University of Arkansas Rich Mountain
CRJ103 – Introduction to Criminal Justice
Spring 2024 Online

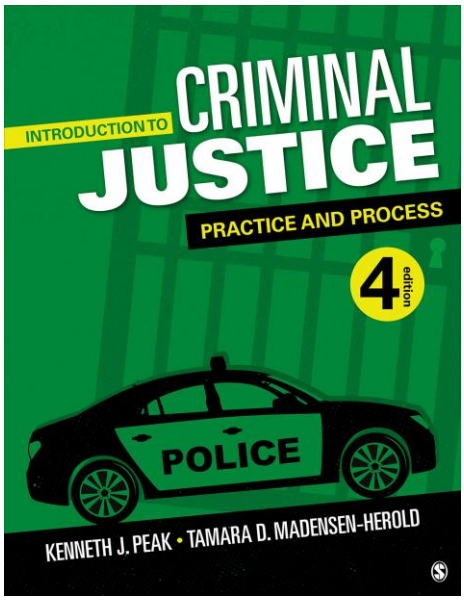
Class Time and Location: Online
Instructor Name: Justin McLemore M.S.
Office Location: Remote
Office Hours: M-W-F 10:00 A.M. – 12:00 P.M.
Cell phone: 580-453-1669 (if urgent, however, I prefer that my students contact me through email)
Email: jmclemore@uarichmountain.edu
Prerequisite: N/A

Course Description: CRJ103 3 CR. (3 LEC.) Introduction to Criminal Justice

This course offers a study of the criminal justice system and is designed to introduce the student to the various segments of the system, such as the police, prosecution, courts, probation, parole, and corrections. This course requires at least one paper using a documentation format. (ACTS: CRJU1023) (Offered fall and spring semester)

Resources:

Introduction to Criminal Justice, Practice and Process; 4th edition, Peak, Kenneth J.; Madensen-Herold, Tamara D.



ISBN-10: 1544372930 / ISBN-13: 978-1544372938
(hardcover or softcover)

Program Outcomes: Criminal Justice

This program prepares students for an entry level position at the city/county level in Criminal Justice, specifically law enforcement. It is the second step in a proposed career ladder that will prepare and train city and county law enforcement officers.

After participating in the learning environment offered through this program and successfully completing the required courses the successful student will be able to:

- Demonstrate an understanding of the criminal justice curriculum and the criminal justice process.
- Understand the principles and philosophy of criminal law and rules associated with evidence and evidence collection.
- Demonstrate the difference between various justice systems in the United States and in other countries.
- Understand the roles and responsibilities of various criminal justice practitioners.

Rationale: Introduction to Criminal Justice is the fundamental building block of both a theoretical and practical application of the inner workings of the entire criminal justice system. As such, this "Introduction to Criminal Justice" course is designed to provide students with a comprehensive understanding of the foundational concepts, theories, and practices within the field of criminal justice. This course serves as a gateway for students interested in pursuing a career in law enforcement, legal studies, corrections, or related fields.

The rationale for this course stems from the critical importance of a well-functioning criminal justice system in any society. It aims to familiarize students with the key components of the criminal justice system, including law enforcement, the judiciary, and corrections. By exploring these components, students will gain insights into the complexities, challenges, and ethical considerations inherent in the pursuit of justice.

The course will cover historical perspectives on criminal justice, tracing the evolution of legal systems and law enforcement practices. Students will delve into the philosophical underpinnings of punishment and rehabilitation, examining how societal attitudes and values influence the criminal justice process.

Furthermore, the course will provide a comprehensive overview of the various roles and responsibilities within the criminal justice system. Students will explore the functions of police officers, attorneys, judges, correctional officers, and other key stakeholders. This exploration will not only deepen their understanding of each role but also foster an appreciation for the interconnectedness of these components in maintaining societal order.

Ethical considerations are central to the study of criminal justice. This course will encourage students to critically analyze ethical dilemmas and dilemmas faced by professionals in the field. By engaging in discussions on topics such as racial disparities, use of force, and the impact of criminal justice policies, students will develop a nuanced understanding of the ethical challenges within the system.

Practical applications may be emphasized and utilized through case studies, simulations, and guest lectures from practitioners in the field. This hands-on approach will enable students to apply theoretical knowledge to real-world scenarios, preparing them for future academic pursuits or careers in criminal justice.

In summary, this "Introduction to Criminal Justice" course aims to equip students with a well-rounded understanding of the criminal justice system, its historical context, ethical considerations, and practical applications. By the end of the course, students should be prepared to think critically about the complexities of the criminal justice system and contribute meaningfully to discussions on justice, fairness, and societal order.

Course Objectives: Upon successful completion of Introduction to Criminal Justice, the student should be able to do the following:

- Explain the importance of studying and understanding our criminal justice system
- Describe the foundations of our criminal justice system, including its legal and historical bases and the difference between the consensus and conflict theories of justice
- Define the crime control and due process models of criminal justice
- Describe the importance of discretion throughout the justice system
- Describe the fundamentals of the criminal justice process—the offender's flow through the police, courts, and corrections components, and the functions of each component
- Explain the wedding cake model of criminal justice
- Discuss the importance of ethics and character in criminal justice
- Explain how modern-day law evolved from English common law
- Describe the three sources of law in the U.S. legal system
- Identify the differences between criminal and civil law
- Explain the difference between substantive and procedural law
- Review two critical elements of the criminal law—criminal intent (mens rea) and the physical commission of the criminal act (actus reus)
- Describe how felonies and misdemeanors are placed into two separate broad categories
- Delineate the definitions of, and distinctions between, crimes against persons and property; the different degrees of homicide; and offenses classified as public order, white-collar, and organized crime
- Explain the three primary methods for measuring crime and advantages and disadvantages of each
- Explain the importance of criminology and how research contributes to public policy
- Distinguish between the classical and positivist schools of criminology and their explanations for criminality
- Explain how biological and physical traits have been used to explain criminality
- Describe how social structures in society—characteristics of urban environments and access to legitimate opportunities—create conditions conducive to cime
- Distinguish between three types of theories—learning, control, and labeling—that represent social process explanations of crime
- Explain why social conflict theorists believe that crime is a product of powerful groups who dominate less powerful groups to protect their interests
- Summarize the assumptions of feminist theories and how rates of female offending have changed over time

- Describe environmental criminology theories that explain why crime occurs
- Discuss offender motives behind specific crime types
- Articulate legitimate ethical dilemmas that arise with police, courts, and corrections practitioners
- Explain the philosophical foundations that underlie and mold modern ethical behavior
- Discuss the need for, and application of, ethical standards as they concern police
- Explain the importance of ethics in the court system
- Delineate the unique ethical considerations and obligations that exist with federal employees
- Explain the interplay of ethics with the subculture and job-related stress in corrections practitioners
- Understand what ethical tests can help criminal justice students and practitioners decide how to address ethical dilemmas
- Describe how policing began in England, to include the four major police-related offices that evolved and came to America
- Discuss the three eras of policing and August Vollmer's major contributions to advancing early policing
- Explain the duties and functions of selected federal law enforcement agencies and the departments into which they are organized
- Delineate the various types of specialized functions that are found in state law enforcement agencies
- Distinguish between the functions of municipal police and county sheriff's agencies
- Describe the basic qualifications and attributes for one to obtain a career in a law enforcement agency
- Explain how and why private policing was developed, and the contemporary purposes and issues of the private police
- Explain the kinds of topics that are taught in the recruit academy and overall methods for preparing recruits for a career in policing
- Explain what is meant by a working personality, roles, styles, and four basic tasks of policing
- Identify potential stressors and perils in policing
- Define police discretion, how and why it is allowed to function, and some of its advantages and disadvantages
- Explain the current era policing, the community era, and the prevailing philosophy and strategies of community policing and problem solving
- Define forensics and criminalistics, describe the investigative process, and review how crime scenes and criminal interrogations should be handled
- Describe the challenges posed to criminal investigators by today's cybercrimes as well as cold cases, and what must be done to address them
- Describe the test used for determining whether police use of force was reasonable or unreasonable
- Assess police use of force in terms of the current state of police-community (particularly minority group) relations resulting from a number of widely publicized, fatal police shootings and the Black Lives Matter and Blue Lives Matter movements
- Define constitutional policing, legitimacy, procedural justice, and consent decrees as they apply to police efforts to bring harmony to their whole approach—and to achieve a "guardian" rather than "solider" mindset
- Review what is meant by the term police brutality and, in that connection, the current status of officers' body-worn cameras
- Explain civil liability, the types of police actions (or inaction) that are vulnerable to lawsuits and how police officers—including their supervisors—might be held criminally liable for their misconduct

- Delineate several types of technologies that are assisting police in their duties but that might also raise privacy and use concerns
- Define and provide examples of probable cause
- Explain the rationale for, ramifications of, and exceptions to the exclusionary rule
- Distinguish between arrests and searches and seizures with and without a warrant
- Review what is meant by “stop and frisk”
- Explain generally to what extent the police may use electronic devices in order to obtain information from members of the public
- Discuss some significant ways in which the Miranda decision has been eroded
- Describe what rights are held by criminal defendants regarding the right to counsel, for both felony and misdemeanor arrests
- Explain the methods and purposes of the adversarial court system
- Explain court jurisdiction and how it is determined
- Identify the purpose and process of state appeals courts
- List the functions of the carious tiers of the federal court system, including appeals courts
- Relate the activities that occur during the pretrial process as attorneys prepare for trial
- Delineate the trial process, from opening statements through conviction and appeal
- Discuss the impact of new technologies on the courts
- Explain the five methods of judicial selection, and why the subject of judicial selection has come under scrutiny
- List some of the benefits, training, and challenges of judges
- Describe why courtroom civility is important, as well as the meaning of “good judging”
- Relate the major duties of prosecutors and defense attorneys (to include their roles in plea negotiation)
- List the six main actors who participate in the courtroom work group and describe the courtroom subculture
- Discuss the various defenses that defendants may use in criminal cases to reduce or eliminate their criminal liability
- Delineate the four goals of punishment and explain the factors that influence the type of punishment that a convicted person will receive
- Describe the historical development of, and different philosophies regarding, crime and punishment from the colonial era to today, and how different types of prisons were built accordingly
- Describe the differences between, and purposes of, both determinate and indeterminate sentences
- Review federal and state-level sentencing guidelines
- Explain the law and purposes surrounding the use of victim impact statements
- Describe the fundamental arguments for and against capital punishment, including key Supreme Court decisions concerning its existence and application, methods of execution, and DNA exonerations from death sentences
- Describe aggravating and mitigating circumstances as they apply to sentencing decisions
- Explain the right to appeals by those who are convicted
- Describe correctional populations, employment, expenditures, and institutional types
- Review some of the factors that contribute to recent declines in prison and jail populations
- Explain the basic structure and function of state prisons
- Explain the basic structure and function of the federal prison system
- Describe how supermax prisons function, how they differ from other prisons, and findings concerning their effects on inmates and constitutionality
- Define and review the operation of private, for-profit prisons

- Review how local jails are organized and constructed, including the new generation jail
- Describe some of the technologies now in use in corrections, with particular emphasis on methods for halting drone and cell phone use by inmates
- Describe the difference between prisons and jails, including the nature of incarceration, its deprivations and effects, and the process of prisonization
- Explain the conditions of regular and solitary confinement, particularly as found in supermax prisons
- Review the general duties of correctional staff members, particularly wardens and correctional officers
- Describe the unique challenges posed for prison governance by sexual violence, drugs, gangs, and riots, as well as by female, mentally ill, and elderly inmates
- Describe several major federal court decisions that greatly expanded prisoners' rights
- Describe some important measures that can be taken to assist with inmates' reentry and aftercare
- Describe what is meant by community corrections
- Explain why the criminal justice system uses alternatives to incarceration
- Describe the definitions and origins of probation and parole, as well as the differences between them
- Identify the eligibility and rights accorded to people serving terms of probation or parole
- Explain the functions of probation and parole officers—and the impact of high caseloads
- List and explain the purpose and functions of several intermediate sanctions and alternatives to incarceration
- Provide an overview of the risk-need-responsivity (RNR) model for addressing reoffending
- Explain the rationale that underlies the use of restorative justice
- Describe the early treatment of juveniles and history of our juvenile justice system, which includes houses of refuge, reformatories, and the first juvenile court, created in Illinois
- Explain the unique philosophy, principles, goals, and legal protections underlying the treatment of and philosophy toward youthful offenders by the juvenile court system
- Review the process and flow of cases through the juvenile justice system
- Discuss whether or not there exists a school-to-prison pipeline and, if so, reasons for and possible solutions to it
- Elaborate on the extent of—and possible solutions to—youth gangs
- Review approaches to providing formal aftercare and reentry services for juveniles upon leaving physical custody
- Delineate due process and other major rights of juveniles as set forth by the U.S. Supreme Court
- Describe the current drug epidemic in the United States, particularly the status of opioid use and marijuana legislation, and what is being done by first responders, courts, and legislators toward dealing with illicit drug abuse
- Define and explain major issues facing the United States and its criminal justice system relating to handling of sex trafficking, to include current legislation, programs, and proposals to address those challenges
- Delineate the types of terrorism—including cyberterrorism, bioterrorism, school shooting, and gun violence in general—and some approaches for combating these issues
- Explain the controversial nature and recent patterns of illegal immigration, what is known about the link between illegal immigration and crime, dealing with asylum seekers, and debate surrounding construction of a border wall

Topical Outline/Course Schedule:

This class will have assignments every week in a weekly format, except for Spring Break. There will be readings, discussion boards, writing assignments, and tests throughout the duration of the course. This course will contain a Mid-term Research Paper Assignment (1500 word minimum of body) and a Cumulative Final Exam. Students are expected to strictly adhere to the course schedule. The instructor reserves the right to change, augment, or alter the course schedule at any time. If the instructor chooses to do so, an announcement will be made on blackboard.

Week of 01-15-24	Getting Started and Introductions
Week of 01-22-24	Module 1 (Chapters 1 and 2) (Readings, discussion boards, writing assignment, and test)
Week of 01-29-24	Module 2 (Chapters 3 and 4) (Readings, discussion boards, writing assignment, and test)
Week of 02-05-24	Module 3 (Chapter 5) (Readings, discussion boards, writing assignment, and test)
Week of 02-12-24	Module 4 (Chapter 6) (Readings, discussion boards, writing assignment, and test)
Week of 02-19-24	Module 5 (Chapter 7) (Readings, discussion boards, writing assignment, and test)
Week of 02-26-24	Module 6 (Chapter 8) (Readings, discussion boards, writing assignment, and test)
Week of 03-04-24	Module 7 (Chapters 9, 10, and 11) (Readings, discussion boards, Mid-Term Paper)
Week of 03-18-24	Spring Break
Week of 03-25-24	Module 8 (Chapter 12) (Readings, discussion boards, writing assignment, and test)
Week of 04-01-24	Module 9 (Chapter 13) (Readings, discussion boards, writing assignment, and test)
Week of 04-08-24	Module 10 (Chapter 14) (Readings, discussion boards, writing assignment, and test)
Week of 04-15-24	Module 11 (Chapter 15) (Readings, discussion boards, writing assignment, and test)
Week of 04-22-24	Module 12 (Chapter 16) (Readings, discussion boards, writing assignment, and test)
Week of 04-29-24	Module 13 (Final Exam Assignments) (Readings, discussion boards, and Final Exam Review)

Week of 05-06-24 Module 13 (Continued – Final Exam Review and Final Exam)

Course Conduct:

This course is conducted through reading material assigned, may contain brief on-line lectures and/or videos, with lengthy homework/writing assignments. You cannot pass the course without doing the homework or writing assignments.

Every assignment is vital to the success of this course.

Discussion posts are worth 10 points for the student's primary post (250 word minimum) and 5 points each for their responses to two of their peers (50 word minimum for each response) for a total of 20 points obtainable for each discussion post.

Writing Assignments (500 word minimum) are worth 15 points each.

Tests are worth 10 points each and may contain multiple choice, true or false, fill in the blank, or short essay.

Grammar and punctuation will be of utmost importance concerning each of the assignments and will have a significant impact on each student's grade.

You are encouraged to form study groups to complete your homework. You may seek assistance from Student Support to **check** homework assignments. It is not the responsibility of Student Support to re-teach the entire lesson to complete your homework. If you are having extreme difficulty, please make an appointment with me to discuss it. Please expect a minimum of nine hours of work per week in this class.

COURSE REQUIREMENTS:

***Timeframe for Participation*:** Our semester as an on-line class will be conducted in a weekly format beginning Monday at 8:00 a.m. and ending Sunday at 11:59 p.m. The course content will be available at all times. **However, assignments, tests, etc… will only be posted and accepted during the previously outlined dates in your course schedule. This means that the tests will no longer be available after Sunday at 11:59 p.m. for the corresponding week.** I encourage you to take detailed notes as I will allow them to be used for the final exam.

Student participation is critical to the success of this class. To be a successful online learner, you must be highly self-motivated. You will be graded on your responses, timeliness of submitting homework, communication with other students, and meaningful contributions to the discussion boards. The discussion board is where you make the class come alive, so be sure to participate early and often!

Blackboard automatically tracks and records every click, including your name! I can see if and when you logged on, the date and time of day you logged on, and even what you accessed once you logged on. This is one way I can determine whether or not you participated in the assignment.

Getting Started Module: The student is required to record a minimum of two (2) minute length introductory video and upload said video to blackboard. This is so that the class will have a face to a name. The purpose of this video is to make this online format class seem more like an in-person classroom experience. This will give you an opportunity to introduce yourself to your fellow classmates as well as take attendance. The instructor will also participate in the video assignment and the student will need to follow the instructor's example in the creation of their own introductory video. **This will be a graded assignment under the getting started module, but it is also important that you take the time to participate because this will determine whether or not you are allowed to stay in the class.** Students who are reported to the registrar as never attended after the first week in the semester may be automatically withdrawn from the course. If you have any questions regarding this policy, please contact the registrar directly.

Reading assignments: I cannot stress enough the importance of keeping up with the lecture notes, power points, other assigned readings, or instructional videos as they are an integral part of this course.

Discussion board: There will be thirteen (13) discussion boards throughout the course of the semester that will require your participation. Your participation will be tracked and recorded as a grade. In order to obtain the full participation points you will be required to post at least one response to the question (250 word count minimum) **AND** two peer responses (50 word count minimum) to your fellow classmates' comments. **It is extremely important that your comments remain professional and academic at all times.** There will also be a discussion board (thread is located under the Getting Started Module) available for students to communicate with each other or the instructor regarding issues/questions concerning the class. This will NOT be a graded discussion board.

Written assignments (critical thinking): Assignments (500 word minimum) based on the readings and/or subject matter will be given weekly throughout the semester. The student will be required to compose, construct, and do their due diligence regarding their collection of citational and/or interview sources for their Mid-term Research Paper assignment. The Mid-term Research Paper Assignment (1500 word minimum of body) is a large amount of your overall grade in this course and requires you to do your own research concerning the relevant and approved topic questions within the scope of the assignment. **I expect you to apply critical thinking to these assignments and not copy information directly from your text, the internet, use any form of Artificial Intelligence (A.I.), or from your cited/interview sources.**

Tests: There will be a test every week during this course. Material for the tests will come from the text, class lecture notes, and discussion/written assignments. The tests may be a combination of multiple choice, true-false, fill in the blank, and short essay. Each test will be worth 10 points.

Final Exam: There will be a cumulative Final Exam during the last week of the semester. The student is expected to produce and keep excellent notes during the duration of the course as these

notes will be allowed during the Final Exam; however, no other materials will be permitted. Respondus Lockdown browser may be utilized at the sole discretion of the instructor. The cumulative Final Exam will be worth 260 points.

Approximate Time Required for Individual Activities: This course will be conducted using a variety of instructional methods and learning activities, including but not limited to, discussion boards, homework, exams, written activities, interview activities, and/or online activities. Approximately 10 hours during a weekly period will be required for successful completion of course requirements. Read, read, and re-read directions and information carefully before emailing or calling for help. You will find most of your questions answered in the course syllabus or on the discussion board. That being said, I am available via email at jmclemore@uarichmountain.edu anytime. Any email correspondence received by the instructor will be answered in a timely manner, approximately 24-48 hours.

Expectations for Communications: Check the course website every day, at least five days a week.

Email Address – You are required to use your UARM student email address when using Blackboard. In addition, you are required to REGULARLY check your UARM student email account. All email correspondence will be sent to your UARM student email address. Refer to the Blackboard login page for details about your UARM student email address. **Be sure to include your name AND name of course you are inquiring about, in the body or subject line of every email you send to me.**

Activity and Other Assignment Expectations: The due dates for all assignments are listed on the Assignment Schedule, posted under Course Information. All components of the weekly assignments (written assignments, discussion board posts, etc.) must be submitted by 11:59 p.m. (midnight) on the due date. The instructor does not accept late submissions of any kind.

UA Rich Mountain Credit Hour Calculator:

For every course credit hour, you should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing, and completing homework, and other activities that enhance learning. For a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course. This includes the time spent in class.

Course Requirements/Evaluation:

Grading scale:

The student will earn a letter grade based on their point accumulation on the required tasks of the course, compared against the total possible points for the required tasks. Grades will be assigned using percentages as follows:

Getting Started Module	20 points

Discussion Boards	260 points
Written Assignments	165 points
Tests	120 points
Mid-Term Paper	175 points
Final Exam	260 points
Total Points Possible	1000 points

A = 900-1000
B = 800-899
C = 700-799
D = 600-699
F = 000-599

Extra Credit Policy:

The instructor typically does not award bonus points or issue bonus assignments; however, the instructor reserves the right to award bonus points or bonus assignments and allot bonus points at the instructor's discretion. If any bonus assignments are presented, they will be available to the entire class as a whole and not on an individual basis. As stated previously, extra credit is not generally given by this instructor and should not be expected.

Class Procedures/Student Requirements:

The course is designed into a weekly module format. Each module contains all required work (discussion boards, written assignments, and tests) to be completed for the week including relevant reading assignments. Students are expected to complete and participate in weekly discussion boards that will count toward attendance. Each student is required to respond to at least two other student's discussion post for full credit.

Academic Dishonesty: Academic Dishonesty includes but is not limited to the following:

1. Cheating – copying from another student's test paper; using any unauthorized assistance in taking quizzes, tests, or examinations; possession during a test of materials that are not authorized by the person giving the test (such as class notes or specifically designed "crib notes"; dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out assignments; the acquisition, without permission, of tests or other academic material belonging to a member of the UA Rich Mountain faculty or staff.

2. Plagiarism – Offering the work of another, whether published or not, as one's own without proper acknowledgement (citations of the authors and their respective sources of the cited material); the use of another student's work wholly or in part without proper recognition or documentation; the use of another student's work as one's own; or the purchase, use or provision of an already prepared paper.

3. A.I. – The use of an Artificial Intelligence program, service, or website (such as Chatgpt) for any

assignment in this course will result in disqualification and **IMMEDIATE DISMISSAL** from this course and/or other courses that this instructor teaches.

4. Aiding and abetting another person in committing any form of academic dishonesty.

5. Providing material or information to another person which allows for these materials or information to be used improperly.

6. Posting or selling course materials.

7. Making, possessing, or using any falsified college documents or records; altering any college document or record, including identification cards.

8. Knowingly providing false information to college officials, including disciplinary hearing bodies.

9. Passing insufficient funds checks or fraudulent money orders in payment of any financial obligations to the College.

10. Falsely claiming to represent the College or a registered student organization of the College.

Academic dishonesty is an academic offense and a behavioral violation and as such, will be reported to the Vice Chancellor for Student Affairs Office. The Vice Chancellor for Student Affairs Office provides information on the academic due process in instances of academic dishonesty. The student may also face the behavioral process as well.

Academic Dishonesty will not be tolerated in any of my courses. A student found violating or committing Academic Dishonesty will, at the very least, receive an automatic F for the assignment in question. Upon discovery of an instance of Academic Dishonesty, the instructor will review all previous work submissions by the violator to ensure that no more Academic Dishonesty violations exist prior to the initial discovered violation. The student in violation of Academic Dishonesty, in addition to receiving an F on the assignment in question, will be reported to the Vice Chancellor for Student Affairs Office for any further warranted disciplinary sanctions. **A second offense of Academic Dishonesty within my course will result in an immediate dismissal from my course where the Academic Dishonesty occurred.**

Disability Policy: It is the policy of UA Rich Mountain to accommodate students with disabilities, pursuant to state and federal law. Any student with a disability who needs accommodations should contact the Vice Chancellor for Student Affairs Office, 394-7622 ext.1400.

Arkansas Clean Air Act: In compliance with the Arkansas Clean Air Act, UA Rich Mountain is a smoke and tobacco free facility. Students and guests are to refrain from the use of all tobacco products while on campus.

Student Misconduct: Students committing misconduct are subject to disciplinary sanction(s) and or restrictions. Misconduct or prohibited behavior includes, but is not limited to endangerment, harassment, disruption, sexual misconduct, dishonesty, illegal drugs and/or alcohol, fire or safety issues, gambling, property violations, computer violations or other violations as listed in detail in the UA Rich Mountain catalog.

Title IX and Discrimination Policy: UA Rich Mountain adheres to a policy that enables all individuals, regardless of race, color, gender, national origin, age, religion, sexual orientation, veteran's status, or disability, to work and study in an environment unfettered by discriminatory behavior or acts. Harassment of an individual or group will not be condoned, and any person (student, faculty, or staff member) who violates this policy will be subject to disciplinary action.

Harassment that is considered discriminatory includes actions or conduct (verbal, graphic, gestural, or written) directed against any person or group with the intent to demean or create a hostile or threatening environment. It is not the intent of this policy to infringe upon or limit educational, scholarly, or artistic expression. Any person who believes he or she has been discriminated against should contact the Title IX Director, Terry Francis at (479) 394-7622, EXT 1460, to obtain assistance and information concerning the filing of a complaint.

Title IX Sexual Harassment: If there is an issue of this nature, it should be reported immediately to the Title IX Director, Terry Francis at (479) 394-7622, Ext. 1460. To report a concern, or to learn more about UA RICH MOUNTAIN's Title IX and Non-Discrimination Policies, visit https://www.uarichmountain.edu/title-ix-policy

Face Mask Policy: Students are encouraged but not required to wear face masks in class and public spaces.

Attendance Policy: It is the student's responsibility to immediately contact the instructor if they will not be present for class. A student who is displaying symptoms of illness must email: contact.tracing@uarichmountain.edu to determine next steps for an excused absence related to COVID or flu. Contacting an instructor **DOES NOT** start this process or guarantee an excused absence.

Food and Drink: Food and drinks, including water, are not allowed in the classroom at any time.

UA Rich Mountain Mission: UA Rich Mountain provides transformative education to all learners.