

COURSE SYLLABUS
CRIJ 1313 – F90C/F91C Juvenile Justice Systems
Spring 2014



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(Text OK during reasonable hours)

Office: ET-155

Office Hours

**Campus Office
Hours:**

Monday and Wednesday
2:00 PM - 4:00 PM
Tuesday and Thursday
3:30 PM to 5:00 PM
Fridays
9:00 AM to 12:00 PM

**ALL OTHER TIMES BY
APPOINTMENT**

Online Office Hours:

Monday and Wednesday
2:00 PM - 4:00 PM
Tuesday and Thursday
3:30 PM to 5:00 PM
Fridays
9:00 AM to 12:00 PM

**ALL OTHER TIMES BY
APPOINTMENT**

Favorite Quote:

"Education is not the filling of a pail, but the lighting of a fire" William Yeats, Irish Poet

I appreciate this quote most when I think back to my first days in higher education. I was fortunate to have two exceptional professors who had a depth of knowledge coupled with a desire to help their students achieve their goals. They spent much of their time with many students like me who wanted to know more than just what the texts said and how it all worked in the real world. These professors effectively lit the fire of life-long learning for me and as mentors have helped lead me to an amazing career in law enforcement and now on to a career in teaching where my hope is that I can do the same for someone else. Our (my) success comes from helping to light this fire and help you realize your goals in whatever career path that you choose.

About Your Instructor

I am a 32 year veteran of Massachusetts municipal law enforcement and 30 years as an adjunct staff instructor for the Massachusetts Municipal Police Training Committee. I began my career in 1979 with the Deerfield, MA Police Department where I served for 10 years as a Patrol Officer, Field Training Officer, Firearms and Use of Force Instructor, DARE Officer and Accident Investigator. I accepted a position with the Greenfield, MA Police Department in 1989 and spent the remaining 22 years of my career within that agency serving in the ranks of Patrol Officer, Detective/Narcotics and major crimes, Patrol Sergeant, Detective Sergeant and for 7 years as Captain. While with the Greenfield Police Department, I was assigned as its regional Drug Task Force officer and later as the Commanding Officer for the 32-agency Task Force. I have also been assigned as Firearms and Use of Force instructor, Special Response Team (SRT) Cell Leader, Sniper/Observer, Training Officer, SRT Commanding Officer as well as Executive Officer. Since 1983, I have taught numerous and varied topical areas for the statewide Massachusetts Municipal Police Training Committee for part-time officers, recruit officers, supervisors and Command Staff officers. I have run several part-time police officer academies and have been very involved in teaching and revising the state's Field Training Officer Program, mandatory annual Legal Issues/Update course and most recently its Instructor Development certification program. I have served on Massachusetts statewide steering committees for Legal Issues/Updates and Instructor Development and I hold a Level IV Master Instructor Development Instructor Trainer certification. I have also taught in the Criminal Justice program for the Greenfield, MA Community College as an adjunct instructor and for Post University in Waterbury, CT as well.

Preferred Method of Communication:

Email at jnewton@odessa.edu is likely the best and most effective method of communicating with me. My office phone number is 432.335.6332. In case of an emergency or serious issue, call or text to my cell phone during reasonable hours at 413.522.4073.

Expectations for Engagement for Instructor:

The field of Criminal Justice is not for the shy or timid. As such, I want all students to not be afraid to interact, express yourselves and engage in argumentation in a respectful and appropriate manner. I want you to learn as much from your fellow students as you will from the textbook or from me.

As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will:

- provide my contact information at the beginning of the syllabus;
- respond to all messages within 24 hours if received Monday through Thursday, and within 48 hours if received Friday through Sunday, and;
- notify students of any extended times that I will be unavailable and provide them with alternate contact information (for me or my supervisor) during such time as I am unavailable.

As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will

- provide clear information about grading policies and assignment requirements in the course syllabus, and
- communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will:

- post grades for discussion postings within one week of the discussion thread closing.
- provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.
-

Student Course Participation

As a student, I understand that I am responsible for keeping up with the course. To help with this, I will

- identify alternative computer and internet access in case my primary computer crashes or my internet service is unavailable;
- recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
- understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.

As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to

- getting “kicked off” of the system during tests or quizzes;
- having trouble submitting assignments; and
- dealing with a traumatic personal event.

As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will:

- seek out help from my instructor and/or from tutors;
- ask questions if I don’t understand; and
- access my course several times during the week to keep up with assignments and announcements.

As a student, I understand that I will have the opportunity to provide feedback on my experience in this course through an end-of-course Student Evaluation of Instruction (SEI).

Textbook(s):

Bartollas, Clemens, Miller, Stuart. *Juvenile Justice in America, 6th ed.*, New York, Prentice Hall/Pearson education, 2011, Print

Hardware:

The student should have access to a computer with reliable internet access to both access the Blackboard course, particularly the Course Syllabus, as well as to communicate with the instructor via email. There may be occasional websites or course-related assignments, information or data requiring this access as well.

Software:

Software requirements for this course are relatively simple. You should have the following available. Java (for occasional viewing of media files). Adobe Reader or other similar viewer (for viewing PDF articles in the course), Microsoft Word (of any vintage) is preferred for creating coursework assignments, other word processing programs such as OpenOffice are acceptable but please save and submit your work as a .doc or .docx file whenever possible. Reliable access to your OC email account for submitting coursework and receiving messages and announcements.

Websites:

Any websites that you will need to visit will be clearly given you in individual assignments with associated hyperlinks.

Course Description

A study of the juvenile justice process to include specialized juvenile law, role of the juvenile law, role of the juvenile courts, role of police agencies, role of correctional agencies, and theories concerning delinquency. The student will describe the juvenile law and the role of juvenile courts; explain the roles of police and correctional agencies concerning delinquency; and review and contrast the theories of delinquent conduct.

Course Student Learning Outcomes

Upon completion of this course, the student will be able to:

- Discuss the background of American juvenile justice systems;
- Identify the typical agencies involved in juvenile justice;
- Identify and discuss the commonly identified causes of juvenile crime;
- Identify and describe the role of police in interfacing and working within with the juvenile justice system;
- Recognize and discuss significant court cases which have shaped juvenile justice;
- Discuss how the modern juvenile court operates;
- Discuss the juvenile trial processes and sentencing;
- Discuss the purpose, process, rationale and methods of trying juveniles in adult courts;
- Discuss and describe the juvenile probation process;
- Identify and discuss community-based juvenile programs;
- Discuss the issue of institutionalization of juveniles;
- Discuss and describe juvenile aftercare;
- Identify and discuss juvenile treatment process and technologies;
- Discuss and describe the impact of youth gangs and drugs on youthful offenses

Course Prerequisites:

There are no prerequisites for this course.

Course Topics:

Course Section	Content and Topics By Chapter
Part I - Introduction	1. Juvenile Justice – An Overview 3. Causes of Juvenile Crime
Part II – The System and Early Decision Making	4. The Police 5. The Juvenile Court 6. The Juvenile Court: Trial and Disposition 7. Juveniles in Adult Court
Part III – Community-Based Corrections	8. Juvenile Probation 9. Community-Based Programs
Part IV - Institutionalization	10. Juvenile Institutionalization 11. Juvenile Aftercare 12. Treatment Technologies
Part V – Toward An Understanding of the Youthful Offender	13. Juvenile Gangs 14. Drugs and Youthful Offending

Grading

Type of Assignment	Percentage/Points	Learning Objective
Syllabus Quiz	10%	
Chapter Quizzes	20%	
Key Terms	10%	
Group Projects	10%	
3-2-1 Chapter Sheets/Binder Reviews	20%	
Professionalism (Attendance, Class Participation, Timeliness, etc.)	10%	
Final Exam	20%	
		TOTAL

UNEXCUSED ABSENCES AND GRADING:

Students are expected to attend all scheduled classes. Face-to-Face students will sign in or be "roll-called" for each class at the instructor's discretion. More than **three (3)** unexcused absences will result in the students course grade being reduced by one full grade. Being tardy for class without appropriate excuse **five (5) or more** times will result in the students course grade being reduced by one-half of a grade and **eight (8) or more** unexcused late arrivals will result in a reduction of one full grade. **FOR DUAL-CREDIT STUDENTS:** Be aware that OC instructors **do not** have the authority to excuse you from any class session. All tardiness and absence **MUST** be reported to your high school attendance clerk. Your OC instructor submits student attendance daily through the ECISD txConnect portal which is also where they will make the determination as to whether a student has been excused or is truant, therefore it is essential that dual-credit students ensure for the accuracy of their own attendance with their respective high school attendance clerk.

Grading Scale:

"A" = 90-100

"B" = 80-89

"C" = 70-79

"D" = 60-69

"F" = 0-59

Course Schedule:

This Schedule is Tentative and Subject to Change at the Discretion of the Instructor

CRIJ 1313 - F90C & F91C JUVENILE JUSTICE SYSTEMS				
Date	Instructional Approach (* denotes a strategy adopted by AVID)	Topic	Assignment	Assignment Submission
Tuesday, January 21, 2014	Face to Face	Class Introductions – Welcome to Class Syllabus Review 3-2-1 Expectations Cornell Notes PowerPoint	Read Ch. 1, pp. 1-12 3-2-1 Sheet	Face to Face
Wednesday, January 22, 2014	Face to Face Guided Lecture Notes*	Syllabus Quiz Chapter 1 3-2-1 Sheet on pp. 1-12	Read Ch. 1, pp. 12-26 3-2-1 Sheet	Face to Face
Thursday, January 23, 2014	Face to Face Guided Lecture Notes*	Chapter 1 3-2-1 Sheet on pp. 12-26	Assign Group Project 1 Read Ch. 3, pp. 56-70 3-2-1 Sheet	Face to Face

Monday, January 27, 2014	Face to Face Guided Lecture Notes*	Ch. 3 3-2-1 Sheet on pp. 56-70	Read Ch. 3, pp. 70-85 3-2-1 Sheet	Face to Face
Tuesday, January 28, 2014	Face to Face Guided Lecture Notes*	Ch. 3 3-2-1 Sheet on pp. 70-85	Study for Quiz on Ch. 1 & 3	Face to Face
Wednesday, January 29, 2014	Face to Face	Quiz on Ch. 1 & 3 Classwork on Group Project 1	Read Ch. 4, pp. 90-102	Face to Face
Thursday, January 30, 2014	Face to Face Guided Lecture Notes*	Ch. 4 3-2-1 Sheet on pp. 90-102	Prepare for Group Project 1 Presentation	Face to Face
Monday, February 3, 2014	Face to Face	Present Group Project 1	Read Ch. 4, pp. 102-114	Face to Face
Tuesday, February 4, 2014	Face to Face Guided Lecture Notes*	Ch. 4 3-2-1 Sheet on pp. 102-114	Assign Group Project 2 Read Ch. 5, pp. 119-128 3-2-1 Sheet	Face to Face
Wednesday, February 5, 2014	Face to Face Guided Lecture Notes*	Ch. 5 3-2-1 Sheet on pp. 119-128	Study for Quiz on Ch. 4-5	Face to Face
Thursday, February 6, 2014	Face to Face Guided Lecture Notes*	Quiz on Ch. 4-5 Computer lab – Classwork on Group Project 2	Read Ch. 5, pp. 128-136 3-2-1 Sheet	Face to Face

Monday, February 10, 2014	Face to Face	Ch. 5 3-2-1 Sheet on pp. 128-136	Read Ch. 6, pp. 140-150	Face to Face
Tuesday, February 11, 2014	Face to Face Guided Lecture Notes*	Ch. 6 3-2-1 Sheet on pp. 140-150	Read Ch. 7, pp. 152-167 3-2-1 Sheet	Face to Face
Wednesday, February 12, 2014	Face to Face Guided Lecture Notes*	Ch. 7 3-2-1 Sheet on pp. 152-167	Study for Quiz on Ch. 5- 6	Face to Face
Thursday, February 13, 2014	Face to Face Guided Lecture Notes*	Computer Lab Quiz on Ch. 5- 6 Classwork on Group Project 2	Read Ch. 7, pp. 159-167 3-2-1 Sheet	Face to Face
Monday, February 17, 2014	Face to Face Guided Lecture Notes*	Ch. 7 3-2-1 Sheet on pp. 159-167	Read Ch. 8, pp. 170-179	Face to Face
Tuesday, February 18, 2014	Face to Face Guided Lecture Notes*	Ch. 8 3-2-1 Sheet on pp. 170-179	Read Ch. 8, pp. 179-189	Face to Face
Wednesday, February 19, 2014	Face to Face Guided Lecture Notes*	Ch. 8 3-2-1 Sheet on pp. 179-189	Prepare to Present Group Project 2	Face to Face
Thursday, February 20, 2014	Face to Face	Present Group Project 2	Study for Quiz on Ch. 7- 8 Read Ch. 9, pp. 192-201 3-2-1 Sheet	Face to Face

Monday, February 24, 2014	Face to Face Guided Lecture Notes*	Quiz on Ch. 7-8 Ch. 9 3-2-1 Sheet on pp. 192-201	Read Ch. 9, pp. 201-211	Face to Face
Tuesday, February 25, 2014	Face to Face Guided Lecture Notes*	Ch. 9 3-2-1 Sheet on pp. 201-211	Read Ch. 10, pp. 214-225	Face to Face
Wednesday, February 26, 2014	Face to Face Guided Lecture Notes*	Ch. 10 3-2-1 Sheet on pp. 214-225	Read Ch. 10, pp. 225-237	Face to Face
Thursday, February 27, 2014	Face to Face Guided Lecture Notes*	Ch. 10 3-2-1 Sheet on pp. 225-237	Study for Quiz Ch. 9-10 Read Ch. 11, pp. 241-251	Face to Face
Monday, March 3, 2014	Face to Face Guided Lecture Notes*	Quiz Ch. 9-10 Ch. 11 3-2-1 Sheet on pp. 241-257	Read Ch. 12, pp. 260-271 3-2-1 Sheet	Face to Face
Tuesday, March 4, 2014	Face to Face Guided Lecture Notes*	Ch. 12, 3-2-1 Sheet on pp. 260-271 Video on Juvenile Gangs for Group Project	Read Ch. 12, pp. 271-283 3-2-1 Sheet	Face to Face
Wednesday, March 5, 2014	Face to Face Guided Lecture Notes*	Ch. 12 3-2-1 Sheet on pp. 271-283	Study for Quiz on Ch. 11-12	Face to Face
Thursday, March 6, 2014	Face to Face	Quiz on Ch. 11-12	Assign Final Group Project Read Ch. 13, pp. 286-304 3-2-1 Sheet	Face to Face

Monday, March 10, 2014 to Thursday, March 13, 2014	SPRING BREAK WEEK			
Monday, March 17, 2014	Face to Face Guided Lecture Notes*	Final Group Project Work Day	Individual Research for Final Group Project No Reading Assignment	Face to Face
Tuesday, March 18, 2014	Face to Face	Final Group Project Work Day	Prepare for Final Group Presentation	Face to Face
Wednesday, March 19, 2014	Face to Face	Final Group Project Presentations Final Exam Review	Study for Final Exam on Ch. 1-12	Face to Face
Thursday, March 20, 2014	Face to Face	Final Exam Comprehensive – Chapters 1 - 12		Face to Face

Course Policies:

Disclaimer

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. You, as a student will be notified of changes, if any, in a timely manner.

Original Effort

The work submitted for this course must be original work prepared by the student enrolled in this course. Written assignments will generally be required to be submitted through Blackboard's SafeAssign

Digital Protocol

Cell phones must be placed on either *vibrate* or *silent* mode and are to be accessed in emergency cases only. The use of laptops or any other digital device is permitted in order to facilitate learning.

For online submissions, the electronic recording of the time on Blackboard will be considered the time of assignment submission. Take necessary steps to ensure that your assignments are submitted on "Blackboard" time. Back-up and/or additional copies of all assignments submitted is encouraged. Computers/printers are available to OC students in the LRC (301-303); therefore, not having access to a computer due to technical issues (crash;

corrupted files) will not be considered as an acceptable reason for not completing assignments. If there is a loss of server connection with Odessa College due to maintenance, then an email will be sent to students with pertinent information and status reports. Assignments submitted electronically need to follow the file-type requirements provided by the instructor.

Assignment, Make-up Work & Late Submission Policy:

Submit assignments on time. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the instructor. Extensions will be allowed solely at the instructor's discretion. Where a student is absent and not officially excused for a valid reason no homework or outside class assignments will be accepted late. Should such a student (unexcused) miss a scheduled quiz or examination, there will be no opportunity to make up such quiz or exam. For Dual-Credit students, in accordance with this syllabus and proper protocol, any absence or tardiness must be reported primarily to the student's respective high school. The instructor shall use the student's high school attendance record to determine whether any absence is properly excused and may warrant consideration or not.

Attendance Policy

Students are expected to attend all scheduled classes. Face-to-Face students will sign in or be "roll-called" for each class at the instructor's discretion. More than **three (3)** unexcused absences will result in the students course grade being reduced by one full grade. Being tardy for class without appropriate excuse **five (5) or more** times will result in the students course grade being reduced by one-half of a grade and **eight (8) or more** unexcused late arrivals will result in a reduction of one full grade.

For dual-credit students, all absences **must** be reported and excused through their respective high school. Odessa College instructors **do not** have the ability to excuse students on behalf of their schools. Tardiness for the purposes of Odessa College classes will be examined on a case-by-case basis. It is the responsibility of the tardy student to approach and advise the instructor of the reasons why they were late. Where a student fails to advise the instructor or where the instructor deems in their sole discretion that the reasons for tardiness is unacceptable, the tardiness shall stand. Students should be aware that all attendance, to include absences and tardiness are reported daily by Odessa College instructors to their respective high schools attendance clerks.

For on-line students, the student must log into the Blackboard course not less than once per week, and should log in sufficiently often so as to be sure that the week's coursework is understood, any materials or documents are downloaded for use and any audio/video associated with each lesson is listened to and/or viewed so that assignments may be thoroughly completed and submitted as necessary.

Professionalism

As in all workforce venues, but possibly most essential in professions such as criminal justice areas, being present on time, prepared, engaged and ready for assignments and duties when expected and needed is critical. In this light, student behaviors such as timely Attendance, Class Participation, timely Fulfillment of Assignments, and active Classroom Engagement and Participation will cumulatively combine to effect the students grade by **5%**.

AVID

There will be a variety of AVID strategies utilized during the course. Predominantly, Guided Lecture Notes with Key Terms associated with each reading assignment as well as a 3-2-1 sheet will be used for each chapter. Reading is expected to be done outside of class and the Guided Lecture Notes and Key Terms will be completed to aid in retention, focus on important concepts and information and to aid in study. The 3-2-1 sheets will also be done outside of class and brought each day to provide focused discussion material on information that the students found particularly interesting,

that they newly learned or that they do not understand as well as they would like to which will form the general daily class interaction.

Grade Inquiry

It is the responsibility of the student to keep track of assignment submissions and grades. Grades will be posted in a reasonable time period in the Blackboard shell and each student is expected to regularly access the course shell. At any point, you are welcome to meet with or otherwise contact the instructor to discuss your academic progress or issues. Students are encouraged to take full advantage of instructor office hours whenever possible and also to contact the instructor to schedule an appointment.

General Course Requirements

1. Attend class and participate fully.
2. Contribute and cooperate with civility.
3. **Submit assignments on time. Late assignments will generally not be accepted except under exceptional circumstances and in the sole discretion of the instructor.**

Incomplete Policy

An 'Incomplete' grade may be given only if:

1. The student has passed all completed work
2. If he/she has completed a minimum of 75% of the required coursework. A grade of an "I" will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.
3. An Incomplete form is submitted

Description of Core Objectives (CO's)

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College's Institutional Core Objectives (COs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: *Odessa College Catalog of Courses 2012-2013, page 73*)

Odessa College's Core Objectives (COs):

1. *Critical Thinking Skills* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. *Communication Skills* - to include effective development, interpretation and expression of ideas through written, oral and visual communication

3. *Empirical and Quantitative Skills* - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. *Teamwork* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. *Personal Responsibility* - to include the ability to connect choices, actions and consequences to ethical decision-making
6. *Social Responsibility* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

General Education – Core Objectives

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Odessa College's Core Objectives (COs):

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6. *Social Responsibility* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Odessa College Policies

Tuition Discounts

The "**First Course is Free**" discount waives standard tuition and fees for the first 3 credit hours taken at Odessa College. The discount applies to high school graduates taking their first class at Odessa College as well as transfer students taking their first class at Odessa College.

The "**Academic Progress Discount**" provides a 10% tuition discount upon completion of 30 credit hours until reaching 45 credit hours. It provides a 20% discount upon completion of 45 credit hours until reaching 60 credit hours. Student must maintain a 2.0 GPA to remain eligible for the discount.

Academic Policies

Note that the OC Student Handbook states (page 32) that “[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104).”

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: *The 411 of OC: Student Handbook 2012-2013; Student Rights & Responsibilities*
<http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

Scholastic Dishonesty

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

"Cheating on a test" shall include:

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test.
- Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.
- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.
- Bribing another person to obtain an unadministered test or information about an unadministered test.
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: *Odessa College Student Handbook 2012-2013, page 29-30*)

Special Populations/Disability Services/Learning Assistance

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at <http://www.odessa.edu/dept/counseling/disabilities/index.htm>. The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on

adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2012-2013*, page 52)

Dropping a Course or Withdrawing from College

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. **No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F."** (Source: *Odessa College Catalog of Courses 2012-2013*, page 36)

Blackboard Support

I can't log into my Blackboard Course, who do I contact?

Contact the Student Success Center: 432-335-6673 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm. The SSC can provide you with your Blackboard login name. If you are not sure what your password is, they can reset your password.

I'm having a problem in my Blackboard Course, who do I contact?

For any problem that you have in your online course, always contact your Instructor first. Refer to the Instructor's Contact Information area of the Syllabus for their preferred method of contact and the expected response time.

Additional Blackboard Help Resources:

Service	Assistance Provided	Available
Blackboard Help for Students	Website with a searchable list of topics on how to navigate and use Blackboard for online courses.	Online Click here.
Blackboard On Demand Learning Center for Students	This website provides an extensive list of short tutorial videos for student activities performed in Blackboard.	Online Click here.
Blackboard Collaborate: First Time Users	If you have never used Blackboard Collaborate before, this website	Online Click here.

	provides a system requirements check, configuration instructions, and training and resources area.	
Blackboard Collaborate: Essentials for Participants	This website provides essential information for Participants of Collaborate sessions. Any Collaborate user, whether first-time or experienced, would benefit from reviewing the information here.	Online Click here.

Student E-mail Support

How do I set up, access, or update my Odessa College Student E-mail account?

Go to this website and follow the directions on the page: <http://www.odessa.edu/gmail/>.

I can't access my student email! I forgot my password!

Contact the Student Success Center: 432-335-6673 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm. They can provide you with assistance in accessing your student email (created by OC) and can also assist with resetting your student email password. Make sure to have your student ID number available!

Your Blackboard login name is associated with your OC created student email account. All Correspondence for this course will be submitted using your Odessa College student email address.

Support for Students with Disabilities

How do I contact the Office of Special Populations?

Main Number	432-335-6861
Campus Location	SUB 204N in the Student Union Building
Email	Becky Rivera-Weiss - brivera@odessa.edu
Website	To find out more about services provided by the Special Populations office, please visit: http://www.odessa.edu/dept/counseling/disabilities/index.htm

Learning Resources Center (LRC; Library)

How do I contact the Learning Resource Center?

Main Number	432-335-6640
FAQ Service	LibAnswers: http://libanswers.odessa.edu
Contact a Specific OC Librarian	Pat Quintero at 432/335-6350 or pquintero@odessa.edu Donna Clark at 432/335-6645 or dclark@odessa.edu Carolyn Petersen at 432/335-6641 or cpetersen@odessa.edu
LRC Services and Guidelines Website	https://www.odessa.edu/dept/library/services/index.htm

Equipment and Services Provided:

The Murry H. Fly Learning Resources Center (LRC) supports the college's curriculum resulting in a primary emphasis on each student's individual study and research needs. The faculty and staff work with the LRC's Technical Services and Public Services Departments in choosing materials to support all college programs. More than 59,000 books, 50,000 electronic books, 350 current periodicals, 6,700 media holdings, eight newspapers, and 60 databases are available to enhance the educational process.

Equipment/Services Available	Used For	Available
Books, videos, CDs	Research	On Campus and Online
Specialized databases not available online for free	Research	On Campus and Online
Magazines, newspapers, & scholarly journals	Research	On Campus and Online
Computers	Research & word processing	On Campus
Selected textbooks for short-term use	Course work	On Campus
Trained staff	Answer "where do I find?"	On Campus and Online
Tutorials	Tips for research strategies	On Campus and Online
Photocopiers, VHS/DVD players, FAX service	For course work	On Campus
Quiet study areas	For course work	On Campus

Student Success Center (SSC) / AVID Center

How do I contact the Student Success Center?

Appointments are preferred, but walk-ins will be served as soon as possible.

Main Number	432-335-6673
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Campus Location	1st floor of the Library
Website with Additional Help and Information	http://www.odessa.edu/dept/ssc/
Live Online Assistance / Chat	Click Here <i>(If no one is currently available, please put your email and question(s) in the appropriate areas of the form and hit 'send.' Your question(s) will be addressed as soon as an SSC staff member becomes available.)</i>

Equipment and Services Provided:

The purpose of the Odessa College Student Success Center is to provide assistance to students in meeting their academic and career goals. The SSC strives to continually provide new and updated resources that will empower all Odessa College students to succeed at OC and beyond.

Equipment/Services Available	Used For	Available
Tutoring by CRLA & Avid trained tutors	Understanding course work and motivation	On Campus and Online Click here for more information.
Student Information Seminars (SIS)	Demo email, Blackboard and SSC resources	On Campus and Online Click here for more information.
Study Skills	Tools needed to succeed	On Campus and Online Click here for more information.
Basic Technology	To navigate classes, email, etc.	On Campus and Online
Plato Web	Practice for TEAS test and basic math, science, etc.	On Campus and Online Click here for more information.
Project T.I.E.	Practice for GED/COMPASS	On Campus and Online Click here for more information.

Student Orientation/Tour	Show individual students where their classes will be. SIS presentation	On Campus
M.O.R.E. Mentoring Program	Networking, tips to navigate college life successfully	On Campus Click here for more information.
Smart thinking	Online tutoring service. Connect with an e-structor and interact with a live tutor.	Online Click here for more information.

Veterans Support

How do I contact the office for Veteran's Outreach?

Main Number	432-335-6833
Campus Location	204M (Help Center) in the Student Union Building
Email	Gloria Rangel - grangel@odessa.edu
Website	To find out more about services provided by the Veteran's Outreach office, please visit: http://www.odessa.edu/dept/counseling/veterans/index.htm