

# *Advanced Concepts in Criminal Justice: Innovations in Policing*

CJ 4390

CRN 35205

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## **PROFESSOR**

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## **REQUIRED MATERIALS**

1. Weisburd, David & Anthony A. Braga. 2019. *Police Innovation: Contrasting Perspectives (2<sup>nd</sup> edition)*. New York: Cambridge University Press. ISBN: 978-1-108-40591-1
- ❖ Be sure to get the correct edition of this book.

- ❖ You will have to buy this textbook, but as a courtesy the first week's reading from this book will be provided as a pdf file in the Week 1 Module to allow you additional time to purchase this book.
2. Rakoff, Jed S. 2021. *Why the Innocent Plead Guilty and the Guilty Go Free: And Other Paradoxes of our Broken Legal System.* New York: Farrar, Straus and Giroux. ISBN: 978-0-374-28999-7
    - ❖ You will have to buy this textbook, but we are not scheduled to read it until the final week of class.
  3. Various articles, etc. posted on the calendar of each module. There will be a link for each of these readings so you can access them without cost.
  4. Various videos posted on the calendar of each module. Every effort will be made to provide links to enable access free of charge. But some videos may only be available for a fee, through YouTube, Amazon, Netflix, Hulu, etc.

**PLEASE READ ME!**

**Please read the syllabus carefully and in its entirety!** I realize that my syllabus is approaching book-length (or at least that of a novella), but all of the information contained herein is vital. It is thus absolutely essential that you, the student, understand what is expected of you, how you will be graded, and how this course will be conducted. All of this information is here. It is up to you to read this syllabus, and to post any questions you have on Ted's Tavern.

## **WHAT IS A SYLLABUS?**

A syllabus is a contract between students and professors that clearly identifies expectations and obligations for both. A syllabus is also a commitment on the part of both the professor and each student to adhere to the dictates of the syllabus. All features of this syllabus will be implemented equally and fairly for each student. In particular, do not expect accommodations for missed assignments, regardless of reason. If you do not like, for whatever reason, any feature of this class, or stipulation or requirement in this syllabus, then you should not take this class and, instead, drop it immediately. Likewise, if it becomes apparent during the course of the semester, perhaps for reasons you did not anticipate, that you cannot adhere to the dictates of the syllabus, then you should drop the class immediately. It is your responsibility to fully read and understand this syllabus, and to let the professor know, as soon as possible, if you have any questions or concerns.

## **COURSE DESCRIPTION & INTRODUCTION**

This course is an advanced elective for criminal justice majors and is intended to provide students with in-depth knowledge pertaining to a small number of specific topics. As these topics are addressed, the course will focus on theory and broad ideas and concepts, as well as empirical research related to these issues. Gender, race/ethnicity, and social class represent crosscutting themes that will be applied to a wide variety of issues throughout the course.

## **GOALS & OBJECTIVES**

The subject matter of this course is intended to provide important and highly topical information, knowledge, ideas, and understandings about policing in America. In particular, this course will objectively examine a wide range of recent

innovations in American policing and learn about their strengths and weaknesses. Upon successful completion of this course, students will be able to demonstrate a thorough knowledge and understanding of these issues and their various impacts. Students will also be able to appreciate how both policing as well as the criminal justice system both reflect and influence the larger society in which we live, and have the capacity to discuss how gender, race/ethnicity, and social class matter to these fundamental social institutions.

### **ONLINE LEARNING**

Online classes place greater responsibility for learning the material onto the student, compared to face-to-face classes. You will learn by reading the reading assignments, watching videos, writing original discussion board posts, reading the posts of other students, writing papers and completing quizzes. I will help you learn the material by providing “mini-lectures” pertaining to the major themes and key terms of the respective module, as well as conveying other essential information. I will further help you by answering your questions and addressing your concerns through regular UTEP email or posts on Ted’s Tavern (see below under “Communication”).

### **FORMAT & OVERVIEW**

This course is based on **7 weekly modules that open each Sunday morning at 12:01am and close the following Saturday at 11:59 pm** (all times listed in this syllabus are Mountain Time). Students are to have completed all work for the module by Saturday at 11:59pm. As a convenience, students are given an **automatic 24-hour grace period** (until the following Sunday at 11:59pm) to complete and submit any unsubmitted work. The aim is for all students to have completed all work in the module by Saturday at midnight, and to **use the 24-hour**

grace period only in emergencies. Thus, any assignments not submitted before the expiration of the module's grace period will receive a grade of zero (0), no exceptions unless there is a documented emergency that lasts at least three days. However, during the final week of class all modules will be reopened allowing students to complete and submit missed quizzes and reflection papers (but not discussion board posts).

As outlined in the course calendar, each module will focus on a number of chapters from our textbooks, other required readings listed in each module's calendar, streaming videos, and two songs related to our module. Links will be provided (where possible) for free access to the songs, videos, and other required readings. For each chapter from the textbook, your professor has written a brief "mini-lecture" that is intended to provide guidance and structure to students before they address the assigned materials in the module.

All assignments are "open book," meaning that students can use any class materials they wish when completing these assignments. However, students cannot "collaborate" in any way with any other person (whether they are a fellow student or not) when completing the assignments. Doing so constitutes plagiarism and/or cheating and will be dealt with per the policy on academic dishonesty and plagiarism specified later in the syllabus.

### **COMMUNICATION**

1. **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name,

and your university identification number. Students are required to read all emails from their professor. Note that I do not use the “messaging” feature in Blackboard.

2. **“Ted’s Tavern” Discussion Board:** If you have a question that you believe other students may also have, or would benefit from knowing, please post it on Ted’s Tavern, our class discussion board in Blackboard. Please respond to other students’ questions if you have a helpful response. Students are required to read all posts on Ted’s Tavern.
3. **Online Office Hours:** I will hold online office hours on Tuesdays and Thursdays from 10:30am until 11:30. There is a link on our course home page called “Online Office Hours,” just click on it and you can find the link to enter my online office. If I am not there, send me an email and I might be able to join right away. If you know ahead of time that you want to attend my online office hours, please send me an email ahead of time to let me know. We can also set up a scheduled meeting if these office hours are not convenient. We can also talk by phone if you prefer. Just email me and we will get it figured out.
4. **Effective Electronic Communication or “Netiquette”**
  - It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. As you may know, when communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communication are lost. Consequently, interpreting intentions, emotions, and innuendoes is far more difficult. Only what is written carries the message. Words in print may appear harmless; however, they can be upsetting to the person reading them. So, please be careful, thoughtful, and deliberate in your posts and emails, and take the following tips into consideration:

- Disagree respectfully. Communicating different views or opinions is encouraged. But use polite, respectful language and avoid passing judgements. Try to get the conversation rolling and share and learn from each other. Typically, after communicating, people find they have more in common than they thought. And when an apparent disagreement gets clarified through polite and considerate discussion, folks realize they may not be very far apart after all.
- Stay on topic. Try not derail a conversation by taking it off-topic. Stay focused and aim to dig deeply into an issue. You will learn even more.
- Do not YELL. Please do not use ALL CAPS in your posts and emails as this indicates yelling, which is not very professional.
- Use humor carefully. Oftentimes an attempt at a joke or to inject a little humor into a discussion falls flat or gets misinterpreted in writing. So, I urge you to simply stay professional in your language to avoid such pitfalls.
- More information about electronic communication can be found at: <http://www.albion.com/netiquette>.

### **COURSE REQUIREMENTS**

1. **Syllabus Quiz:** During the first module, students will complete a 10-question quiz pertaining to the information contained in this syllabus. This quiz is worth 20 points.
2. **Weekly Quizzes:** For each weekly module, students will complete a multiple-choice quiz over the week's required materials (i.e., readings and videos). Each quiz will contain 50 questions, each worth 1 point, and the time-period to complete the quiz will be 70 minutes. You will be able to view your quiz score

and answers immediately after you submit your quiz, and again after all students have completed the quiz.

- **Comprehensive Exam:** Students will complete a comprehensive final examination consisting of 75 multiple-choice questions, each worth 1 point. Exam questions will pertain to the required class materials (i.e., readings and videos). Both exams will be comprehensive, meaning they will cover all the material up to that point in the course. However, the exams will only become available in their respective modules once you have completed that module's weekly quiz.
- 3. **Weekly Discussion Board Posts:** Listed under "assignments" in each module, students are required to make one thoughtful "original post" on the module's discussion board and make two thoughtful "response posts" to other students' posts. The original posts will be worth up to 10 points and each response post is worth up to 5 points for a total of 20 points per module (and 300 points for the semester). You will not be able to access other students' posts to make the response posts until you complete your original post.
- Unlike the quizzes and reflection papers, students will not have the opportunity to "make up" missed discussion board posts during the final week of class. Thus, if you do not submit your posts by the time the grace period for the module expires, you will receive a grade of zero (0).
- A. **Original Posts** will consist of thoughtful and insightful comments, observations, applications of theories or ideas, or questions that directly connect to any of the materials in the module (i.e., assigned readings, mini-lectures, videos, or songs). When thinking about topics for your original post, let your inspiration be your guide. What issues, ideas, or facts presented in the materials grabbed your attention or got you thinking, or raised questions or

concerns? Feel free to question, critique, or criticize these materials as well in your Original Posts.

- Original Posts are worth up to 10 points, must be 100-150 words in length and must be completed by midnight on Thursday.
- Do not summarize material from the readings, etc. Assume we all have done the readings. I want you to take the material to the next level.
- Focus on a single issue and explore it in depth.
- Do not write a “word salad” where you touch on multiple issues.
- Keep your writing tight and focused, rather than loose and wordy.
- Do not post about issues that have no relation to the module’s materials.
- Original Posts are due by Thursday at midnight. Late Original Posts will lose 2 points.
- Make sure to create a new “thread” when making your original post.
- Do not use quotations or citations or outside sources.
- Make only one original post for each module.
- Each error in spelling, grammar, or punctuation will subtract 2 points from your score. Given that 10 points are possible, five errors will give you a score of 0.
- For more guidance, see “Guide to Writing Discussion Posts & Reflection Papers” on the class Blackboard homepage.
- Rough drafts: feel free to email me a rough draft of your original post. I will respond within 24 hours with meaningful and helpful feedback.
- You will receive written feedback, scores on a rubric, as well as a grade, on your Original Posts. Please feel free to contact me if you have questions about your grade or the feedback you receive.

- B. **Response Posts** will consist of thoughtful and insightful comments that respond to another student's Original Post. These comments might consist of an answer to another student's question, a reaction to their observations, or an effort to clarify or extend another student's ideas. Please, when disagreeing with or otherwise critiquing another student's ideas, you must state your disagreement or objections clearly, but respectfully. Inappropriate responses will not be tolerated and will receive no credit. Response Posts are worth up to 5 points each (10 points total), must each be **50-100 words** in length, and be completed by the close of the module (the grace period applies).
- Make sure to respond to an existing thread when making a response post.
  - Do not use quotations or citations or outside sources.
  - Make only two Response Posts for each module.
  - Response posts are due by the close of the module.
- C. **Rationale**: The primary goal behind the graded discussion posts is to generate a discussion that is wide-ranging, thoughtful, intellectual, and informative; and which generates learning above and beyond the readings and allows students to connect with one another and share ideas. To achieve this, **I do not provide a list of questions or issues for students to address, as I feel that is unnecessarily limiting**. I feel this approach is especially fair for a large class like ours, as there are a limited number of responses students can make when I provide topics, whereas the sky is the limit when I open it up to each student's creativity, interests, and ability. And I have word limits on the posts so that I can make fair and consistent comparisons among students when assigning grades.
4. **Reflection Papers**: Periodically, students will engage in individual written reflection based on a prompt the professor will post on Blackboard. Each

reflection paper is worth 50 points (for a total of 150 points for the semester) and will be submitted electronically through Blackboard. All papers will be scanned by third-party software for plagiarism (cheating).

- **Rationale:** The purpose of the reflection papers is, quite literally, to reflect on what you have learned from a specific set of readings and other course materials. The opportunity to write, in addition to read and discuss (the other two primary learning activities in this class), provides a third key method through which students create and retain knowledge and skills. Keeping the papers limited in length, and focused in scope, also requires students to improve the clarity of their thinking about concepts and facts and enhance their writing skills.
- **If you cheat on a reflection paper you will receive a grade of zero (0) on the paper AND have your final grade in the course lowered by a full letter. Repeat offenders will receive an F for the semester.** Cheating includes (but is not limited to) copying words or information from websites or another student's paper (or any other source). See the class policy on plagiarism for more information.
- **How to Write a Good (or even Excellent) Reflection Paper:** A good paper is, first of all, well-written. The presence of spelling errors shows you didn't even use a spell checker. So, if you are too lazy to do even that, how seriously should your reader take you? Papers riddled with basic writing errors, which you should have weeded out from your writing years ago, indicate to professors that you are a student who is not ready to perform college-level work. If you have trouble with grammar, for example, or face other difficulties in your writing, then seek help from UTEP's Writing Center, that is what they are there for and your tuition dollars fund it (so why not use it?). Well-written papers, by contrast, show your readers that you should be taken seriously.

Good papers are also clear and to the point. They don't wander around aimlessly from issue to issue hoping they eventually cover what the professor is looking for. Good papers use key terminology from class readings but do not employ quotes from them. Instead, the writing is put into the words of the author. This demonstrates the author can do more than parrot source documents, and that the author really understands ideas and concepts and knows how to employ them appropriately in writing. Do all of these things and you will have a *good* (B-level), college-level paper. An *excellent* paper will also provide new insights and understanding of ideas and issues for the reader. Excellent papers show originality of thought, make new connections, and identify potential areas for advancing scholarship beyond its current state. Such papers demonstrate mastery of not just knowledge and materials, but of how to communicate it to others, which is essence of excellent writing. For more info on writing, see “Guide to Writing Discussion Posts & Reflection Papers” on the class Blackboard homepage.

- **Rough Drafts:** I encourage you to email me a rough draft of your paper and I will give you helpful feedback, usually within 24 hours. Students rarely use this option, so I can usually get back to you very quickly.
- **Grading & Feedback:** Papers will be graded using a rubric that students will receive, and which will include written feedback as well as a grade. Papers will also have editorial comments in them (strikethrough for unnecessary words and squiggle underlines for poorly written words).
- **If you wish to appeal your paper grade** then, within a week from the date the paper is returned to you, you must submit in writing your specific reasons for the appeal, including addressing any specific comments or feedback from the professor, and clearly explain why you believe your grade should be higher. The professor will respond to each written appeal either in writing or verbally

within a week from the time it is submitted. The appeal must be for at least 10% of the total possible points.

- Papers that are of extremely poor quality will receive a grade of 1/50 and no written comments.
- No re-writes are allowed, regardless of reason.
- Papers must be submitted electronically through Blackboard. Hardcopies and emailed copies will not be accepted or graded.

### **GRADES**

Grades are based on the following requirements:

Syllabus Quiz	20 points
Weekly Quizzes	350 points
Comprehensive Exam	75 points
Reflection Papers	150 points
<u>Weekly Discussion Board Posts</u>	<u>140 points</u>
Total	735 points

Letter grades are assigned according to the following scale:

A	=	89% and above
B	=	79% - 88%
C	=	69% - 78%
D	=	59% - 68%
F	=	Below 59%

- **Notice** that my grading scale is “curved” 1% in your favor. For example, in most courses a 79% is a C, whereas in my class it is a B. This is to avoid the situation where someone misses receiving a higher grade by a very small

margin – because in my class you miss receiving a higher grade by a full percentage point, plus the “very small margin.”

- I apply the grading scale uniformly to all students.
- I do not “give” grades, but rather I assign grades based exclusively on the points each student earns in the class.
- Remember, your grade is an accomplishment, not a gift.
- No (additional) extra credit assignments will be offered—please do not ask.
- There will be no incompletes (grade of I) offered in this course.
- **Getting an A in my Class:** In this syllabus, I go to great lengths to clearly specify the expectations and requirements of this class, as well as how to achieve them. Think of this as a path, or a set of steppingstones, that you follow from the start of the semester to the end. If you spend the necessary and time and effort to fully understand this syllabus, then you know what you must do. And you should be able to earn an A in my class, and I sincerely hope that you will.

### **EXTRA CREDIT OPPORTUNITY**

#### **1. Course Evaluation Response Rate of at Least 70%**

- If at least 70% of the students in the class complete the Course Evaluation (which becomes available near the end of the semester), then all students will receive 20 extra credit points.
- To let you know how this works, you will receive email reminders about evaluating the course at least twice from UTEP in your miners.utep.edu email account. If you don't receive these emails, then contact UTEP's HelpDesk.
- After the course evaluation period is over, I will receive an email from UTEP stating what percentage of students in the class completed the course evaluation. If this figure is at or above 70% then all students in the class will receive **20 extra credit points.**

- So...please make sure to complete the course evaluation when it becomes available and urge your classmates to do the same.

### **IMPORTANT REMINDERS**

1. This course is based on modules that open on Sunday mornings at 12:01am and close the following Saturdays, at 11:59pm, (with an automatic 24-hour grace period). Students must submit all graded work before the grace period of the module expires.
2. The 24-hour grace period is to be used only in emergencies, not as a general practice (please see “A Recipe for Disaster,” below).
3. The quizzes and exams are timed, meaning that once students begin the quiz or exam, they will have a limited amount of time to complete and submit their work. The quizzes and exams will automatically close and submit at the end of the time limit if you haven’t already submitted it yourself.
4. Do not wait until the last minute to begin exams and quizzes. This way, if you do experience any difficulties with your technology or with Blackboard, they can be corrected before the module closes (see “technology issues” below).

### **COMMITMENTS FROM YOUR PROFESSOR**

1. I will provide you clear instructions on class expectations.
2. I will check my UTEP email at least once each business day and will answer back to you as soon as possible.
3. I will check “Ted’s Tavern” at least once each business day and make any needed responses at that time.
4. I will provide graded feedback on your performance in a timely manner.
5. I will make time to discuss your concerns when needed.

6. I am open to suggestions about improvement of the class and class related activities.
7. I will do all I can to ensure your learning and success in this class.
8. If any changes in the course are to be implemented, I will ensure that the class is notified in a timely manner.

### **DISTANCE LEARNING ESSENTIALS**

1. Read all posts on Ted's Tavern.
2. Read all emails from your professor.
3. Needed Technology: It is your responsibility to ensure that you have all necessary technology to access the course. Please read "Check Your Technology" in the Student Resources link in Blackboard. Do not use a cell phone to submit assignments, as they are not fully compatible with Blackboard.
4. Technology Help: UTEP's Helpdesk is your key resource for technology help. Your professor cannot help you resolve technology problems, but please inform me if the technological help you receive is unsatisfactory.
5. Technology Proficiency: It is your responsibility to learn how to access and utilize Blackboard. There are some basic training videos and PowerPoints in the Student Resources page in Blackboard.
6. Course Schedule Changes: As course instructor, I reserve the right to adjust the course syllabus or change assignments as needed. I will be sure to give you plenty of notice prior to any changes. Remember that our course syllabus and class schedule are living documents and can change.
7. Class Participation: I strongly recommend that you check the course at least three times a week at minimum to keep up, and preferably each business day.

8. Being Successful in an Online Class: Online learning is not a spectator sport. It is everyone's responsibility to participate as fully as they can so everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:
- Ask questions: If you do not know the answer, someone else likely will.
  - Reach out to others: Offer a fact, article, link, or other item that can help others learn.
  - Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will be subject to disciplinary action and will be reported to the Dean of Students and other appropriate authorities.
  - Be diplomatic: When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.
  - Stay focused: Stay on topic to increase the efficiency of your learning.
  - Take advantage of all the resources given to you to succeed in the class.
9. Effective Electronic Communication: It is also important to share a word of caution, so we can become wiser about interpersonal distance learning communications. As you may know, when communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communication are lost. Consequently, interpreting emotions and innuendoes is far more difficult. Only what is written, or drawn, carries the message. Often excitement can easily be misinterpreted as anger or an insult. It is important that everyone keep this in mind when communicating electronically. Words in print may appear harmless; however, they can

emotionally injure the person reading them. More information can be found at <http://www.albion.com/netiquette>.

10. Time Management: A good standard for time planning for a course such as this is **at least 8 hours per week** to complete the readings, watch the videos, communicating, and submitting graded assignments (taking quizzes, writing posts and reflection papers). If you are not prepared to make this type of time commitment, I recommend you delay taking this class until you are.

### **A WORD ON YOUR DEVICE**

Please use a computer or tablet, rather than a cellphone, when you access the course. Especially when you take quizzes, and even more so for writing assignments, the use of a computer will allow you to see the full screen, to easily use a spell- and grammar-checker, and to edit your written work. The UTEP Library has laptops students can check out for free, and local libraries will have computers you can use.

### **CLASS AND UNIVERSITY POLICIES**

1. Academic Dishonesty Statement: Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person as ones' own. And collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be

taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

- Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts.
  - Any act of academic dishonesty attempted or completed by a UTEP student is unacceptable and will not be tolerated.
  - Violations will be referred to the Dean of Students for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.
2. **Notice of Safe Assign:** This course will utilize third party software that automatically detects plagiarism on documents submitted for grading.
  3. **Copyright Notice:** Many of the materials that are posted within this course are protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.
  4. **Disabled Student Statement:** In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation, then The Center for Accommodations and Support Services located at UTEP need to be contacted. [<http://sa.utep.edu/cass/>.] If you have a condition, which may affect your ability to perform successfully in

this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Disabled Student Services.

- You may call 1.915.747.5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability.
- Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and The Disabled Student Services Office at The University of Texas at El Paso.

## **STUDENT RESOURCES**

### **Miners Talk: Crisis Line**

- Available every day 24/7, including holidays.
- 915-747-5302

### **Counseling and Psychological Services**

- Located at 202 Union West. Phone: 747-5302.
- Web: <https://www.utep.edu/student-affairs/counsel/>
- [From their website.] Just stop by Counseling and Psychological Services at Union West room 202 during regular business hours and ask to meet with a counselor. You will complete some initial paperwork and our front office staff will set up your first appointment with one of our intake counselors.

### **Military Student Success Center**

- Located in Library 205A. Phone 747-5342.
- Web: <https://www.utep.edu/student-affairs/mssc/>

- [From their website.] The MSSC and their dedicated staff (many of whom are veterans and students) are here to help personnel in any branch of the service to reach their educational goals.

### **Center for Accommodations and Support Services**

- Assists students with ADA-related accommodations for coursework, housing, and internships.

### **Help Desk**

- Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

### **University Writing Center**

- Located in Library 227.
- Web: <http://uwc.utep.edu/>
- [From their website.] We offer free, drop-in writing consultations. Can't make it to the Library? We offer live, online consultations that allow you to work from home or anywhere you have access to a computer and the Internet.

### **Office of Student Conduct and Conflict Resolution (OSCCR)**

- Located at 303 Union East. Phone: 747-8694. Email: [studentconduct@utep.edu](mailto:studentconduct@utep.edu)
- Web: <http://sa.utep.edu/osccr/>

- The Office of Student Conduct and Conflict Resolution (OSCCR) will guide students in their ethical development, foster life skills to civilly manage interpersonal conflicts, and strengthen students' commitment to the campus community while promoting honesty and integrity.

### **Equal Opportunity Office (EO)**

- Located at 302 Kelly Hall. Phone 747-5662. Email: [eoaa@utep.edu](mailto:eoaa@utep.edu)
- Web: [www.utep.edu/eoaa](http://www.utep.edu/eoaa)
- For complaints and questions about sexual harassment from faculty or staff or other types of complaints regarding fair and equal treatment from faculty or staff.

### **A RECIPE FOR DISASTER**

1. Don't take seriously the warning that each module closes on a Saturday at 11:59pm (with a 24-hour grace period).
2. Wait until Sunday to begin work on the week's module.
3. Come down with a stomach virus or other illness or experience some type of emergency that prevents you from submitting all or some of your work. Or experience a technology problem with your computer or internet connection.
4. Be unable to submit graded assignments.
5. Finally (and sadly) realize that each module closes Saturday at 11:59pm and that the grace period is only for emergencies that happen before Sunday.
6. However, remember that during the final week of class, you will have the opportunity to submit quizzes and reflection papers (but not discussion board posts) that you missed.