

CRM 598.901: Senior Seminar in Criminology & Criminal Justice**Missouri State University****Spring 2018****SYLLABUS**

Instructor:	Ms. Yarckow-Brown, MS	Class Dates:	January 14 – May 14, 2018
Office:	Strong Hall, 220	Meeting Time:	M / W, 11:15 a.m. – 12:05 p.m.
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I. Course Details**A. Course Description**

Students in this course examine ethical leadership and decision-making in criminal justice professions, explore career opportunities in criminal justice, and prepare for their transition out of the undergraduate program. Students also complete the department's exit exam, student exit survey, and a senior capstone paper that integrates knowledge and skills acquired throughout their major coursework.

B. Student Learning Outcomes

Senior Seminar in Criminology and Criminal Justice (CRM 598) has been designed as a course which will:

- **Research:** Increase the student's ability in the area of research. Students will practice the art of searching through scholarly literature, reading research studies, and integrating empirical findings into their writings.
Assessment: The capstone paper (inclusive of the pre-components) will assess the student's ability in the area of research, especially with regards to the work surrounding the process of literature review.
- **Communication:** Enhance the student's communication skills. With regards to verbal communication, students will be responsible for contributing to discussions within the classroom setting. Exercises in written communication will include participation in online discussion boards and through the extensive paper.
Assessment: The discussion board assignments, in-class discussions, capstone paper (inclusive of the pre-components) and capstone paper presentation will all enable the assessment of the student's ability to communicate through both oral and written means.
- **Critical Thinking:** Strengthen the student's aptitude in critical thinking. The department expectation for the course is that students will revisit major subject areas that were covered throughout the major and will be provided with opportunities to critically consider ethical issues as they pertain to those areas, such as law enforcement, courts, and corrections. The writing assignments and discussion forums will challenge the student's to apply their learning and to delve deeper into the presented issues.
Assessment: The discussion board assignments, in-class discussions, and capstone paper (inclusive of the pre-components) will assess the student's ability to think critically.

- **Ethical Leadership:** Enable students to discuss and articulate reasonable and appropriate responses to social policies within ethical guidelines. A large part of the course will be focused upon ethical leadership, which will allow students to complete their paper in a competent manner.
Assessment: The in-class discussions and the capstone paper will provide assessment opportunities for the student's grasp of ethical leadership.
- **Career Development:** Empower students to become successful in their future career endeavors. In order to accomplish this objective, students will be required to complete several steps in portfolio development, practicing of interview techniques, and work with the career center on the development of their résumé.
Assessment: The career portfolio will be used to assess the student's gained abilities in the area of career development.

C. Course Format

This course will be taught as an interactive, blended course with an emphasis on discussions – both in and out of the class, individualized research, volunteer work with journaling, an analytical semester project and career preparation tasks. Students will be responsible for reading assigned pages, completing outside investigation on particular topics and contributing to daily discussions. All material presented is intended to engage and inform the student, not to entertain.

D. Course Conduct

Due to the fact that material covered in this course may become very sensitive in nature, it is necessary to have course requirements set forth as a means of constructing a safe learning atmosphere. Every student enrolled in this course is expected to follow the guidelines as described as a means of ensuring the education of and respect for fellow classmates.

- No act of racism, sexism, ageism, any similar “ism,” or harassment will be tolerated. Students who choose to engage in such a negative activity will be asked to leave the classroom immediately. Before the student is allowed to return to class, he or she will be required to have a meeting with the Instructor to discuss the student's unacceptable and or inappropriate behaviors along with a plan to rectify such.
- Class discussions are designed for educational purposes and therefore should not be used to express harmful or disrespectful remarks about fellow classmates or the topics at hand. Conversations within the classroom are intended to allow for academic inquiry and side chatter will not be tolerated. Any student who desires to disrupt classroom discussions, including but not limited to, through interruptions of the Instructor or to another student, will be asked to leave the classroom for the remainder of that class period.
- In efforts of devoting needed attention to the topics of the course, it is expected that any material having no relevance upon the course content will be packed away during the class session. Such materials may include, but is not limited to, homework for another class, Ipods, cell phones, newspapers, etc. If the Instructor believes the items not relating to the course have become an interference in the learning environment, the Instructor reserves the right to confiscate these items until the class is over and the Instructor has discussed the problem with the student during an office hour appointment.
- When a student is involved in a single, severe incident of disrespect or in a manner that seriously violates the above modes of required conduct, or if a student is repeatedly engaged in negative behavior patterns that include, but is not limited to those mentioned, the Instructor does reserve the right to use the Class Disruption policies that are integral to the university. The Instructor will use the Class Disruption policy to determine an appropriate action and consequence to follow.

II. Required Materials

A. Required Textbooks

Braswell, M., Miller, L., & Pollock, J. (2012). *Case Studies in Criminal Justice Ethics*. (2nd ed.). Long Grove, IL: Waveland Press.

B. Additional Materials

- A collection of additional articles and chapters will be made available to the student within the “Supplemental Readings” component within the Blackboard site.
- In order to complete the projects assigned within the course, each student will also need to access several scholastic / academic journal articles.
- Students must have access to a working computer with internet access and the Google Chrome or Internet Explorer web browser downloaded to this machine.

III. Requirements of the Student

A. Attendance

Attendance will be taken in this course and it will count towards the student’s grade. Note that students are encouraged to attend all scheduled classes as academic and scholarly research shows that attendance has a strong positive influence upon a student’s course grade. When attending class, students must arrive on time for class and not leave early. Exigent circumstances are understandable as long as they are not re-occurring. Students should refrain from having conversations or discussions with the Instructor about why he / she has been absent, is arriving late to class, or is leaving early. In addition, students should not approach, e-mail or call the Instructor about material that has been missed; instead the student is expected to consult this Syllabus, the Course Calendar, and make networks with classmates to share notes.

B. Student Participation

Class discussions and student participation are essential within this course. A high level of participation is expected from everyone in the class. Students will be graded on daily participation and may earn up to 15 points per day that there are scheduled “Class Discussions” on the “Course Calendar” (Note: There will be a total of 21 “Class Discussion” and “Guest Presentation” Days in the course. Students are only required to earn 20 (twenty) occurrences of either “Class Discussion” or “Guest Presentation Discussion Board Assignment” points; this allows for human circumstances or an emergency / exigent situations which demand an absence from class. If a student participates in all 21 “Class Discussions” and “Guest Presentation Discussion Boards he / she can earn up to 15 (fifteen) extra credit points.

C. Written Assignments

All written assignments are expected to follow these guidelines:

- *Proofread all work.* Grammatical guidelines must be followed. If this is a struggle for the student, he / she should request help from someone before submitting his / her work, and or visit MSU’s Writing Center for assistance. See: <http://writingcenter.missouristate.edu/>
- *Adhere to APA Guidelines.* Visit MSU’s Writing Center and / or locate online resources if assistance is needed in this area.

- *Submit work on time and in proper manner.* Partial credit will not be given for late work. Do not ask. Late work is not accepted under any circumstance. Most work is to be turned in during class time. Not before class to the office or after class because it was forgotten. Additionally, emailed assignments will not be accepted. Rarely are attachments acceptable for an assignment online, if they are, it will be indicated or noted on the assignment directions.
- *Pay attention to the requirements of the assignment.* Student's need to be aware of the requirements for all assignments and be sure to conform to the necessary elements including, but not limited to, length, font size, paragraph formatting, and page numbering.
- *Only original work is submitted.* Students cannot recycle their own work from a current or previous course and include or submit it in this course as that violates the University's Academic Integrity Policies as it is considered to be self-plagiarism. Additionally, students cannot submit the work of someone else as that would also violate the University's Academic Integrity Policies.

D. Blackboard

As this course is being presented as a blended class, students have been enrolled in the Blackboard site for this course. If a student is not familiar with Blackboard, he / she should start going through the course site and seeking out Instructional assistance with Blackboard immediately. Blackboard will be used extensively for this course.

IV. Missouri State University's Course Policies and Accommodations

A. Student Academic Integrity Policies and Procedures

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. The students are responsible for knowing and following Missouri State University's student honor code, *Student Academic Integrity Policies and Procedures*, available online and at the Reserves Desk in Meyer Library or through the following website: <http://www.missouristate.edu/provost/academicintegrity.htm>. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Copying someone else's work, including, but not limited to the work of other students, authors, researchers and or professors, and/or allowing someone to copy a student's original work are both considered violations of the Student Academic Integrity Policy. Credit must be given and afforded to all sources utilized, such as the original authors, in compiling the student's work, in any and all assignments, by way of citations and reference pages. The use of textbooks, cellular telephones, jump sticks, flash drives, notes, study guides, or any other supplemental materials during exams or quizzes is prohibited. Collaborative work between students is not permitted unless expressly directed by the professor.*

**Note that when the Instructor of this course is allowing collaborative work between students, such directions will be expressed in writing. If collaborative work between students occurs when no such directive has been made by the Instructor, in writing, the Instructor will pursue all measures and sanctions afforded to faculty through the Student Academic Integrity Policies and Procedures.*

**Self Plagiarism occurs when a student recycles their own work from a current or previous course and include or submit it in this course and this violates the University's Academic Integrity Policies as it is considered to be self-plagiarism. Additionally, students cannot submit the work of someone else as that would also violate the University's Academic Integrity Policies.*

B. Nondiscrimination Policy

Missouri State University is an equal opportunity / affirmative action institution and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is the student's right to address inquiries or concerns about possible discrimination to Jana Estergard, the Equal Opportunity Officer, Siceluff Hall 296, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with the Instructor and can also be brought to the attention of the Instructor's Department Head.*

**Note for this course, the Department Head is Dr. Patti Salinas, whose office is in the Department of Criminology and Criminal Justice on the 2nd Floor of Strong Hall. Students may make appointments with him through the Administrative Assistant at (417) 836-3799.*

C. Disability Accommodations*

If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) (<https://www.missouristate.edu/disability/>), Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until you provide that plan, and are not required to apply accommodations retroactively.

**Students in this course are asked to please inform the Instructor as soon as possible about any accommodations that are being requested and feasible efforts will be made to make sure all reasonable accommodations are made for the student.*

D. The Use of Cellular Telephones in Class

As a member of the learning community, each student has a responsibility to other students who are also members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of Academic Affairs prohibits the use by students of cell phones, pagers, or similar communications during scheduled classes. All such devices must be turned off or put in a silent mode and cannot be taken out during class. At the discretion of the Instructor exceptions to this policy are possible in special circumstances. Sanctions for violations of this policy are determined by the Instructor and may include dismissal from class – see Class Disruption in the Missouri State University Student Honor Code. In testing situations, use of cell phones or similar communication devices may also lead to a charge of academic dishonesty and additional sanctions provided through the Student Academic Integrity Policies and Procedures (see section V., A. in this syllabus).

There are two appeal processes available to students. A sanction for class disruption may be appealed using the appeal process stated in the Class Disruption policy. However, a violation that involves a charge of academic dishonesty must be appealed using the process described in the Student Academic Integrity Policies and Procedures. Students have the right to continue attending class while an appeal is in progress.

**Note the use of Ipods, Bluetooths, and similar musical or technological devices are also prohibited in this class. Additionally, the Instructor understands that each student has responsibilities outside of this class and allows for students to have their cellular telephones turned to a "silence" or "vibrate" mode during each class session. If a cellular telephone is turned to "vibrate," it is mandated that the phone is not placed on a hard surface that would cause as much disruption as the actual ring of the device. Should a student's phone ring or the student receives a text message, he / she should only respond if there is an absolute emergency noted. In no circumstance, outside of an exigent circumstance, should a student send text messages via a cellular telephone or similar electronic device while the class is in session.*

E. Dropping and Adding Courses

It is the student's responsibility to understand the University's procedure for dropping and adding classes. (The student may access the university's academic calendar through www.missouristate.edu for all university deadlines.) If a student stops attending this class, but does not follow proper procedures for dropping the class, the student will receive a failing grade* and will also be financially obligated. To drop a class any time after the first week, the student must complete and turn in a drop slip at an authorized registration center. Students do not need to obtain an Instructor's signature on the drop slip to drop the class.

If the student wants to drop this class after the date specified in the University's academic calendar, the student will not automatically receive an "N" grade. "N's" at this point will only be given if the student can provide documented proof of extenuating circumstances. Dropping this late in the semester because you aren't doing well in a course is not an excuse. If the student wishes to withdraw from the University (i.e., drop all of your classes), he / she must contact the Registration Center, Carrington Hall, Room 320, (417) 836-5522.

** To clarify, the Instructor will be left with no choice per University policy to record an "F" grade for this course should the student not properly follow the procedures outlined above with regards to desisting from attending the course without dropping it through the Registration Center in Carrington Hall.*

F. Emergency Response Plan

Students who require assistance during an emergency evacuation must discuss their needs with their Instructor and Disability Services. If the student has emergency medical information to share with the Instructor, or if he / she needs special arrangements in case the building must be evacuated, he / she must make an appointment with the Instructor as soon as possible for a discussion about these issues.

For additional information students should contact the Office of Disability Services, 836-4192 (PSU 405), or the Interim Assistant Director of Public Safety and Transportation at 836-6576.

Also, students may find further information on Missouri State University's Emergency Response Plan, at the following web site: <http://www.missouristate.edu/safetran/erp.htm>.

VI. Assignments, Assessments, and Academic Integrity

A. Assignments

1. Reading Assignments

Prior to the arrival of a class session and / or completing the assignment due on that day, each student is expected to read the articles determined in class on Wednesday, January 24, 2018. Students should record these articles in the “Assigned Reading” column on the Course Calendar at the end of this Syllabus for future reference. Reading and becoming familiar with the information that will be included in the “Class Discussions” is imperative for the class session to be productive. Not reading the assigned pages will leave the student at a significant disadvantage, especially with regards to participation points.

2. “What are Ethics?” Discussion Board

For the first Discussion Board Assignment in the course, students are required to read two “Supplemental Readings” regarding Ethics (“Professions and Professional Ethics” and “Criminal Justice Ethics in the Future”). Once the student has read these articles, he/she should respond to Discussion Board #1 – What are Ethics? in “Discussion Board” on Blackboard. This assignment is to be composed as a well-written and well-considered essay. Each student is required to create an original response to the posed questions and to respond or react to a minimum of one classmate through a response / reaction post. The rubric used for the (Regular) Discussion Board assignments is the same that will be used for this assignment, which is worth up to 15 (fifteen) points toward the student’s grade in the course. The “What are Ethics?” Discussion Board (including both posts) is due by 5:00 p.m. (central time) on Friday, January 19, 2018.

3. Guest Presentation Discussion Board Assignments and Class Discussions

There will be a minimum of 14 (fourteen) online Discussion Board assignments, 1 of these will be the Ethics Discussion Board above and 1 will be a response to the “Stop the Violence” Conference and the remaining 12 will be Guest Presentation Discussion Boards. There could be up to 7 (seven) “Class Discussions” that take place in the in-class session. In total, there will be 21 (twenty-one) “discussion” opportunities for earning points. Students are required to complete a minimum of 20 (twenty) of these “discussions.” All Blackboard / online postings for the Guest Presentation Discussion Board assignments are typically due by 5:00 p.m. (central time) on the Friday of the week in which the Guest Presenter attended class (see the “Course Calendar” at the end of this Syllabus as there are exceptions which coincide with the University’s Academic Calendar). Students who complete 21 (twenty-one) of the “discussions” (inclusive of in-class discussions and online Guest Presentation Discussion Boards) can earn up to 15 (fifteen) extra credit points. The allowance of an “extra” discussion is to help allow for human circumstances or emergency / exigent situations in which a student was unable to attend or participate in a discussion as scheduled.

For the Blackboard / online Guest Presentation Discussion Board assignment requires a minimum of two postings – an original post and a response post – both of which need to be made prior to the due date and time of the assignment. ***All due dates are noted in the Course Calendar at the end of this Syllabus.***

Prior to a scheduled Guest Presentation, each student must compose a question to ask the guest during his / her presentation in the class session. During the presentation, the student will need to ask his / her question and record the answer provided by the Guest Presenter. In the Guest Presentation Discussion

Board, the student will record the question, why the question was asked, and the answer provided, along with the student's reaction to the answer provided. Additionally, the student will offer two pieces of advice or information that he / she was able to glean from the Guest Presentation. The sooner that students begin to post within the forum, the sooner classmates can begin to respond or react to one another's posts for that particular Guest Presentation Discussion Board.

**Note that students will not be able to see posts from classmates in order to make a Reaction Post until he / she has completed an Original Post, and therefore even if it is late, a student will have to make an Original Post if he / she intends to make a Reaction Post.*

**Note: Do not submit any attachments to Discussion Board assignment postings. They will not be opened, read, or graded by the Instructor under any circumstance. *

Guest Presentations scheduled as of January 10, 2018, are as follows**:

01/29/2018	Brandon Keene	Springfield Police Department
02/05/2018	Betsy Sandbothe	Alpha House
02/12/2018	Ashley Armstrong	Greene County Juvenile Office
02/26/2018	Lauren Witty	Springfield Police Department
02/28/2018	Aneesha Umbarger	Springfield Police Department
03/05/2018	Lisa Landrigan	U.S. Federal Medical Penitentiary & Re-Entry Programs
03/21/2018	Mike Suttmoeller	Missouri Department of Conservation
03/26/2018	Marty Anderson	Alpha House (previously U. S. Federal Medical Penitentiary)
04/04/2018	Lisa Altis	Greene County Juvenile Office – Abuse and Neglect
04/09/2018	Matt Brown	MSU Public Safety (previously Bridgeport P.D. in MI)
04/18/2018	David Stoecker	Better Life in Recovery
04/25/2018	Dan Schepers	U.S. Probation and Parole

***Guest Presentation schedule may change as needed. An “Announcement” will be posted to Blackboard, notice given in class and e-mail sent to students enrolled in the class as changes come about.*

The rubric on the following page will be consulted while the Instructor grades the Online Discussion Board assignments.

Discussion Board Assignment Rubric

Question	Excellent (3 points)	Competent (2 points)	Needs Work (1 point)
<i>Question is designed to elicit a thoughtful answer and insight into the career and or ethics of the presenter.</i>	The posed question will require the Guest Presenter to respond with more than a “yes” or “no” and encourages him or her to offer sound career advice and or ethical considerations.	The posed question only encouraged the Guest Presenter to respond briefly with only slight consideration before answering.	The posed question was written in a manner that did not necessitate the Guest Presenter to provide more than a “yes” or “no” response or to delve deeper into knowledge or understanding of his / her career and or ethics.
Reasoning	Excellent (3 points)	Competent (2 points)	Needs Work (1 point)
<i>There is rationale and or purpose in the question that was written for the Guest Presenter.</i>	There is genuine and sincere reasoning in asking the question designed.	Curiosity is present within the posed question, but the rationale is not on sound legitimate grounds.	Question is of the prying nature without authentic desire to learn more about the Guest Presenter’s career and or ethical guidance.
Answer and Analysis	Excellent (3 points)	Competent (2 points)	Needs Work (1 point)
<i>Be sure to record the actual response from the Guest Presenter and analyze the response.</i>	Was able to listen and take thoughtful notes during the Guest Presenter’s response and provides a valid analysis of that response.	Not able to record the response accurately or did not provide a valid analysis of the response that was delivered by the Guest Presenter.	Missing the true answer given by the Guest Presenter and did not report a compelling analysis of the response that was provided.
Writing Mechanics	Excellent (3 points)	Competent (2 points)	Needs Work (1 point)
<i>This is not a text message. This is a college assignment.</i>	Post is mostly free of grammatical errors. All sentences are formal and complete. No slang or abbreviations are used.	Post is sometimes unclear and/or has a few grammatical errors. Most sentences are formal and complete. Some slang or abbreviations are used.	Post is very unclear and/or has a significant number of grammatical errors. Sentences are not formal or complete. Slang and abbreviations are heavily used.
Reaction Post	Excellent (3 points)	Competent (2 points)	Needs Work (1 point)
<i>Critique and complement a classmate for question design and answer analysis.</i>	Provide one thorough critique and one thorough complement for a classmate with regards to their posed question and or analysis of the answer from the Guest Presenter.	Provides only one thorough critique or one thorough complement for a classmate with regards to their posed question and or analysis of the answer from the Guest Presenter.	Does not provide a thorough critique or thorough complement for a classmate with regards to their posed question and or analysis of the answer from the Guest Presenter. (i.e. Good job!)

3. Career Portfolio

Students will create a Career Portfolio throughout the semester, which will be composed of four components:

- Keirsey Temperament, with Reflection Paper
- Résumé
- Cover Letter
- Mock Interview, with a Self-Review

Each of the 4 (four) components of the portfolio will be worth up to 25 (twenty-five) points, for a total of 100 (one-hundred) points being available through the development of this project. To assist with the completion of this project, several opportunities will be made available:

- Monday, January 22: Representatives from the Missouri State University Career Center will attend class and will discuss services available at their department. This will include presentation of material concerning the writing of a résumé, the process of a mock interview and how to sign up, and a discussion about the Mock Interview and Speed Networking Events.
- Thursday, January 25: Résumé Madness will take place in the Atrium of Strong Hall.
- Wednesday, January 31: Résumé Madness will take place on the 2nd Floor of Plaster Student Union.
- Friday, February 9: Registration Deadline for Speed Networking Event.
- Monday, February 12: Speed Networking Event from 5:00 – 7:00 p.m. in the Alumni Building, Hospitality Room (registration required)
- Monday, April 2: Registration Deadline for Mock Interview Event
- Friday, April 6: Mock Interview Event in the Ballroom West on the 3rd Floor of Plaster Student Union from 9:00 a.m. – 3:30 p.m. (registration required)

The Career Portfolio must be submitted to the Instructor at 11:15 a.m. (the start of class) on Monday, April 23, 2018. These are the expectations / requirements for the Career Portfolio:

- The Career Portfolio must be contained within a folder that has brads / prongs.
- All pieces within the folder, must be 3-hole punched and properly secured within the folder.
- The student's name must be on the cover of the folder. This can be hand written or typed on a label.
- Within the folder, the components should be in this order:
 - Keirsey Temperament, with Reflection Paper
 - Complete the Keirsey Temperament (see "Career Portfolio" on Blackboard).
 - Score the instrument.
 - Highlight the profession for which the received score correlates.
 - Compose a one-page essay (double spaced, typed, 12 point Times New Roman font) style reaction to the instrument and the findings. Does this seem accurate for you? How might you be able to use this in your career search after college?
 - In the portfolio, include all pages of the instrument, the scoring page used and marked, and the page(s) of the profession in which the score correlates is discussed, followed by the one page reaction essay.
 - Résumé
 - Two drafts in this order: 1) Rough Draft with a correction notes and comments on it with initials from the Career Center staff. 2) Final Draft with the corrections made.
 - The Final Draft of the Résumé must be professional in appearance. It is required that the Career Center be consulted on the creation of the résumé. The Writing

Center, a professional in the field, and a trusted friend are also good sources to check, double check and triple check for accuracy, professionalism, spelling and grammatical competency.

- Mock Interview
 - Complete a Mock Interview. Students may choose to participate in the Mock Interview Day on April 6, 2018 or complete a Mock Interview with a Career Resource Specialist at the Career Center on campus with video recording available.
 - After completing the interview, students need to compose a one-page essay (double spaced, typed 12 point Times New Roman font) style reaction to the interview process. What was learned from the process? Consider the strengths and weaknesses of the interview as presented in the feedback or by viewing the video. Identify them and discuss how to make the strengths stronger and improve upon the weaknesses.
- Cover Letter
 - Compose a Cover Letter for an organization that is in the field that the student would be interested in applying to for employment and beginning his or her career with upon graduation.
 - Multiple online resources and or the Career Center would be good resources in creating this document. Be sure to double and triple check for spelling and grammar accuracy.

Note that student collaboration on this assignment is not permitted as that would violate academic integrity. However, for any of the written components, the student may consult with the staff of the Career Center and or Writing Center on campus or any other student to assist in proofreading. These allowances are made as numerous grammatical errors will detract from the professionalism of the assignment and such mistakes will count against the student's grade.

If a student reads this statement during the first week of class, he / she can print a copy of this Syllabus and bring it to the Instructor's office (location on page 1 of this Syllabus) during posted Office Hours (see page 1 of this Syllabus) for 10 points of extra credit. This will be accepted up through Wednesday, January 24, 2018.

4. Capstone Paper and Presentation

Goals For the Capstone Project

- Identifying an important and relevant ethical issue related to criminology or criminal justice.
- Conducting a thorough and current literature review related to the chosen topic.
- Demonstrating a clear understanding of the various positions, needs, and issues surrounding the ethical dilemma related to the topic.
- Designing and articulating a thorough, creative, and realistic solution to the issue in the form of a proposed program, policy, and / or strategic plan.

a. Project Proposal and Defense

- Students have a lot of freedom in choosing a topic. The capstone paper should be focused on something that greatly interests the student; it should be a reflection of the student's interests, knowledge and academic skills. The only two requirements of the topic are:
 - It must relate to criminology or criminal justice
 - It must contain an ethical problem or issue
- Examples:
 - Solitary confinement
 - Mass incarceration / prison overcrowding
 - Racial profiling
 - Religious profiling
 - Use of force in policing
 - Sex offender registration
 - Alternatives to detention for juveniles
 - Plea bargaining
 - Capital punishment
- Topic selections / project proposals are due in an individual meeting with the Instructor on either January 29, 2018 or January 31, 2018. Signing up for the Individual Meetings will occur the second week of class. Students will present the Instructor with a one hundred (100) word proposal that begins with an ethical dilemma being identified in question form. The proposal is worth up to 10 (ten) points. This proposal must be typed in 12 point Times New Roman font and double spaced. Overall, this assignment must distinguish the general topic and provide some direction in which the student is planning to take the paper, which will include the identification of the ethical dilemma to be addressed. This is the presentation of the problem to be that is under review. During the meeting with the Instructor, suggestions and recommendations will be made to help guide the student towards the completion of a successful project. Each appointment is expected to take no more than 15 (fifteen) minutes.

b. Reference Page

To demonstrate that research has begun on the project, students need to compile a list of the sources that he / she intends to use in writing the paper. The list of sources needs to be presented in the form of a reference page in APA format. A minimum of 15 (fifteen) scholarly sources should be included. It is expected that a few will not be used, and a few might be added as the work progresses on this project. (*Note: A minimum of 12 (twelve) scholarly sources must be on the Reference Page of the final project.*) 12 point Times New Roman font must be used. Pages must be stapled. The Reference Page is due in class on Monday, February 5, 2018 and is worth up to 10 (ten) points.

c. Abstract Rough Draft

Once the information is in the compilation stage, an abstract will be written to provide a distinct summation of where the student is intending to go with the writing of the paper. This abstract should be 100 (one hundred) words in length. It needs to be typed in 12 point Times New Roman font. The Abstract Rough Draft is due in class on Monday, February 12, 2018 and is worth up to 10 (ten) points.

d. (Detailed) Outline

When designing the (detailed) outline, the student should keep in mind the format that the paper must follow, which is as follows:

- Literature Review (this should compose about 5 to 7 pages of the paper)
 - Presentation and statement of the problem / topic under review
 - Review of the current research literature
 - Identification of research gaps / areas in need of further research
- The Proposal (this should compose about 5 pages of the final paper)
 - Summary of the various perspectives, needs and positions relevant to the specific ethical dilemma being focused upon
 - Thorough and detailed proposal
 - Illustrates how someone in a leadership position would decide to address or resolve the ethical issue being addressed in the paper. Remember his paper is to be an exploration in and demonstration of ethical leadership; an ethical leader listens to all viewpoints and the needs of the people being led by the leader, and that the leader understands the viewpoints and needs
 - Thorough and detailed proposal
 - May be presented in various forms:
 - Proposing a policy (organizational, legislative, etc.)
 - Proposing a strategic plan (for a specific organization or agency)
 - Proposing a specific program
 - May also present more than one of the above
- The Detailed Outline is due in class on Wednesday, February 21, 2018. Students must cite sources in the outline as this will greatly assist the paper writing process in the near future, and it maintains Academic Integrity on the outline itself. The (Detailed) Outline is worth up to 10 (ten) points.

e. Literature Review and Proposal Sections - Rough Drafts

The Literature Review Section Rough Draft is due at the start of class on Wednesday, March 7, 2018. This section of the paper should roughly be 5 to 7 pages in length.

The Proposal Section Rough Draft is due at the start of class on Wednesday, March 21, 2018. This section of the paper should be roughly 5 pages in length.

Rough Drafts of both of the above sections need to be typed in 12 point Times New Roman font and formatting in double spacing. Also, include page numbers in the bottom right hand corner of each page. It is strongly suggested that students submit as much work as possible in the rough draft. Additionally, the Instructor is not the proofreader of the Rough Draft; students must proof read their own work BEFORE submitting it for grading. If there are excessive errors (more than 3 per page) in spelling and or grammar within the Rough Draft, the student will receive a “0” score for the Rough Draft.

The Rough Drafts of both sections must be returned to the Instructor with the Final Paper at the Final Paper due date (Monday, April 9, 2018). If there are no changes made between the Final Paper and the Rough Draft, or if there are no changes made which follow recommendations from the Instructor that are with regards to spelling, grammar, academic

integrity, flow, mechanics, concept development, analysis, etc., the Instructor reserves the right to not grade the Final Paper.

f. Rough Draft Peer Review

In class on Monday, April 2, 2018, each student needs to bring a full paper copy of his or her Rough Draft of the entire paper (inclusive of cover page, abstract, introduction, literature review, proposal, conclusion and reference page) for a Peer Review session in class. Students will spend the class period reading and commenting upon these Rough Drafts, and making recommendations for each other. This Peer Review Rough Draft must be submitted to the Instructor with the Final Paper at the start of class on Monday, April 9, 2018.

g. Final Paper

The final paper must be 10 (ten) to fifteen (15) pages in length, not including the title page, abstract, reference page or any included graphs. It must be typed in 12 point Times New Roman font, in double spaced paragraph formatting and not double-sided. There must be an introduction, literature review, a proposal and a conclusion to the paper. Subheadings in the paper which identify these sections are highly recommended. Do not forget to include page numbers per APA guidelines. This paper must be submitted in a way in which all pages are connected and there are no loose pages. The final paper is due in class on Monday, April 9, 2018, and is worth up to 400 (four-hundred) points.

The rubric presented on the next page will be used for the grading of the final paper. Students should consult this rubric in order to gain a better understanding of the expectations for this capstone project.

Grading Rubric for Senior Capstone Paper

	Excellent (80-100%)	Competent (70-79%)	Needs Work (69% & Below)
Grammar/ Writing Skills (10% of Paper = 40 points)	Writing is polished, professional, and adheres to basic grammatical rules. (32 to 40 points)	Writing is of average quality and contains some minor grammatical errors. (28 to 31 points)	Writing is of poor quality and contains multiple grammatical errors. (0 to 27 points)
Formatting (10% of Paper = 40 points)	Student's paper follows APA 6 th edition formatting rules. (32 to 40 points)	Student's paper follows APA 6 th edition formatting rules, with some minor errors. (28 to 31 points)	Student's paper contains multiple formatting errors and/or fails to follow formatting rules at all. (0 to 27 points)
Quality of Cited Literature (15% of Paper = 60 points)	All required sources are cited within the paper, as well as the Reference Page, and meet the criteria set forth by the Instructor. (48 to 60 points)	Some cited sources fail to meet the criteria set forth by the Instructor, and/or some sources are not cited within the paper. (42 to 47 points)	Many sources fail to meet the criteria set forth by the Instructor, and/or are not cited within the paper. If a References page is not included with the paper, the student will receive a zero for this part of the grading rubric. (0 to 41 points)
Literature Review (30% of Paper = 120 points)	The review contains all required elements, meets the required length and instructions set forth by the Instructor, cites the required number of sources, maintains a scholarly, objective tone, and focuses on scholarly literature. (96 to 120 points)	The review is of average quality by failing, in a slight way, to meet the required length, adhere to the instructions, and/or cite the required number of sources. The review may also fail to maintain an objective tone, and/or focus on sub-par literature. (84 to 95 points)	The review is of poor quality by failing, in a significant way, to meet the required length, adhere to the instructions, and/or cite the required number of sources. The review may also fail to maintain an objective tone, and/or focus on sub-par literature. (0 to 83 points)
Proposal (35% of Paper = 140 points)	The student's proposal is innovative, detailed, realistic, and meets the required length set forth by the Instructor. It connects clearly to the paper topic and the literature review, and explicitly contains the following elements: a description of the problem being addressed and its impact on specific people/groups, a detailed description of the program or policy and its goals, a detailed implementation plan, and a detailed evaluation plan that connects to the program's or policy's stated goals. (112 to 140 points)	The student's proposal is of average quality by failing, in a slight way, to meet the required length, and/or excel in innovation and/or detail. It may fail to very clearly connect to the literature review, and may also be missing one of the following components: a description of the problem being addressed and its impact on specific people/groups, a detailed description of the program or policy and its goals, a detailed implementation plan, and a detailed evaluation plan that connects to the program's or policy's stated goals. (98 to 111 points)	The student's proposal is of poor quality by failing, in a significant way, to meet the required length, and/or excel in innovation and/or detail. It may fail to connect to the literature review, and may also be missing one or more of the following components: a description of the problem being addressed and its impact on specific people/groups, a detailed description of the program or policy and its goals, a detailed implementation plan, and a detailed evaluation plan that connects to the program's or policy's stated goals. (0 to 97 points)

h. Paper Presentation

During four class periods:

Monday, April 30, 2018

Wednesday, May 2, 2018

Monday, May 7, 2018

Wednesday, May 9, 2018

students will present their final papers in a professional manner. This presentation should use visual aids, but cannot include videos that are over 2 (two) minutes in length. Each presentation must be a minimum of 6 (six) minutes in length and a maximum of 8 (eight) minutes in length. No more than 5 (five) students will present per day and the class will work together to determine the order of student presentations. The presentations are worth up to 40 (forty) points. The 40 (forty) points will be based on:

- *Organization*: Presented in logical order and flows well. 5 (five) points
- *Clear Presentation of All Assigned Paper Elements*: Each required component of the paper is included in the presentation in a manner that is understood. 15 (fifteen) points
- *Creativity / Professionalism*: Has considered the presentation to ensure it is given in a way that it has a creative edge to appeal to an audience and maintains a high level of professionalism. 10 (ten) points
- *Clarity / Support from the Literature Review*: Proposal is supported by a clear presentation of material collected for the literature review. 10 (ten) points

Note that student collaboration on any part of the Capstone Project is not permitted as that would violate academic integrity. However, for any of the written components, the student may consult with the Writing Center on campus or any other student to assist in proofreading. These allowances are made as numerous grammatical errors will detract from the professionalism of the assignment and such mistakes will count against the student's grade.

6. Presentations Journals

Classmates need to be in attendance during the Capstone Project Presentations on the dates indicated at the top of the page. Each student will be charged with the responsibility of addressing the Journal prompts for these Presentation Journals in "Presentation Journals" on Blackboard. Presentation Journal #1 must include presentations given on the first two presentation days and will be due by 5:00 p.m. (central time) on Friday, May 4, 2018. Presentation Journal #2 must include presentations given on the last two presentation days and will be due by 5:00 p.m. (central time) on Friday, May 11, 2018. Each of the Presentation Journals are worth up to 25 (twenty-five) points, so a total of 50 (fifty) points can be earned through the Presentation Journal components of the course.

6. "Stop the Violence" Conference Discussion Board

All students in this course will be required to attend a minimum of one (1) component of the "Stop the Violence Conference" on Thursday, February 22, 2018 in Plaster Student Union

****Note that students are strongly encouraged to attend this conference in its entirety.****

The writing assignment as a response / reaction to the "Stop the Violence" Conference will be Discussion Board #5 and due by 5:00 p.m. (central time) on Friday, February 23, 2018. This will count

towards one of the “discussion” components of this course and is worth up to 15 (fifteen) points. Instead of having to design a proposed question in advance, as with the Guest Presentation Discussion Boards, students will be charged with the responsibility of writing a 100 word summary, inclusive of information learned and an educated opinion about the event. The response / reaction post from a classmate should encourage further conversation with classmates, as well.

B. Criminology and Criminal Justice Exit Exam

The Criminology and Criminal Justice administers an Exit Exam to all CRM 598 students. The assessment provides useful information for the program. All CRM 598 students are required to complete this assessment. Any student who has a passing grade will receive an “I” (incomplete) grade for this course if they do not take the Exit Exam. Points are not awarded for the assignment; however it is a requirement of the course. To encourage students to take this exam seriously and do well, the Instructor will award 10 (ten) extra credit points to all students who earn a score of a 75 or higher on the assessment. This exam will be administered through Blackboard. This exam will be available on Monday, May 7, 2018 and remain available until it's due time of 5:00 p.m. (central time) on Monday, May 14, 2018. This exam is set to be the culmination activity for the course during the University's scheduled final exam date and time.

C. Due Dates and Times

All due dates for all Course Components (i.e. Assignments and Assessments) are indicated on the “Course Calendar” at the end of the Syllabus and are available by the first day of the semester. The due dates will not be moved ahead or earlier through the semester. If they are moved at all, the due date would be pushed back to a later day and students will be notified via an “Announcement” on Blackboard and via e-mail.

Work that is to be submitted in paper form will be due at 11:15 a.m. (the start of class) on the day that it is due. All work that is to be submitted through Blackboard in this course is due by 5:00 p.m. (central time) on the due date indicated on the “Course Calendar.” With regards to online submissions, if a student cannot submit his / her work during the day (for example between 8 a.m. and 5 p.m. because of work, or other such obligations), he / she is able to submit their work ahead of time as Blackboard is open and available 24 hours a day, 7 days a week.

Moreover, units open a week in advance and there is adequate time to get the work completed on time, and even ahead of time if a student so chooses. This means that if a student works from 8 a.m. – 5 p.m. on the day that a course component is due, he / she needs to complete it prior to going to work on that day and there is adequate opportunity to do so as all material is posted well in advance of the due dates. Or, if a student has commitments Monday through Friday, all work that is due the following week can be completed the weekend prior. Quizzes are available a minimum of a full week in advance and Exams are available four weeks in advance; these assessments can be completed any time prior to the due date / time as they are open, but they cannot be late. If a student is uncomfortable with the 5 p.m. due time on a Friday, he / she could record the due date / time in their own planner or calendar as 11:59 p.m. on Thursday in efforts to assure his / her work is completed on time.

As a side note, it has not been uncommon to see students have complete an entire week's worth of work in this course over a weekend, when their work, family and or social calendars were less demanding or more flexible for them. The course components are open well in advance of their due dates and times to allow for a student to work at a pace that fits his / her schedule more readily.

FAQ: Why 5:00 p.m.?

- 1) If a student has difficulty taking a quiz or submitting an assignment (i.e. cat unplugs a computer, toddler turns a computer off, room-mate blew a fuse and electricity went out, Blackboard got a migraine, etc.), then he / she can e-mail the Instructor and get a re-set BEFORE the due time. The Instructor checks emails daily typically between 7 a.m. and 9 p.m. If the due time was midnight, and a student took a quiz at 11 p.m., and Blackboard experienced a hiccup, he / she would not be able to get a re-set before the due time of midnight, because the Instructor is not available during that time. If a quiz is not re-set before the due date / time, he / she would have access to quiz answers since quiz answers become available through “My Grades” at the due date and time of an assessment, and thus intentions of preserving Academic Integrity disintegrate.
- 2) The Instructor frequently completes grading during the evening hours. This means that upon occasion, it is possible that students can / will receive grades for an assignment turned in at 5 p.m. (central time) on any given day, and have it graded by 9 p.m. Feedback is an important part of success for a student in any course and this feedback can help improve future grades. The sooner a student receives feedback, the sooner he / she can make adjustments to ensure better work on the next assignment.

VI. Grading**A. Available Points**

Through the following assignments (as discussed previously in this syllabus), the points available for earning by the student in this class are as follows:

<i>Assignment</i>	<i>Quantity</i>	<i>Points Each</i>	<i>Total Points</i>
Capstone Paper Components:			
Final Paper	1	400	400
Presentation	1	40	40
Rough Draft: Abstract	1	10	10
Rough Draft: Literature Review Section	1	20	20
Rough Draft: Outline	1	10	10
Rough Draft: Peer Review Day / Copy	1	30	30
Rough Draft: Proposal Section	1	20	20
Rough Draft: Reference Page	1	10	10
Rough Draft: Topic Proposal	1	10	10
Capstone Paper Project Total:			550
Other Course Components:			
Career Portfolios (4 pieces @ 25 points each)	1	100	100
Class Discussions and Discussion Boards	20	15	300
Presentation Journals	2	25	50
Other Course Components Total:			450
Grand Total:			1000

B. Grade Calculations

A total of one thousand (1000) points may be earned throughout the course. Points that are earned by the particular student will be divided by one thousand (1000) as a means of calculating a percentage in determining the student's grade. The percentage-grade scale will be as follows:

Grade	Lowest Percentage Possible	Estimated Minimum Number of Points to Earn*
A	90%	900
B	80%	800
C	70%	700
D	60%	600
F	59% or below	500

Da

**Grades will be determined by consulting the percentage Microsoft Excel determines. This program is set-up to automatically round the percentage to the nearest 1%.*

VII. Extra Credit**A. Availability of Extra Credit**

Throughout the semester, a few extra credit opportunities will be made available at the discretion of the Instructor. The directions will be handed out in class and or made available on Blackboard. These are the only extra credit opportunities that will be allowed and accepted within this class. Due dates will be given and no late extra credit assignments will be accepted without first providing the instructor with documentation of an exigent circumstance.

B. Requesting Additional Extra Credit and Instructor Assistance

Please do not ask the instructor for additional extra credit opportunities or other chances at increasing a student grade. If a student is concerned with his or her grade, they are strongly encouraged to consult the instructor about methods that the student can use to increase his or her overall performance in the classroom. Asking the Instructor for such advice should not be delayed until the last two weeks of class as that would be too late for such suggestions to make a difference.

VII. Course Calendar

Shaded days are days in which the class will meet in Strong 250.

Day / Date	Topic / Agenda	Assigned Reading and Event Notes	Online Assignment Due by 5:00 p.m. / In-Class Assignment Due at 11:15 a.m.
Wednesday, 01/17/2018	Introductions and Class Overview	Syllabus	
Friday, 01/19/2018	Ethics	Text: Pages 1 – 7, Supplemental Readings: Ethics	DB #1 (Ethics) (Mandatory)
Monday, 01/22/2018	Guest Presentation: Career Center	None	
Wednesday, 01/24/2018	Capstone Paper Brainstorming and Article Selection	Preview article topics in the text prior to class	
Friday, 01/26/2018			<i>Prepare a Résumé Rough Draft</i>
Monday, 01/29/2018	Guest Presentation: Brandon Keene	Meet with Instructor during an appointment time to discuss Capstone Paper	Capstone Paper Proposal and Defense (paper) at Instructor Meeting
Wednesday, 01/31/2018	<i>No Class – Individual Meetings</i>	Meet with Instructor during an appointment time to discuss Capstone Paper ** Résumé Madness in Plaster Student Union – 2 nd Floor is from 11:00 a.m. – 2:00 p.m.	Capstone Paper Proposal and Defense (paper) at Instructor Meeting
Friday, 02/02/2018			DB #2 (Brandon Keene)
Monday, 02/05/2018	Guest Presentation: Betsy Sandbothe		Capstone Paper Reference Page Rough Draft (paper)
Wednesday, 02/07/2018	Class Discussions	Textbook Articles:	
Friday, 02/09/2018		**Speed Networking Registration Deadline	DB #3 (Betsy Sandbothe)
Monday, 02/12/2018	Guest Presentation: Ashley Armstrong	**Speed Networking, Alumni Building – Hospitality Room is from 5:00 – 7:00 p.m. (registration required)	Capstone Paper Abstract Rough Draft (paper)
Wednesday, 02/14/2018	<i>No Class – Capstone Paper and or Career Portfolio Work Day</i>	<i>Ms. Yarckow-Brown is not available via e-mail or on Office Hours from Wednesday, 02/14/2018 – Tuesday, 02/20/2018 as she will be attending, participating and presenting at the Annual ACJS Conference.</i>	
Friday, 02/16/2018			DB #4 (Ashley Armstrong) and Speed Networking Extra Credit

Monday, 02/19/2018	<i>No Class – President’s Day</i>		
Wednesday, 02/21/2018	Class Discussions	Text Articles: <i>**Don’t forget to attend the “Stop the Violence” Conference in the PSU tomorrow (02/22/18)</i>	Capstone Paper Outline (paper)
Friday, 02/23/2018			DB #5 (“Stop the Violence” Conference)
Monday, 02/26/2018	Guest Presentation: Lauren Witty		
Wednesday, 02/28/2018	Guest Presentation: Aneesha Umbarger		
Friday, 03/02/2018			DB #6 (Lauren Witty) and DB #7 (Aneesha Umbarger)
Monday, 03/05/2018	Guest Presentation: Lisa Landrigan		
Wednesday, 03/07/2018	Class Discussions	Text Articles:	Capstone Paper Literature Review Section Rough Draft (paper)
Friday, 03/09/2018			DB #8 (Lisa Landrigan)
Monday, 03/12/2018	<i>No Class – Spring Break</i>		
Wednesday, 03/14/2018	<i>No Class – Spring Break</i>		
Friday, 03/16/2018	<i>No Class – Spring Break</i>		
Monday, 03/19/2018	Class Discussions	Text Articles:	
Wednesday, 03/21/2018	Guest Presentation: Mike Suttmoeller		Capstone Paper Perspectives and Proposal Section Rough Draft
Friday, 03/23/2018			DB #9 (Mike Suttmoeller)
Monday, 03/26/2018	Guest Presentation: Marty Anderson		
Wednesday, 03/28/2018	<i>No Class – Individual Meetings</i>	Option Individual Meetings with Instructor to discuss Capstone Paper progress by appointment	DB #10 (Marty Anderson)
Friday, 03/30/2018	<i>No Class – Spring Holiday</i>		

Monday, 04/02/2018	Class Peer Review Day of Capstone Paper	**Mock Interview Registration Deadline	Must bring full Capstone Paper for Peer Review in class.
Wednesday, 04/04/2018	Guest Presentation: Lisa Altis		
Friday, 04/06/2018		**Mock Interviews in Plaster Student Union Ballroom West, is from 9:00 a.m. – 3:30 p.m. (pre-registration required)	DB #11 (Lisa Altis)
Monday, 04/09/2018	Guest Presentation: Matt Brown		Final Capstone Paper
Wednesday, 04/11/2018	Class Discussions	Text Articles:	
Friday, 04/13/2018			DB #12 (Matt Brown)
Monday, 04/16/2018	Class Discussions	Text Articles:	
Wednesday, 04/18/2018	Guest Presentation: David Stoecker		
Friday, 04/20/2018			DB #13 (David Stoecker)
Monday, 04/23/2018	Class Discussions	Text Articles:	Career Portfolios
Wednesday, 04/25/2018	Guest Presentation: Dan Schepers		
Friday, 04/27/2018			DB #14 (Dan Schepers)
Monday, 04/30/2018	Capstone Presentations		Capstone Presentation
Wednesday, 05/02/2018	Capstone Presentations		Capstone Presentation
Friday, 05/04/2018			Presentations Journal #1
Monday, 05/07/2018	Capstone Presentations		Capstone Presentation
Wednesday, 05/09/2018	Capstone Presentations		Capstones Presentation
Thursday, 05/10/2018	**Friday, 05/11/2018 is Study Day – No Classes. However, Presentations Journal #2 will be accepted up until 5:00 p.m. (central time on Friday, 05/11/2018		Presentations Journal #2
Monday, 05/14/2018			Senior Exit Exam and Assessment

Days highlighted by gray shading are days in which the class meets during the scheduled time (11:15 a.m. – 12:05 p.m.) in Strong Hall, Room 250.

This Syllabus, inclusive of the Course Calendar may be changed at the discretion of the Instructor. If such changes occur, students will be notified via verbal announcement in class and/or through a written announcement posted on the Blackboard course site and / or via an e-mail sent to all enrolled students. It is the student's responsibility to become aware of such announced changes that may or may not be made during the semester.