



## **Course Syllabus: Criminology**

### **SOCL 3333 Section 101**

**Fall 2025**

Instructor: Dr. Wesley Cohoon

E-mail: [wesley.cohoon@msutexas.edu](mailto:wesley.cohoon@msutexas.edu)

Course Modality: Face-to-Face

Meeting Times: Mon, Wed, and Fri from 9:00 a.m. to 9:50 a.m.

Class Location: Martin Hall 106

Office: Prothro-Yeager, 0-134

Office Hours: Mondays and Wednesdays from 11:55 a.m. to 1:55 p.m. and Fridays  
11:55 a.m. to 12:55 p.m.

### **Course Introduction**

#### **Course Quote**

"We do not condemn it because it is a crime, but it is a crime because we condemn it." – Emile Durkheim

#### **Course Description**

An in-depth study of crime in the United States with an emphasis on major types of crime and factors in causation.

#### **Textbook & Instructional Materials**

Book: Introduction to Criminology, 3<sup>rd</sup> Edition

Author: Schram

ISBN: 9781544375731

Publisher: Sage Publications

## **Who is the instructor?**

My career has included a wide range of professional experiences, from teaching at universities to working in businesses, nonprofits, hospitals, and governmental agencies. My work has united my diverse professional journey with my love of and curiosity for people. Although I have changed careers many times, sociology has been at the core of all my careers because I have dealt with people.

I am married with five children. My youngest three are 17, 15, and 13. My two oldest kids are adults who are both married and have children. We have three dogs at my house—Cupcake, Oreo, and Waffles. I love spending time with my family and hanging out.

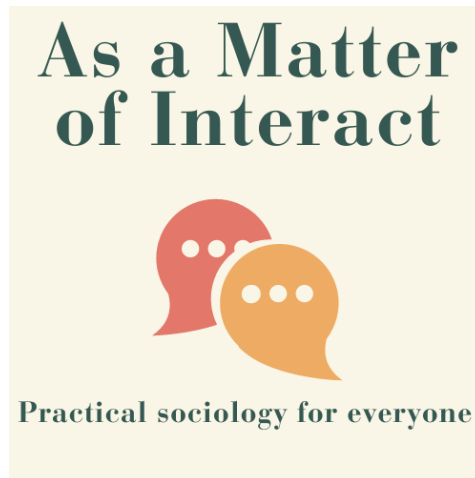
I have earned two doctorates, two master's, and a bachelor's degree. Part of my research focus is on applying sociology in the real world. I have a sociology podcast called "As a Matter of Interact: Practical Sociology for Everyone." I am a Certified Clinical Sociologist through the Association for Applied and Clinical Sociology and serve as an Associate Editor of the *Journal of Applied Social Sciences*.

## **Teaching Philosophy**

I want to come alongside students and help them discover themselves and their social world. In addition to providing information, I want to listen and learn from others and their experiences. While I care about students, I also want them to grow and experience some level of discomfort. While many people do not like tension and conflict, we can experience growth through conflict. People need to feel some stress and have their existing knowledge challenged to gain new understanding. I encourage students to engage in an action-reflection model where they can learn, apply their knowledge, reflect on their experience, and repeat the process. Lastly, learning is difficult, but it is also fun. I welcome playfulness, humor, and student interaction throughout class time.

## **Additional Sociological Resource**

To learn more about sociology and its practical applications, check out my bi-weekly podcast, [As a Matter of Interact: Practical Sociology for Everyone](#). The podcast helps people understand and evaluate social interactions, relationships, human behaviors, and systems. Check out the podcast to better navigate your life and make informed decisions as you practically apply sociology.



## **Instructor Policies**

### **Assignment Submission**

Submit all your assignments via D2L, and they need to be in Word or PDF. Students are responsible for ensuring assignments are submitted on time and in an accessible format.

### **Assignment Feedback**

I will provide assignment feedback within seven days of the due date. My feedback will be provided in the form of comments on the assignment in D2L. You are welcome to come and talk to me about any of the assignments and feedback that I offer. Your grades will be posted in D2L.

### **Email Communication with the Instructor**

Please follow the template below when sending me an email. Failure to follow this format will result in a response from me stating, "Please read the syllabus and follow the email formatting instructions." Students are welcome to ask questions, but I want them to first check the syllabus for the answer before asking or clarifying a question.

Dr. Cohoon

My name is (Xyz), and I am a student in your SOCL 3333: Criminology class this fall semester. I am emailing to ask you about (blank). I looked in the syllabus, and it states (blank) about my question.

Thanks,

(Your Name)

## **Late Work**

All assignments are due in D2L before 11:59 p.m. on their listed due date in Word or PDF. If the assignment does not upload, I do not have it. The student is responsible for ensuring that their assignments are uploaded. Corrupted documents do not count, and you need to ensure that the assignment is uploaded in the proper format. I will deduct ten percent per day for late assignments. There are no exceptions, and all late work will be deducted 10% for every day it is late. This late policy is generous, and students can still earn a good grade on an assignment when it is late.

The three tests and the final paper are the exception to this late work policy. The tests will open at 12:01 a.m. on their due date and close at 11:59 p.m. Students, therefore, have a 24-hour window to complete these assignments. On rare occasions, I will let a student retake the test. However, the 10% deduction per day will still apply. The final paper can only be two days late with 10% deducted for each late day. I will submit final grades on the third day.

## **Attendance**

Presence is important. There is a high correlation between attendance and class grades. In-class attendance is required. If a student is going to miss class, they need to email the instructor. Students who miss more than 20% of the classes may receive a reduction of a full letter grade. Students who miss more than 30% of the classes can either be dropped or receive an F in the course. Students with excessive absences, or those who fail to notify the instructor of class absences, can be dropped at the instructor's discretion.

## **Plagiarism**

This course prioritizes original student thinking, reflection, and engagement with sociological concepts. Plagiarism is the appropriation, theft, purchase, or obtaining by any means of another's work, and the unacknowledged submission or incorporation of that work as one's own, offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit. Using AI technology (like ChatGPT) to write assignments is considered plagiarism, and it undermines the purpose of the assignment. Students who plagiarize can receive a zero on the assignment and face additional academic consequences. However, students are welcome and encouraged to use proofreading applications like Grammarly to make minor grammatical changes. Do not rely on Grammarly or any other software to rewrite or rephrase your paper.

All written assignments will be evaluated through the Turnitin software program. This program identifies similarities between assignments that could indicate plagiarism. Another feature of Turnitin is that it detects if a student used AI to

help write their paper. Turnitin will give me a percentage indicating how much of the paper was written using AI.

My policy on AI usage is to deduct the AI Turnitin percentage from the overall paper. You will receive a zero if Turnitin indicates that your paper was written using 100% AI. You will receive a zero. If Turnitin indicates that your paper was written using 32% AI, I will deduct 32% from your score, which means the best grade you could receive on that assignment is a 68.

Do not use AI to write your paper, and I do not recommend that you consult AI when writing your papers. The purpose of the writing assignments is for you to demonstrate your knowledge of the subject and how you integrate the sociological concepts with the "real world."

## **Evaluation and Grading**

### **Tests – 30%**

Students will take three tests throughout the semester to assess their knowledge of the course material. The tests are worth 10% each for 30% of your final grade. The tests will be multiple-choice, 20 questions each, and taken directly from the book. The questions will be randomly selected from several hundred options, so the tests should all be different. Students will take the tests through D2L and Lockdown Browser, but students are welcome to use their notes or hard copies for the tests. The tests will open the morning of their due date, and students must complete them before 11:59 p.m. on their due date.

The first test will be on September 21<sup>st</sup>, and it will cover Chapters 1-5.

The second test will be on October 17<sup>th</sup>, and it will cover Chapters 6-10 and Chapter 16.

The third test will be on November 30<sup>th</sup>, and it will cover Chapters 11-15.

### **Criminology Film Analysis Papers**

Throughout the semester, students will watch three films and then conduct a criminological analysis of them. Each film analysis paper is worth 15%, which totals 45% of the student's final grade. Hollywood films and movies can be great for illustrating ideas and concepts about criminology and sociology. However, students should remember that movies are a form of entertainment and can portray crime and criminals in misleading and inaccurate ways. These films contain explicit content. Students are not to passively watch the clip. Instead, they should engage in their sociological imagination by critically engaging the material and taking notes during the movie.

Students are responsible for watching and accessing these movies outside of class. Students can access and stream the film from the MSU Library. If students experience technical problems, they must follow up with the MSU librarian. Do not wait until the last minute. Also, I am limited in the technical support and guidance I can provide. I have detailed instructions below:

- Go to the MSU A-Z Research Database
- Click the "S"
- Scroll down to the "Swank Digital Campus" and click that link.
- Students may have to sign in using their MSU credentials.
- Students need to search for the movie title in the search box.
- Click the "Watch" button to begin the film.

### **Criminological Film Analysis #1: Trainspotting (1996) – 15%**

The first film is Trainspotting (1996), and students are to watch it using the theories of anomie and strain. They are also to consider the relationship between drugs and crime. Finally, students will suggest deterrent strategies based on the film. Below are some questions for each section that will help the student critically engage and write the assignment. This assignment is due on October 26<sup>th</sup>, and it should be 750 to 1,250 words (3-5 pages).

#### Anomie and Strain Theories

- How do the characters' behaviors relate to the concept of anomie and crime?
- What about life is causing the characters strain?
- Merton proposed five adaptations to strain: conformity, ritualism, innovation, retreatism, and rebellion. Discuss how you see these adaptations in the film.
- Discuss how you see Shaw and McKay's Theory of Social Disorganization played out in the movie.

#### Drugs and Crime

- Discuss how the characters engaged in hedonistic calculus. Hard reduction programs include things like needle exchange programs, outreach and education, and substitutionary therapies. What would be the strengths and weaknesses of these programs?
- Please discuss stigma and drug use as it relates to the movie and your experiences.

- What are neurotransmitters, and what do they do? How are neurotransmitters different from hormones? How can the neurotransmitter serotonin be related to criminality?
- Discuss and distinguish culture and subculture as they relate to the movie. How do the characters accept or reject society's goals and means?
- Assess how you see the characters using Cooley's concept of the Looking-Glass Self in the film.

### Deterrence and Crime

- After watching the movie and considering the readings, what successful deterrent strategies would you implement?
- What are some challenges and roadblocks to the characters in the movie living a crime-free life?
- Do you think the characters in the movie can be reformed or rehabilitated? Why or why not?

### Grading Criteria for Criminological Film Analysis #1: Trainspotting

#### Formatted Correctly – 40%

- The paper is formatted correctly. The paper is 3-5 pages (750 to 1,250 words). The font is 12-point, Times New Roman, and the paragraphs are double-spaced with 0 points before and 0 points after. – 5%
- Paragraphs are indented and appropriate in length. – 5%
- The student has three subheadings in their paper. – 30%
  - Anomie and Strain Theories
  - Drugs and Crime
  - Deterrence and Crime

#### Criminological Analysis – 60%

- The student critically engaged the film and demonstrated a knowledge of anomie and strain theories. – 20%
- The student critically engaged the film and demonstrated a knowledge of drugs and crime. – 20%
- The student critically engaged with the film and proposed deterrence strategies for crime. – 20%

## **Criminological Film Analysis #2: Boyz n the Hood (1991) – 15%**

The second film is Boyz n the Hood (1991), and students are to watch it using social control, labeling, and conflict theories. Finally, students will suggest deterrent strategies based on the film. Below are some questions for each section that will help the student critically engage and write the assignment. This assignment is due on November 2<sup>nd</sup>, and it should be 750 to 1,250 words (3-5 pages).

### Social Control Theory

- Apply Hirschi's theory of social bonding to the film. Based on what you observed in the movie, how did Tre, Ricky, and Doughboy vary in their levels of social bonding as it relates to attachments, involvements, commitments, and beliefs?
- How do the characters experience status frustration and strain in the movie?
- What are some informal and formal elements of social control in the film?
- Apply Gottfredson and Hirschi's self-control theory to the film. Which of the three boys has the highest level of self-control? Which has the lowest? Why did Tre turn out differently from the other two? Why are Ricky and Darren so different?
- Discuss how you see Shaw and McKay's Theory of Social Disorganization played out in the movie.
- How do you see the theory of drift played out in the movie? Please provide examples.

### Labeling and Conflict Theories

- How does identifying people based on their observed stigma negatively impact the characters in the movie?
- How do the characters maintain their reputation, identity, and code of the streets in the film?
- The five techniques of neutralization are denial of responsibility, denial of injury, denial of victim, condemnation of the condemners, and appeal to higher loyalties. How do you see these incorporated in the film?
- How do you see the conflict theory of crime in the movie?



- Discuss Ferracuti and Wolfgang's main conclusions from their research related to their theory of culture and subculture violence in the movie.
- Assess how you see the characters using Cooley's concept of the Looking-Glass Self in the film.

### Deterrence and Crime

- After watching the movie and considering the readings, what successful deterrent strategies would you implement?
- What are some challenges and roadblocks to the characters in the movie living a crime-free life?
- Do you think the characters in the movie can be reformed or rehabilitated? Why or why not?

### Grading Criteria for Criminological Film Analysis #2: Boyz n the Hood

#### Formatted Correctly – 40%

- The paper is formatted correctly. The paper is 3-5 pages (750 to 1,250 words). The font is 12-point, Times New Roman, and the paragraphs are double-spaced with 0 points before and 0 points after. – 5%
- Paragraphs are indented and appropriate in length. – 5%
- The student has three subheadings in their paper. – 30%
  - Social Control Theory
  - Labeling and Conflict Theories
  - Deterrence and Crime

#### Criminological Analysis – 60%

- The student critically engaged the film and demonstrated a knowledge of social control theory. – 20%
- The student critically engaged the film and demonstrated a knowledge of labeling and conflict theories. – 20%
- The student critically engaged with the film and proposed deterrence strategies for crime. – 20%

### **Criminological Film Analysis #3: Goodfellas (1990) – 15%**

The third film is Goodfellas (1990), and students are to watch it using learning theory and developmental theory. Finally, students will suggest deterrent

strategies based on the film. Below are some questions for each section that will help the student critically engage and write the assignment. This assignment is due on November 23<sup>rd</sup>, and it should be 750 to 1,250 words (3-5 pages).

### Learning Theory

- Considering social learning theory, how is Henry's behavior being reinforced?
- Give an example from the film of social learning theory and crime.
- Discuss the self-selection versus the social learning debate related to Thornberry's interactional model and the film.
- Explain how Sutherland's differential association theory applies to this film. Describe Henry's definitions and how they change. What techniques for committing a crime(s) is Henry being taught? How does Henry rationalize or justify his behavior? Who is teaching him, and why is this important?
- Provide some examples of how you see Differential Reinforcement Theory in the film.

### Developmental Theory

- Discuss the differences between transitions and trajectories. Pick one character from the film and discuss their transitions and trajectories in the movie.
- Define and discuss developmental theory in the film. How does this theory differ from the other theoretical perspectives discussed this semester?
- Assess how you see the characters using Cooley's concept of the Looking-Glass Self in the film.

### Deterrence and Crime

- After watching the movie and considering the readings, what successful deterrent strategies would you implement?
- What are some challenges and roadblocks to the characters in the movie living a crime-free life?
- Do you think the characters in the movie can be reformed or rehabilitated? Why or why not?

### Grading Criteria for Criminological Film Analysis #3: Goodfellas

### Formatted Correctly – 40%

- The paper is formatted correctly. The paper is 3-5 pages (750 to 1,250 words). The font is 12-point, Times New Roman, and the paragraphs are double-spaced with 0 points before and 0 points after. – 5%
- Paragraphs are indented and appropriate in length. – 5%
- The student has three subheadings in their paper. – 30%
  - Learning Theory
  - Developmental Theory
  - Deterrence and Crime

### Criminological Analysis – 60%

- The student critically engaged the film and demonstrated a knowledge of learning theory. – 20%
- The student critically engaged the film and demonstrated a knowledge of developmental theory. – 20%
- The student critically engaged with the film and proposed deterrence strategies for crime. – 20%

### **Final Criminology Paper – 25%**

Students will have an opportunity to apply and demonstrate their criminological knowledge by assessing a true crime documentary. Students can access any documentary for free through Kanopy. This paper aims to describe and analyze a specific criminal offense.

The paper is to be 1,000 to 1,750 words (4-7 pages) of content. The assignment is due on Monday, December 8<sup>th</sup>. This assignment will only be accepted up to two days late with the appropriate deductions.

Students are responsible for watching and accessing the documentary outside of class. Students can access and stream the film from Kanopy, which can be found in the MSU Library. If students experience technical problems, they must follow up with the MSU librarian. Do not wait until the last minute. Also, I am limited in the technical support and guidance I can provide. I have detailed instructions below:

- Go to the MSU A-Z Research Database
- Click the “K”
- Scroll down to “Kanopy” and click that link.
- Students may have to sign in using their MSU credentials.
- Students can scroll to the “Browse” button on the top left of the screen.

- A list of subjects will appear. Click the option for “Law and Criminal Justice.”
- A list of documentaries related to law and criminal justice will be provided. Students can read about each documentary to decide which one to select.
- Students need to click “Play” to watch their selected documentary.

## **Grading Criteria for Final Criminology Paper**

### Formatted Correctly – 25%

- The paper is 4-7 pages (1,000 to 1,750 words). – 10%
- The student has five headings in their paper. – 10%
  - Introduction
  - Theory
  - Application
  - Prevention
  - Personal Reflection
- The font was 12-point, Times New Roman. – 2%
- Paragraphs are double-spaced with 0 points before and 0 points after. – 2%
- Paragraphs are indented and appropriate in length. – 1%

### Criminological Engagement – 75%

- Introduction – 10%
  - The student provided an introductory paragraph that outlined their paper.
  - The student provided a brief synopsis of their documentary in two to three paragraphs.
- Theory – 15%
  - The student covered the main criminology theories discussed this semester: anomie (strain), conflict, labeling, control, and learning.
  - The student outlined the strengths and weaknesses of the theories.
  - The student described how the theories work and how they differ in explaining crime.
- Application – 15%
  - In their chosen documentary, the student applied at least one theory to the case.
  - The student explained how their selected theory explained the crime committed in the documentary.

- The student explained the strengths and weaknesses of their theory to explain the crime.
- The student used examples from the documentary and selected theory.
- Prevention – 15%
  - The student discussed how their selected theory suggests that we prevent crime.
  - The student discussed what society should do to those who commit crimes.
  - The student outlined how their selected theory would impact crime and the criminal justice system if it were fully adopted.
  - The student outlined the strengths and weaknesses of their theory's prevention strategies.
- Personal Reflection – 15%
  - Students selected and provided their favorite criminology theory that we covered this semester. The student offered reasons why this theory is their favorite.
  - The student addressed how this semester influenced their perspective on crime, people, and society.
  - The student provided insights gained and challenges identified this semester.
  - The student offered future areas of criminology or sociology that they would like to explore to build their knowledge.
- Scholarly Work – 5%
  - The student had a minimum of 6-8 scholarly sources.
  - The student cited the sources using ASA formatting guidelines.

## Grading

Table 1: Total Points for Assignments

Assignments	Points
Test #1	10
Test #2	10
Test #3	10
Criminological Film Analysis #1	15
Criminological Film Analysis #2	15
Criminological Film Analysis #3	15
Final Criminology Paper	25
Total Points	100

Table 2: Total Points for Final Grade

Grade	Points
A	90% and above

Grade	Points
B	80%-89%
C	70%-79%
D	60%-69%
F	Below 60%

### Course Schedule

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Any changes will be communicated clearly and as soon as possible.

Table 3: Class Assignments and Due Dates

Week	Class Assignment	Due Date
1	Mon Class Participation	Aug 25 <sup>th</sup>
1	Wed Class Participation	Aug 27 <sup>th</sup>
1	Fri Class Participation	Aug 29 <sup>th</sup>
1	Read Ch. 1-2: Intro to Criminology and Measuring Crime	Aug 31 <sup>st</sup>
2	No Class on Monday: Labor Day	Sept 1 <sup>st</sup>
2	Wed Class Participation	Sept 3 <sup>rd</sup>
2	Fri Class Participation	Sept 5 <sup>th</sup>
2	Read Ch. 3: Classical School of Criminological Thought	Sept 7 <sup>th</sup>
3	Mon Class Participation	Sept 8 <sup>th</sup>
3	Wed Class Participation	Sept 10 <sup>th</sup>
3	Fri Class Participation	Sept 12 <sup>th</sup>
3	Read Ch. 4: Contemporary, Classic, and Deterrence	Sept 14 <sup>th</sup>
4	Mon Class Participation	Sept 15 <sup>th</sup>
4	Wed Class Participation	Sept 17 <sup>th</sup>
4	Fri Class Participation	Sept 19 <sup>th</sup>
4	Read Ch. 5: Early Positivism Biological Theories	Sept 21 <sup>st</sup>
4	Test One: Chapters 1-5	Sept 21 <sup>st</sup>
5	Mon Class Participation	Sept 22 <sup>nd</sup>
5	Wed Class Participation	Sept 24 <sup>th</sup>
5	Fri Class Participation	Sept 26 <sup>th</sup>
5	Read Ch. 6: Modern Biosocial Perspectives	Sept 28 <sup>th</sup>
6	Mon Class Participation	Sept 29 <sup>th</sup>
6	Wed Class Participation	Oct 1 <sup>st</sup>
6	Fri Class Participation	Oct 3 <sup>rd</sup>
6	Read Ch. 7: Psychological & Trait Theories	Oct 5 <sup>th</sup>
7	Mon Class Participation	Oct 6 <sup>th</sup>
7	Wed Class Participation	Oct 8 <sup>th</sup>
7	Fri Class Participation	Oct 10 <sup>th</sup>
7	Read Ch. 8 & 9: Social Structure, Early Develop, Strain	Oct 12 <sup>th</sup>
8	Mon Class Participation	Oct 13 <sup>th</sup>

8	Wed Class Participation: Guest Lecturer Dr. Kuanliang	Oct 15 <sup>th</sup>
8	Read Ch. 10 and 16	Oct 16 <sup>th</sup>
8	No Class on Friday: Take Test 2	Oct 17 <sup>th</sup>
8	Test Two: Chapters 6-10, 16	Oct 17 <sup>th</sup>
9	Mon Class Participation	Oct 20 <sup>th</sup>
9	Wed Class Participation	Oct 22 <sup>nd</sup>
9	Fri Class Participation	Oct 24 <sup>th</sup>
9	Movie Assignment: Trainspotting (1996)	Oct 26 <sup>th</sup>
10	Mon Class Participation	Oct 27 <sup>th</sup>
10	Wed Class Participation	Oct 29 <sup>th</sup>
10	Fri Class Participation	Oct 31 <sup>st</sup>
10	Read Ch. 11: Labeling and Conflict Theories	Nov 2 <sup>nd</sup>
10	Movie Assignment: Boz n the Hood (1991)	Nov 2 <sup>nd</sup>
11	Mon Class Participation	Nov 3 <sup>rd</sup>
11	Wed Class Participation	Nov 5 <sup>th</sup>
11	Fri Class Participation	Nov 7 <sup>th</sup>
11	Read Ch. 12: Feminist Theories	Nov 9 <sup>th</sup>
12	Mon Class Participation	Nov 10 <sup>th</sup>
12	Wed Class Participation	Nov 12 <sup>th</sup>
12	Fri Class Participation	Nov 14 <sup>th</sup>
12	Read Ch. 13: Developmental and Life Course Theories	Nov 16 <sup>th</sup>
13	Mon Class Participation	Nov 17 <sup>th</sup>
13	Wed Class Participation	Nov 19 <sup>th</sup>
13	Fri Class Participation	Nov 21 <sup>st</sup>
13	Read Ch. 14: White-Collar, Organized, and Cyber	Nov 23 <sup>rd</sup>
13	Movie Assignment: Goodfellas (1990)	Nov 23 <sup>rd</sup>
14	Mon Class Participation	Nov 24 <sup>th</sup>
14	Wed Class Participation	Nov 26 <sup>th</sup>
14	No Class on Friday: Thanksgiving Break	Nov 28 <sup>th</sup>
14	Read Ch. 15: Hate Crimes, Mass Murder, Terrorism	Nov 30 <sup>th</sup>
14	Test Three: Chapters 11-15	Nov 30 <sup>th</sup>
15	Mon Class Participation	Dec 1 <sup>st</sup>
15	Wed Class Participation	Dec 3 <sup>rd</sup>
15	Friday Class Participation	Dec 5 <sup>th</sup>
15	Final Criminology Paper	Dec 8 <sup>th</sup>

## **University and Class Policies**

### **Desire-to-Learn (D2L)**

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you

experience difficulties, please contact the technicians listed for the program or contact your instructor.

## **Student Handbook**

Refer to: [Student Handbook](#)

## **Change to Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

## **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

## **Service for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

## **College Policies**

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

## **Smoking and Tobacco Policy**



College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

## **Alcohol and Drug Policy**

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

## **Campus Carry**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

## **Active Shooter**

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

## **Grade Appeal Process**

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

## **Notice**

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

## **Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)