Reference material: Lee (2010) article for Tuesday, Oct 20
 Nhan book—Chapter 6 & 7-Thurs
Learning Activities: Lecture and Class Activities

Week 10 October 26-October 30
 “Getting Hired”
 Reference material: Nhan book—Chapter 4 &12
 Learning Activities: Lecture and Class Activities
 Module 4 assignment due, Oct 30 by 5pm

Module 5 “How Does It All Play Out In The Real World”

Week 11 November 2-6
 “Applying Our Concepts to Policing Today”
 Reference material: Part 1 of Friedman’s book Introduction and Chapters 1-4
 Learning Activities: Class Discussion

*****Last day to Withdraw from one or more classes is November 2

Week 12 November 9-13
 “Unwarranted Policing”
 Reference material: Part II of Friedman’s book Chapters 5-8
 Learning Activities: Class Discussion

Week 13 November 16-20
 “Unwarranted Policing”
 Reference material: Part III of Friedman’s book Chapters 9-Epilogue
 Learning Activities: Class Discussion

Turkey Week November 23-27
 University Closed for Thanksgiving

Week 14 November 30-December 4
 “Wrap-up”
 Paper is due: Submit your paper by 5:00pm on Tuesday, December, 1!
 Final Exam is due by 12pm on Friday, December 4!!

Module 6 “This Is It”

Week 15 December 10-13
 “Finals Week”
 I am available for consultation via Zoom

UNIVERSITY POLICIES AND ADDITIONAL INFORMATION THAT MUST APPEAR IN EACH COURSE SYLLABUS

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar> . Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.

- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade.
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices> , the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

Revised 05/19 If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks

violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit; • taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

These policies are also available on the university website, please click the link <https://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf> to confirm the policies are accurate as the university makes changes to the policies periodically. From experience, changes to these policies have occurred without faculty knowledge to ensure this syllabus is updated at the same time as the university makes policy changes. Thus, please verify through the university website. <https://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf>

I RESERVE THE RIGHT TO MODIFY THIS SYLLABUS AT ANY TIME. THEREFORE, YOUR ATTENDANCE AND ATTENTION TO THE ANNOUNCEMENTS IN CANVAS ARE CRUCIAL BECAUSE IT WILL ASSIST YOU REMAIN CURRENT ON THE MATERIAL AND KNOW WHEN THE SYLLABUS MAY BE MODIFIED.