

Syllabus

Sul Ross State University Department of Criminal Justice

Academic Term and Year	Spring 2017
Course Prefix and Number; CRN	CJ 4301-W01/22831
Course Title	Multicultural Studies in Criminal Justice
Days, Time and Location of Class Meeting	Online
Assistant Professor's Contact Information	Course Email
Name:	Rochelle McGee-Cobbs, Ph.D.
Office Location:	MAB 109
Online Office Hours:	Virtual Hours (Wednesday and Friday) 5:30 p.m. to 7:00 p.m.; or by appointment
Office Phone Number:	(432) 837-8166 (Secretary)
E-Mail Address:	rochelle.mcgee-cobbs@sulross.edu Please note that members of the class are to use the Blackboard Communication Tool (E-Mail) for all correspondences/communication.
Course Prerequisites	None
Catalog Course Description	CJ 4301-Multicultural Studies in Criminal Justice (3-0) -Understanding, communicating and working with persons from different cultures; basic human relations skills needed by those working in the criminal justice system; women in the criminal justice system; equal protection of the law and anti-discrimination; civil rights; sexual harassment and related laws; criminal justice ethics.
Student Learning Outcomes [SLOs]	Upon completion of the course, the student will be able to: <ol style="list-style-type: none"> 1. Discuss how identities (i.e., gender, ethnic, racial, class, sexual orientation, and/or age) are shaped by cultural and societal influences in contexts of equality and inequality; 2. Examine the historical contexts that shape the societal position of various minority groups in the criminal justice system; 3. Explain specific multicultural and diversity issues facing the criminal justice system (esp., the police, courts and corrections); 4. Describe social actions that have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age);

	5. Evaluate how cultural competence is important in the field of criminal justice.
Required textbook(s):	Required Text(s): Hanser, R.D. & Gomila, M.N. (2015). Multiculturalism and the Criminal Justice System (1 st . ed.). New Jersey: Pearson. ISBN-13: 9780132155977
Technology skills:	Basic computer skills, working within Windows system environment, navigating the internet, and familiarity with E-mail, Excel, PowerPoint and Word Processing programs.
Course Requirements	<p>A. Discussions and Participation: There are a total of ten (10) discussions. Each assigned discussion is worth 20 points. For each discussion topic, there should be at least three (3) submissions/responses for each learner, one original post (i.e., the learner's substantive original post to the discussion topic) and one response to two other learners' post.</p> <p>To actively participate in discussions, each learner should create a substantive post (not less than two hundred words) with supporting arguments/documentations (i.e., literature with citations) on the assigned topic. In addition, Each learner should also respond to the posts of at least two other learners for each discussion topic (i.e., responsive posts). These responses to other learners should also be substantive posts (at least 30 words) that contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic.</p> <p>In addition, learners should respond to any follow-up questions the instructor directs to them in the discussion area.</p> <p>As stated above, there are ten (10) discussion topics, each worth up to 20 points. If a learner does not participate in discussions during the assigned period, he or she will not be able to make-up such discussions. When a learner does not participate in discussions during the assigned period, he or she will not have an opportunity to engage in dialogue with other learners. Therefore, the learner will</p>

earn 0 points

- B. Examinations: There will be a minimum of two (2) examinations, each worth 100 points. Each exam will have approximately 50 questions (e.g., multiple choice, true/false, etc.). Each exam will cover only the materials analyzed during that portion of the course.

If a student finds it unavoidable to be absent from an examination, makeup exams are to be scheduled with the instructor and will only be given to students with excused absences (i.e., death of someone close, hospitalization of oneself or one's child, or a spouse, etc.) Expect such tests to be more challenging than regularly scheduled exams.

- C. Quizzes: There will be a total of 5 quizzes administered throughout the semester. Each is worth up to 10 points and will comprised of ten (10) questions (viz., multiple choice, true/false).

- D. Assignment 1-Peer-Review Project (Please refer to the Assignment module of the course). Students will only have one assignment/**Project – Peer Review. Students are to post their course paper/project in the assignment module (which will be linked to the discussion board by April 2, 2017 as an attachment, including title and reference pages). This project is worth up to 25 points.**

As stated above, each student is to post his or her project in the assignment module under the corresponding section and provide feedback to a peer pertaining to his or her project.

When giving feedback, use the following Criteria (Please refer to the grading rubric for Peer Review Project located in syllabus on page 10):

- Identify the strengths of the work first. Comment on the linkage of the topic to the course, the method of applying coursework to practice, and the use of research and theory to form the

scaffolding for the work.

- If indicated in your opinion, identify an area or areas that would benefit from expansion or clarification. When doing this, use the "I" viewpoint.

With this peer feedback, the objectivity that comes with "fresh eyes" viewing one's work can add clarity to the next step in completing the work. Remember, all written work is in draft form. It can be revised and strengthened, and this is an important element of the self-reflection process.

- E. Assignment 2-Term/Research Paper: Students are required to write a term/research paper on any contemporary criminal justice topic that is related to the material covered in this course. For example, you may choose to summarize, synthesize, and analyze one of the course learning objectives. Such topics must first be discussed with the instructor for approval. Note that the instructor (Dr. McGee-Cobbs) must approve your topic before you proceed. Please note that Dr. McGee-Cobbs may limit the number of students who are writing on the same or closely related topics.

The paper is to follow the APA style and must be between eight (8) to ten (10) typed double spaced pages, excluding title and reference pages. For information on APA style/format, please reference the APA (6th ed.) Manual or visit the APA website at www.apa.org. In addition, the course paper must consist of a minimum of eight (8) scholarly references/citations/sources, including peer reviewed articles, books, etc. **(Note: Wikipedia sources cannot be used as a source in course papers).**

Also, before the instructor (Dr. McGee-Cobbs) assess/grade students' papers, students have to submit their final draft of course paper through turnitin.com as an attachment and the assignment module.

	<p>The term/research paper is due on or before April 23, 2017.</p> <p>Please note that plagiarism (the act of incorporating material that comes from another author without citing the source) is the most serious intellectual fraud and must be avoided. Any act of plagiarism will result in at least a failing grade for the assignment(s) and/or course. (Term/Research paper is worth 75 points—Please see attached term/research paper rubric)</p> <p>*Note: All papers (including projects) must be typed, double-spaced and in APA format, 6th edition.</p>
<p>Class attendance policy:</p>	<p>Each student is REQUIRED to participate in using Blackboard Communication Tools, taking online exams, completing assignments, and other aspects of Blackboard.</p> <p>Each student is expected to access SRSU Blackboard on a regular basis (daily, perhaps several times per day), from whatever location is available (home, office, lab, school, public library etc...) to complete all assignments and communication, including viewing course materials.</p> <p>Student(s) you are also refer to the university policy on attendance for online courses.</p>
<p>Submission of Work:</p>	<p>The first week begins the first day of the term. Scheduled assignments MUST be completed and successfully submitted through the Blackboard Assignment Tool (drop box) by due date and time. Assignments (viz., discussions, quizzes, major examinations, project, etc.) automatically become unavailable after the due date/time expires.</p> <p>NO opportunities will be available for making up online class activities (i.e., discussions) and/or assignments.</p> <p>All assignments MUST be keyed using MS Word or saved as a .DOC file and no multiple submissions will be allowed.</p>
<p>Make-up examination policy:</p>	<p>Make-up examinations maybe scheduled only if a student can demonstrate (with supporting documents) the occurrence of an unavoidable event (sickness, accident, death, etc).</p>
<p>Cheating and plagiarism policy:</p>	<p>Cheating in any fashion will not be tolerated, including but not limited to plagiarizing another's words, work or ideas on individual class assignments.</p>

	<p>To address the situation of plagiarism, the University has implemented <i>Turnitin</i> to fight plagiarism and improve reading, writing, and research skills. <i>Turnitin</i> is a comprehensive plagiarism prevention system that lets faculty quickly and effectively check all students' work. Results are based on exhaustive searches of billions of pages from both current and archived instances on the Internet.</p> <p>Plagiarism will result in at least a failing grade for the assignment(s) and/or course.</p>
<p>Online Communication Observation of "Netiquette":</p>	<p>Students MUST use Blackboard mail for contact with the instructor and other members of the class.</p> <p>All your Online communications should be composed with fairness, honesty and tact. What you put into an Online course reflects on your level of professionalism.</p>
<p>Technical Problems:</p>	<p>If you experience technical/computer difficulties (<i>need help downloading browsers or plug-in, logging into your course, using your course web site tools, or experience errors or problems while in your online course</i>), contact via the course email tool. You may also contact the Help Desk at 432-837-8888 locally, 8888 from on campus or 888-837-2882 from out of the area. You may also log into the LTAC system and create a ticket by going to https://techassist.sulross.edu/. Please note if you report an issue through the Help Desk or create a ticket by logging into the system, you should send me an email with a description of your issue and the ticket number. The provided information will help me to ensure that the technical issues that you encountered are addressed in a timely manner and do not negatively affect your grade(s). Also, please note that if you do not contact me to report technical problems promptly, you may not get credit for any work affected by the problem.</p> <p>(Note: Blackboard (Bb) technicians do not address your academic problems/issues and should not be consulted for such.</p>
<p>Teaching/Learning Strategies</p>	<p>The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: class discussion, online activities, assigned readings, and/or individual projects. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Students are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students,</p>

	read the assigned material, and submit assignments and be prepared to discuss what they have read. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.																																							
Evaluation Procedures																																								
<table border="1" data-bbox="188 472 669 777"> <thead> <tr> <th colspan="3">Performance Standards/Grading:</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>495-550</td> <td>90%</td> </tr> <tr> <td>B</td> <td>440 – 494</td> <td>80%</td> </tr> <tr> <td>C</td> <td>385 – 439</td> <td>70%</td> </tr> <tr> <td>D</td> <td>330 – 384</td> <td>60%</td> </tr> <tr> <td>F</td> <td>329 - Below</td> <td>50%</td> </tr> </tbody> </table>	Performance Standards/Grading:			A	495-550	90%	B	440 – 494	80%	C	385 – 439	70%	D	330 – 384	60%	F	329 - Below	50%	<table border="1" data-bbox="771 468 1380 819"> <thead> <tr> <th>Assessments</th> <th>Points</th> <th></th> </tr> </thead> <tbody> <tr> <td>Discussions/Participation</td> <td>10 @ 20</td> <td>200</td> </tr> <tr> <td>Exams</td> <td>2@100</td> <td>200</td> </tr> <tr> <td>Quizzes</td> <td>5 @ 10</td> <td>50</td> </tr> <tr> <td>Assignment 1-Peer-Review Project</td> <td>1@25</td> <td>25</td> </tr> <tr> <td>Assignment 2-Term/Research Paper:</td> <td>1 @ 75</td> <td>75</td> </tr> <tr> <td>Total</td> <td></td> <td>550</td> </tr> </tbody> </table>	Assessments	Points		Discussions/Participation	10 @ 20	200	Exams	2@100	200	Quizzes	5 @ 10	50	Assignment 1-Peer-Review Project	1@25	25	Assignment 2-Term/Research Paper:	1 @ 75	75	Total		550
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Americans with Disabilities Act (ADA) Statement	Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu .																																							
Distance Education Statement	Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students’ identities and to protect students’ information. <i>[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]</i> The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and																																							

	requirements of the course, as outlined on the SRSU website.
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GRADING RUBRIC FOR DISCUSSION/PARTICIPATION

Criteria (20 total points)	0 Non-performance	1-2 Basic	3 Proficient	4 Distinguished
Applies relevant Course concepts, theories, or materials correctly. (4 points)	Does not explain relevant course concepts, theories, or materials.	Explains relevant course concepts, theories, or materials.	Applies relevant course concepts, theories, or materials correctly.	Analyzes course concepts, theories or materials correctly, using examples or supporting evidence.
Collaborate with fellow learners, relating the discussion to relevant course concepts. (4 points)	Does not collaborate with fellow learners.	Collaborates with fellow learners without relating discussion to the relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts and extending the dialogue.
Applies relevant professional or other real-world experiences. (4 points)	Does not contribute professional, personal, or other real-world experiences.	Contributes professional, personal, or other real-world experiences, but lacks relevance.	Applies relevant professional, personal, or other real-world experiences.	Applies relevant professional, personal, or other real-world experiences to extend the dialogue.
Supports position with applicable knowledge. (4 points)	Does not establish relevant position.	Establishes relevant position.	Supports position with applicable knowledge.	Validates position with applicable knowledge.
Writing quality (4 points)	Has three or more errors (i.e., spelling, capitalization, grammar, etc.) in regard to writing mechanics	Has two errors (i.e., spelling, capitalization, grammar, etc.) in regard to writing mechanics	Has only one error (i.e., spelling, capitalization, grammar, etc.) in regard to writing mechanics	No improper writing mechanics (i.e., spelling, capitalization, grammar, etc.)

Participation Guidelines

To actively participate in discussions, you should create a substantive post for each of the discussion topics. Each post should demonstrate your achievement of the participation criteria. In addition, you should also respond to the posts of at least two of your fellow learners for each discussion topic/question. These responses to other learners should also be substantive posts that contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic. In addition, learners should respond to any follow-up questions the instructor directs to you in the discussion area.

To allow other learners time to respond, you are encouraged to post your initial/substantive response to the discussion topic within the first week of assigned discussion on the discussion board. To receive maximum points for discussion, learners are to perform the following:

- Learners are expected to complete and post their substantive original post on the discussion board within the first week of assigned discussion;
- Learners are to move the discussion/dialogue forward by validating their position with applicable knowledge supporting by literature;
- Learners are to apply relevant professional, personal, or other real world experience to extend the dialogue during the duration of the assigned discussion; and
- (4) Learners are to demonstrate quality-writing skills (e.g., proper spelling, punctuation, grammar, and sentence structure). Learners are not to post using shortcut texting. For example, students are not to use shortcut like “u” for “you” in their postings. Please “spell check” your work before posting.

Note: Learners are to proofread their work before posting on the discussion board.

GRADING RUBRIC FOR PEER REVIEW PROJECT

The purposes of the peer-review process are three-fold which include:

- (1) To encourage students to produce the best possible materials by providing specific and structured proof-readings and review processes before the final term/research paper is submitted to the instructor for grading/assessment;
- (2) To allow peer-to-peer instruction, having each student raise the level of learning of the class by presenting new ideas and applications of concepts to their (at least two) peers; and
- (3) To provide students with additional opportunities to practice analytical and critical-thinking skills in the course as they analyze the structures, evidence, arguments, and plans as presented by their peers.

In the peer review/assessment process, students will earn points in the following participation criteria.

Criteria (25 total points)	Non- performance	Insufficient	Sufficient	Expected
Submitted your finished paper to the group discussion project area PRIOR	0 points	1-4 points Incomplete/not finished/or past	5 points Fully complete and in ahead of	6-7points Materials submitted to group

<p>to deadline to allow other learners to comment on your work</p> <p>(7 points)</p>		deadline.	deadline	at least 72 hours before posting deadline to allow additional opportunities for peers to view your structure and organization before submitting their papers
<p>Provide meaningful feedback on submission of two other learners data/research sufficiency</p> <p>(4 points)</p>	0 points	1-2 points Comments are superficial and do not provide true analysis	3 points Comments indicate correct analysis of the data/research	4 points Comments include specific suggestions and additional resources for consideration
<p>Provided meaningful feedback on structure/organization and clarity of points</p> <p>(5 points)</p>	0 points	1-3 points Comments are superficial	3.5 points Comments identify potential problems with the structures and organization of the components/ concepts	4-5 points Comments include specific suggestions improving structure and order
<p>Provided meaningful feedback on the logic, assumptions, and recommendations the learner(s)/peer(s) has drawn</p> <p>(5 points)</p>	0 points	1-3 points Comments provided are not logical or incorrectly state assumptions	3.5 points Comments illustrate useful analysis of logic and assumptions and identify potential problems	4-5 points Comments include specific suggestions for improving or resolving problems with logic or assumptions and help to restate recommendations that are better supported by the evidence
<p>Provided all comments in a positive, encouraging, and constructive manner to at least two</p>	0 points Comments might be interpreted as	1-2 points Comments are neutral or non-encouraging	3 points Comments include positive feedback and	4 points Comments praise specific strengths of the presentation

other learners (4 points)	insulting		suggestions	as well as the constructively addressing weaknesses with alternatives that might be considered
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Source: (MNSCU, 2012)

GRADING RUBRIC FOR TERM/RESEARCH PAPER

Category/Criteria (75 total points)	Excellent A/B	Satisfactory	Unsatisfactory D/F
Mechanics (15 points)	12-15 points: Paper has no to a few (0 to two) spelling, grammatical or sentence structure errors.	11 points: Paper has some (3 to 5) spelling, punctuation, grammatical and sentence structure errors, but not enough to detract from the content.	0-10 points: An abundance of spelling, grammatical, punctuation, and sentence structure errors that detracts from the content.
Organization (20 points)	15-20 points: Paper follows the APA 6 th ed. format, progresses in a logical manner, and has appropriate transitions.	13-14 points: Paper has some problems with format, logic and transitions, but not enough to detract from the content.	0-12 points: An abundance of format, logic and transition issues that detracts from the content.
Citations/Sources (10 points)	8-10 points: All sources are properly cited both in-text and in the reference page.	7 points: Only minor issues with citation placement and reference page.	0-6 points: An Abundance of citation errors in-text or in the reference page.
Content. (30 points)	22-30 points: Author addresses all aspects of the assignment, has fully developed ideas, uses description and analysis appropriately, demonstrates critical thinking skills and uses appropriate sources. .	19-21 points: Author needs to make minor improvements to addressing, developing ideas, describing/analyzing, demonstrating critical thinking skills and using appropriate sources.	0-18 points: Author fails to address the assignment, develop ideas completely, describe or analyze appropriately, use critical thinking skills and use appropriate sources.

Source: (Lenning & Quinn, 2011)

If student/learner submits a paper with more than 9% commonalities of published information (according to turnitin.com), then, the student will obtain a total of 0 points for his or her submission/submittal.

Total Points: _____/75

General Comments:

Course Outline: The Course outline is subject to some changes depending on the needs and level of the class.	
WEEKS	ASSIGNMENTS
1 1/17-1/22	<p>January 17: Classes Begin</p> <p>Introductions/Discussions (Discussion 1: Bios & Introduction)</p> <p>Chapter 1—Minorities, Diversity, Multiculturalism, Globalization, and the Criminal Justice System</p> <p>Assigned Reading: Chapter 1</p> <p>January 20: Last Day for late registration and schedule changes</p>
2 1/23-1/29	<p>Chapter 2—Assimilation, Acculturation, Stereotyping, and Classism in a Democratic Society</p> <p>Assigned Reading: Chapter 2</p> <p>Discussion 2</p> <p>Quiz 1</p> <p>January 24: Last Day to drop 1st 8 week course without creating an academic record</p> <p>January 27: Last Day for students enrolled in Education block courses to drop a course and receive a “W”</p>
3 1/30-2/5	<p>Chapter 3—Minorities Based on Age and Disability</p> <p>Assigned Reading: Chapter 3</p> <p>Continuation of Discussion 2</p> <p>Quiz 2</p> <p>Preparation of Term/Research Paper-Submit Topic of Paper</p> <p>February 1: Twelfth class day, 16 week term</p> <p>February 1: Last Day to drop a 16 week term course without creating an academic record</p>
4 2/6-2/12	<p>Chapter 4—Minorities Based on Gender and Sexual Preference</p> <p>Assigned Reading: Chapter 4</p> <p>Discussion 3</p> <p>Quiz 3</p> <p>February 10: Last Day to apply for May graduation without a late fee</p> <p>February 10: Deadline for applying to student teach during the Fall Semester, 2017</p>
5	<p>Chapter 5—Cultural Competence and Intercultural Communication</p> <p>Assigned Reading: Chapter 5</p>

2/13-2/19	February 17: Last Day for students enrolled in 1st 8 week courses to drop a course and receive a “W”
6 2/20-2/26	Chapter 6—Law Enforcement and Minorities: Specific Demographic Groups, Victims, and Offenders Assigned Reading: Chapter 6 Discussion 4 February 26: 1st Draft of Term/Research Paper (4 pages)
7 2/27-3/5	Chapter 7—Law Enforcement and Minorities: Community Relations, Hiring, and Training Assigned Reading: Chapter 7 Discussion 5 Preparation for Test 1 (Midterm Examination; Chapters 1-7)
8 3/6-3/12	Major Examination: Test 1 March 7: Mid Semester, 16 week term March 10: Final exams, 1st 8 week term
9 3/13-3/19	Chapter 8 —The Courts and Minorities Assigned Reading: Chapter 8 March 13-17: Spring Break. No Classes. Energy Conservation Days March 15-16; Holiday March 17
10 3/20-3/26	Chapter 9—Minorities in the Court System Assigned Reading: Chapter 9 Quiz 4 March 26: 2nd Draft of Term/Research Paper Due (8 to 10 pages) Discussion 6 March 20: Final grades for 1st 8 week term students submitted by one March 20: Classes begin, 2nd eight week term
11 3/27-4/2	Chapter 10—Corrections, Classism Poverty and Minority Groups Assigned Reading: Chapter 10 Discussion 7 April 2: Assignment 1 (Peer Review Projects) Due March 27: Last Day to drop 2nd 8th week course without creating an academic record
12 4/3-4/9	Chapter 11—Corrections and Minorities: Minorities, Gang Affiliation, Gender and Staff Issues Assigned Reading: Chapter 11 Quiz 5 Discussion 8 April 7: Last Day to withdraw from the 16 week course/term with grade of “W.” Drops must be processed and in the Registrar’s Office by 4:00 p.m.
13 4/10-4/16	Chapter 12—Juvenile Minority Wellness and Health Disparities, Gender, Sexual Identity, Youth Culture and Social Class Assigned Reading: Chapter 12

	<p>Continuation of Discussion 8 April 14: Good Friday Holiday; 1 Energy Conservation Day</p>
14 4/17-4/23	<p>Chapter 13—Types of Juvenile Offending, Gang Affiliation by Race and Gender, Disproportionate Minority Contact in Juvenile System Assigned Reading: Chapter 13 Discussion 9 April 23: Assignment 2 (Final Draft of Paper Due) April 17: Honors Convocation, Marshall Auditorium, 7:30 p.m. April 21: Last Day for students enrolled in 2nd 8 week courses to drop a course and receive a “W” April 21: Last Day to apply for December graduation without a late fee</p>
15 4/24-4/30	<p>Chapter 14: Cultural Competence Training, Assessment and Evaluation of Cultural Competence and Evidence Based Practices in Culturally Competent Agencies Assigned Reading: Chapter 14 Discussion 10</p>
16 5/1-5/7	<p>Chapter 15: Future Multicultural Trends in Criminal Justice Assigned Reading: Chapter 15 Continuation of Discussion 10 Preparation for Test 2 May 3: Last Class day before finals, 16 week term May 4: Dead Day, 16 week term (No Class) May 5: Last Day to apply for August graduation without a late fee May 5: Final Examinations-End of term, 16 week term</p>
17 5/8-5/14	<p>Final Examination: Test 2 (Chapters 8-15) May 8-10: Final Examinations-End of term, 16 week term May 10: Final Examinations-End of term, 2nd 8 week term May 12: Spring Commencement, Pete P. Gallego Center, 7:00 p.m.</p>

Disclaimer:	<p>This syllabus is not a contract. It is only a guideline. The instructor reserves the right to make changes and additions to this syllabus at her/his discretion. If changes are necessitated during the term of the course, you will be notified of changes via Blackboard mail and/or announcement.</p>
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