New Undergraduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information
Requested Rubric, Course Number, Core Designation (if needed): SOCI 362

Example: PHL 361 RH

Course Title: Sociology of Law Enforcement
Abbreviated Course Title (≤ 30 chars): Sociology of Policing
First Semester to be Offered: Spring 15
Submitted by: David Eitle
deitle@montana.edu
Submitter’s Contact Info: Phone, Email: 994-5253 Kelly Knight
Instructor: David Eitle
Department: Sociology & Anthropology
College: Letters and Science

New Course Review Process

Instructor completes the New Course Packet, with Core information if a Core designation is requested.

Instructor checks for “equivalent course” in the MUS system and recommends a common or unique course number.

Department Head’s signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval.

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean’s Statement) is typically required.

The New Course Packet (as PDF) is uploaded to the Provost’s Office server for distribution to other committees.

Course requests are sent to Curriculum and Program Committee (CPC). Core reviews are sent to appropriate Core subcommittee. Committees work in parallel when possible to speed approval process. Special topics courses (291, 491) skip the CPC review (limited to two years.)

Provost’s Office reviews the new course request. New courses are submitted to MUS for Common Course Number (CCN) review. Dean and Department informed upon approval.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

APPROVALS

Submitter * 9/3/14

Department Head * 9/3/14

Chair, College Curriculum Comm. * 9/5/14

Dean * 9/5/14

Chair, Core Subcommittee (if app.) Date

Chair, CPC Date

Assoc. Provost * Date

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. Special topics courses (691) require fewer signatures, but cannot be offered more than two times without committee review.
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.

www.mus.edu/Qtools/CCN/ccn default.asp

- If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
- If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.

3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):
- Course Title: SOCI 362
- Abbrev. Course Title (≤ 30 char): Sociology of Law Enforcement
- Credits: 3
- Department Offering Course: Sociology & Anthropology
- College: Letters and Science

Is this course “equivalent” to a course in the MUS System?: ☑ Yes ☐ No

Learning Outcomes for the Course:

Upon completion of this course, a student will be able to:

- Apply sociological perspective to the study of law enforcement;
- Use empirical evidence to examine and assess the operation of law enforcement;
- Employ sociological theories to understand current and historical issues related to law enforcement;
- Examine the interaction of the individual with law enforcement.
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed): SOCI 362
Course Title (for Catalog): Sociology of Law Enforcement

First Semester to be Offered: Spring 15
Restricted Entry/Consent of Instructor Required: Yes
Instructor’s GID (last 4 digits only):

Department Offering Course: Sociology & Anthropology
College: Letters and Science

Is the requested course number available? (x4155 to check): Yes
Frequency of course offering: Annually
Semester(s) offered (check all that apply): Spring
Summer Options (check all that apply):

Credits by mode of instruction: Lecture: 3
Seminar: 
Independent Study: 
Lab/Studio: 
Recitation/Discussion: 
TOTAL CREDITS: 3

Primary Mode(s) of Delivery: Face-to-face
On-Line Only
Web-Enhanced (small on-line comp.)
Blended (significant on-line portion)

Time and Location – Call the Registrar’s Office at x4155 to find a time and location for the course.

Assigned Day(s): M, W, Th, F
Assigned Time(s): 9:00-9:50
Assigned Building:
Assigned Room:
Capacity (room capacity, or enrollment “cap”): 40

Co- and Pre-Requisites – Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s):
Co-Requisite(s):

SOCI 101 or SOCI 221

Course Description – Provide a course description of 40 words or less for the MSU Catalog.

An examination of policing in society, with emphasis on the cultural context in which it occurs, its structural characteristics, and social psychological processes.
DEAN'S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified.

The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.

Covered by current faculty in local

mmz 4/5/14
New Undergraduate Course Narrative
Montana State University
Updated August 23, 2012

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information
1. Requested Rubric, Course Number, and Core Designation (if any)

   > SOCI 362, no core designation

2. Course Title

   > Sociology of Law Enforcement

3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

   > This upper-division course will encourage students to analyze the systems and procedures of police to control crime in the United States. Students will examine the origins and transformation of policing over time, including the ideologies that have influenced the policies, practices, and programs that characterized law enforcement in America. Students will be exposed to issues associated with the industry of modern policing, the scope of American law enforcement, police culture, career paths, and police organization, leadership, effectiveness, liability, and accountability. Analyses will utilize sociology/criminology/criminal justice scholarship, including explanations of crime control strategy development, evidence regarding the nature and extent of policing, studies of law enforcement procedures, and evaluation research on crime control strategies.

   While this course does include an examination of crime control strategies and the explanations proffered to understand their effectiveness, the most important contribution to the sociology/criminology/criminal justice curriculum is in demonstrating the importance of understanding law enforcement (including its policies, procedures, and consequences) from the perspective of a social scientist, who employs theory, methods, and evidence to understand, evaluate, critique, and ultimately, transform police practices.

In summary, upon completion of this course, students will be able to:

1) Understand the evolution of the policies and practices of the law enforcement system.
2) Be able to identify the historical, economic, and social factors that triggered changes in the policing over time.
3) Understand and be able to articulate the purpose and objectives of different crime control strategies.
4) Recognize, using a sociological lens, the issues associated with the industry of modern policing, the scope of American law enforcement, police culture, career paths, and police organization, leadership, effectiveness, liability, and accountability.

5) Have knowledge of state of the art scholarship that evaluates the programs, policies, and initiatives that comprise police operations in America.

These understandings of the law enforcement system will be acquired through class lecture, academic journal articles, and several textbooks that highlight the issues specific to policing in America.

4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?

> Grades will be determined by 13 reading assignments, 3 cumulative papers, 3 exams, and class participation.

5. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.

I. Overview of Police in the United States
   a. This unit will identify the historical development of law enforcement in the United States and will define the scope of policing. In addition, police culture and career paths will be examined.

II. Police Operations and Effectiveness
   a. This unit is focused on police operations and effectiveness. Practices include, but are not limited to, police organization, leadership, patrol, investigations, innovative technology, liability, and accountability.

III. Police and Society
   a. The last unit for this course will use a sociological lens to describe the many challenges facing the future of the law enforcement system in the United States. These include citizen's perceptions and interactions with police, discretionary authority, police deviance and violence, and racial profiling.

6. List required texts or other required references.


Scholarly articles and miscellaneous publications as outlined in the syllabus or as assigned throughout the semester.

7. What are the estimated enrollment and student credit hour (SCH) production?
   [SCH = (enrollment * credits)]

> This course will be designed for 40 students. The SCH production will be equal to 120.

8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, what is the enrollment cap and why is it necessary?
It is necessary to cap this course at 40 students to ensure that the instructor can analyze and give adequate response paper feedback to each student throughout the semester. Constructive feedback will help students improve their academic writing skills. Additionally, there are physical space limitations on classrooms that restrict class size.

9. Will course be a “restricted enrollment” course? If so, why is restricted enrollment necessary?

> No.

10. Describe how the success of the course will be evaluated? (“End-of-semester student evaluations” is not the answer to this question. How will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?)

> The instructor will determine the successful attainment of learning objectives by evaluating student comprehension through writing assignments, exams, and papers. If the learning objectives are met, students should be able to critically analyze concepts related to law enforcement in their response papers. Additionally, the department has implemented an assessment plan that can be used to evaluate learning objectives that are included in this course. Finally, the department head will review the course, its delivery, and any outcome evidence with the instructor after the semester to determine the relative success of the course.

11. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please describe the instructor’s qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor’s qualifications to teach this course.

> Yes, the instructor is a new, regular, tenure-track faculty member. The instructor of this course, Kelly E. Knight, recently came from Sam Houston State University in Texas. She was a tenure-track faculty in the Department of Criminal Justice and Criminology.

Level of Offering

12. Has the course been offered previously under 280/291 or 480/491? If so, when? Under what number? What was the enrollment? What level of students took the course?

> No.

13. Justify the level of course offering.

> Students in this course are required to critically analyze and write about academic journal articles. This level of analysis is typical of 300 level sociology courses.

Relationship to other Courses, Curricula, and Departments

14. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?

> Yes. This course will interrelate with several other courses in our curriculum. The current criminal justice system oriented courses in the department are mostly focused on other aspects of the criminal
justice system, including corrections and the juvenile justice. Police and Society will complement these classes to provide students with a more comprehensive portrait of how justice in America is enforced.

15. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.

> No

16. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

> Class meets a growing demand and is necessary to deliver the burgeoning criminology option to students. Since SCH production is only 120, will likely have little impact on other programs.

17. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

> n/a

Students Served

18. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.

> This course will serve both majors and non-majors. Students in social work, psychology and other majors that require contact with potential criminals will benefit by learning about the issues addressed in Police and Society. The course will not need to be adjusted to accommodate these other disciplines. Understanding policing and the law enforcement system is universal across disciplines as psychological, social, and environmental factors are addressed.

Resources

19. What additional resources (e.g., additional instructional FYE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.

> n/a

20. What existing information resources – print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) – provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions.
with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

> The instructor of this course will use articles from electronic journal databases, such as Web of Knowledge, to illustrate concepts that are covered in class and for required assignments.

**Other Supporting Material**

21. Include any additional information you feel is needed to support this request.

> Proposed model syllabus is attached.
SOCIOLOGY OF LAW ENFORCEMENT

SOCL 362
Spring 2015
Department of Anthropology and Sociology
Montana State University

Professor: Dr. Kelly E. Knight
Office: 2-127 Wilson Hall
Phone: (406) 994-7224
Email: kelly.knight3@montana.edu

Class Hours: Monday, Wednesday, and Friday: 3:00 pm – 4:00 pm
Classroom: WIL 1131
Office Hours: Monday and Wednesday: 1:30 pm – 3:00 pm and by appointment
Online Course Information: ecat.montana.edu (Please check this regularly)

REQUIRED TEXTBOOKS AND READINGS

  ISBN: 9781412993692
• Scholarly articles and miscellaneous publications as outlined in the syllabus or as assigned throughout the semester.

COURSE DESCRIPTION

Welcome to Sociology of Law Enforcement!! I am very pleased that you have decided to enroll in my course. You will be introduced to the study of policing. Using a sociological lens, the course will provide a balanced overview of who the police are, what they do, and their interactions with various institutions and groups. We will examine the history of policing in the United States, operations and effectiveness, and the sociology of policing. We will discuss theories, research, programs, and policy implications that comprise police crime control strategies in the United States. Special attention will be given to problems and controversies related to policing.

In addition, you will be asked to improve your reading, writing, and professionalization skills.

Please note that this course is intended for students interested in policing from a sociological perspective. You will not receive training in applied law-enforcement, criminal investigation, or forensics.
Generally, each class will begin with a short writing exercise which ensures that you have engaged with the reading and helps prepare you for exams and papers. After discussing the writing exercise, I will provide an outline of the day's materials and describe how they fit into the course, overall. Then, I will use a number of teaching strategies to accommodate different types of learners and reinforce material (e.g., lecture, speakers, multi-media, group work, and class discussion).

At times, the issues raised in this course will be controversial and emotional. Please help me cultivate a safe environment by showing respect and sensitivity regardless of your agreement or disagreement with a particular view.

Course Objectives:
- a) To gain factual knowledge about the study of policing
- b) To apply reading and writing skills to master course content
- c) To apply course content to improve writing skills
- d) To find and use resources for answering questions and solving problems
- e) To analyze and critically evaluate ideas, arguments, and points of view

Course Requirements:
- a) Weekly assignments based on readings
- b) Three exams
- c) Two benchmark papers and a final paper
- d) Attendance, in-class writing assignments, class participation, and discussion

Grading and Points: Your course grade will be based on the four course requirements listed above and described below.

<table>
<thead>
<tr>
<th>Forms</th>
<th>Assigned</th>
<th>Graded</th>
<th>Dropped</th>
<th>Points Each</th>
<th>Total Points</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Forms</td>
<td>13</td>
<td>10</td>
<td>3</td>
<td>7</td>
<td>70</td>
<td>35%</td>
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<td>1</td>
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<td>50</td>
<td>25%</td>
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<td>0</td>
<td>20</td>
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<tr>
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<td>NA</td>
<td>NA</td>
<td>20</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>200</td>
<td>100%</td>
</tr>
</tbody>
</table>

a) This course is divided into 13 sections. For each section, you will read the assigned book chapter(s) and journal articles included in your textbook/reader. Then, you will use the “Summarizing a Research Article” form to summarize one of the journal articles of your choice. You will submit the forms to me in D2L. These forms will be worth 35% of your grade: 7 points per form, 1 form per section, 13 sections, 70 points total, and the 3 lowest grades will be dropped. Late forms will not be accepted.
b) This course will have three exams. Exams will contain multiple choice and true/false questions. Fill-in-the-blank and short essay questions may also be used. Exams will be non-cumulative and cover assigned readings, lecture, speakers, multi-media, group work, and class discussion. The class prior to an exam will be reserved for a review-related activity. The three exams are worth 25% of your grade: 25 points per exam, 3 exams, 50 points total, and the lowest grade will be dropped. All three exams must be completed.

c) Three papers are assigned in this course. The papers are cumulative. This means that the second paper will be an extension of the first paper, and the third paper will be an extension of the second paper. Feedback from an earlier paper must be addressed in the next paper to receive full points. The papers are worth 30% of your grade: 20 points per paper, 3 papers, 60 points total, and nothing is dropped. Late papers will not be accepted.

d) Attendance, in-class writing assignments, participation, and discussion are important in this course. Altogether, they are worth 10% of your grade: 20 points total. How these points are assigned is at my discretion and will depend on how the class is doing throughout the semester.

MISCELLANEOUS PUBLICATIONS


<table>
<thead>
<tr>
<th>Day</th>
<th>Weekday</th>
<th>Week #</th>
<th>Topic</th>
<th>Archbold</th>
<th>Heaven</th>
<th>Forms Due</th>
<th>Papers Due</th>
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<td>Wednesday</td>
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<td>Introduction</td>
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<td>Paper 1</td>
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<td>Scope of American Law Enforcement</td>
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<td>Form 3</td>
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<td>Scope of American Law Enforcement</td>
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<td>January 30</td>
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<td>3</td>
<td>Scope of American Law Enforcement</td>
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<td>Police Culture</td>
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<td>Form 4</td>
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<td>February 6</td>
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<td>Police Culture</td>
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<td>11</td>
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<td>Monday</td>
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<td>Career Paths of Police Officers</td>
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<td>Form 5</td>
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<td>Career Paths of Police Officers</td>
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<td>14</td>
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<td>Friday</td>
<td>5</td>
<td>Career Paths of Police Officers - Guest Speaker</td>
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<td>14</td>
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<td>Monday</td>
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<td>President's Day - No class</td>
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<td>NA</td>
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<td>Wednesday</td>
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<td>Friday</td>
<td>6</td>
<td>Exam 1</td>
<td>1-5</td>
<td>1, 2, 11, 14</td>
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<td>February 23</td>
<td>Monday</td>
<td>7</td>
<td>Police Organization and Leadership</td>
<td>6</td>
<td>12</td>
<td>Form 6</td>
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<td>February 25</td>
<td>Wednesday</td>
<td>7</td>
<td>Police Organization and Leadership</td>
<td>6</td>
<td>12</td>
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<tr>
<td>February 27</td>
<td>Friday</td>
<td>7</td>
<td>Police Organization and Leadership</td>
<td>6</td>
<td>12</td>
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<tr>
<td>March 2</td>
<td>Monday</td>
<td>8</td>
<td>The Practice of Policing - Patrol</td>
<td>7</td>
<td>6, 7, 8, 9</td>
<td>Form 7</td>
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<td>March 4</td>
<td>Wednesday</td>
<td>8</td>
<td>The Practice of Policing - Investigations</td>
<td>7</td>
<td>6, 7, 8, 9</td>
<td>Form 7</td>
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<tr>
<td>March 6</td>
<td>Friday</td>
<td>8</td>
<td>The Practice of Policing - Innovations in Technology</td>
<td>7</td>
<td>6, 7, 8, 9</td>
<td>Form 7</td>
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<td>March 9</td>
<td>Monday</td>
<td>9</td>
<td>Spring Break - No class</td>
<td>NA</td>
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<td>Wednesday</td>
<td>9</td>
<td>Spring Break - No class</td>
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<tr>
<td>March 13</td>
<td>Friday</td>
<td>9</td>
<td>Spring Break - No class</td>
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<tr>
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<td>Monday</td>
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<td>Police Effectiveness</td>
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<td>Form 8</td>
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<td>Wednesday</td>
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<td>Police Effectiveness</td>
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<tr>
<td>March 23</td>
<td>Monday</td>
<td>11</td>
<td>Police Liability and Accountability</td>
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