SYLLABUS AND COURSE OUTLINE
Juvenile Justice System
CRIJ 1313.46400

Course Title: Juvenile Justice System
Course Number: CRIJ 1313.46400
Credit Hours: 3.0 Semester Credit Hours
Date: 7/11 / 8-10, 2017
Course Schedule: Online
Professor: Michael Santiago
Prerequisite: NONE
E-mail: msantiago@dcccd.edu
Office: Virtual Office
Office #: Via e-campus e-mail

This class is an online class. All assignments and tests are online. There are no college visits required in this online class.

Course Description: A study of the juvenile justice process to include specialized juvenile law, role of the juvenile law, role of the juvenile courts, role of police agencies, role of correctional agencies, and theories concerning delinquency.

End-of-Course Outcomes: Describe the juvenile law and the role of juvenile courts; explain the roles of police and correctional agencies concerning delinquency; and review and contrast the theories of delinquent conduct.

Course Description: A study of the juvenile justice process to include specialized juvenile law, role of juvenile law, role of juvenile courts, role of police agencies, role of correctional agencies, and theories concerning delinquency.

Instructional Methods: Online

Text(s): Texas Penal Code

Juvenile Justice System Manual, Michael Santiago (purchased at the EFC bookstore only).

Student Learning Outcomes

Week 1

Introduction (course, instructor & student)
  1. Course Syllabus
  2. Course Expectations/Requirements
  3. Course Quiz

Read Chapter 1 – 3
Complete the Weekly Assignment

Chapter 1 Juvenile Justice System

Upon Completion of this chapter the student will be able to:

  • List and define terms important to juvenile justice.
  • Discuss and describe procedures for the referral to juvenile court and possible dispositions.
• List and describe State Agencies involved in the Juvenile Justice System
• Discuss and conceptualize the Progressive Sanctions and Interventions Model
• List and discuss Juvenile Crime Statistics

Chapter 2 Family Violence and Juvenile Justice

Upon completion of this chapter the student will be able to;

• Discuss how victims might be affected by family violence.
• Identify common characteristics of family violence offenders.
• List and describe some theories on the causes of family violence abuse.
• List and describe the cycle of abuse phases.
• List and discuss examples of the types of abuse often occurring in incidences of family violence.
• List and describe examples of some barriers victims face when attempting to leave an abusive relationship.

Chapter 3 Family violence offenses and statutes

Upon completion of this chapter the student will be able to:

• Identify, describe and discuss offenses and statutes that refer to family violence.
• Discuss and identify the legal requirements for investigation of child abuse or neglect.
• List and identify the legal requirements relating to medical treatment and medical examinations of a child.
• List and identify the legal requirements for taking possession of a child in an emergency.
• Identify the elements of those offenses against a child contained in the Penal Code.

Week 2

Chapter 4 Procedures for conducting preliminary investigations.

Read Chapter 4 - 7
Complete the Weekly Assignment

Upon completion of this chapter the student will be able to:

• Discuss family violence situations and describe procedures for conducting preliminary investigations.

Chapter 5 Title III, Juvenile Justice Code
Upon completion of this course the student will be able to:

- List and identify the purpose of Title III, Juvenile Justice Code, as it relates to juvenile investigations.
- List and define specific terms relating to juvenile proceedings.
- Describe and define delinquent conduct; conduct indicating a need for supervision and habitual felony conduct.
- List and identify the legal requirements pertaining to a waiver of rights and requirements for admissibility of statements given by FC 51.09 and 51.095.
- List, discuss and identify the legal requirements on places and conditions of detention.
- List and describe and identify the legal restrictions on fingerprinting and photographing a child.
- List and identify the legal requirements for taking a child into custody.
- Describe and identify the legal requirements for release or delivery to court.
- Describe and identify the legal requirements for disposition without referral.

**Chapter 6 Rights and Duties of Parents**

Upon completion of this course the student will be able to:

- List, describe and identify the rights and duties of parents.
- List, describe and identify the legal requirements for investigation of report of child abuse or neglect.
- List, describe and identify the legal requirements relating to medical treatment and medical examination of a child.
- List, describe and identify the legal requirements for taking possession of a child in an emergency.
- List and describe the legal requirement relating to communication between law enforcement authorities and school officials.

**Chapter 7 Conducting investigations involving missing children, and missing persons.**
Upon completion of this course the student will be able to:

- Define and describe the legal definitions for a missing person or a missing child.
- Describe and conceptualize the function of the State Missing Persons Clearinghouse and the required report forms.
- Describe and discuss the law enforcement requirements are once the child is reported missing to law enforcement.
- List and describe the steps taken in a missing child investigation.
- List and discuss proper steps to activate the Statewide AMBER Alert System.
- Discuss the confidentiality of records under the Texas Missing Persons and Missing Children’s Act.

**Week 3**

**Read Chapter 8 -11**
**Complete the Weekly Assignment**

**Chapter 8 the Nature of Juvenile Issues.**

Upon completion of this course the student will be able to:

- List and identify influences that may affect an adolescent's encounter with the police.
- Describe and identify problems typically associated with juvenile gang activities.
- List and discuss the needs met by gangs for juveniles.
- List and describe the three phases of gang involvement.

**Chapter 9 INTRODUCTION AND OVERVIEW OF CHILD ABUSE AND NEGLECT**

Upon completion of this chapter the student will be able to:

- Identify general statements regarding child abuse.
- Identify historical perspectives relating to child abuse.
- Identify various factors of the organized efforts to combat child abuse.
- List and discuss possible effects of child abuse.
- List and identify factors relating to the nature of the problem of child abuse.
Chapter 10 AUTHORITY AND RESPONSIBILITY IN CHILD ABUSE CASES

Upon completion of this chapter the student will be able to:

- Define the law enforcement officer's role in child abuse cases.
- Identify a Peace Officers authority and responsibility in child abuse cases contained in the Code of Criminal Procedure (CCP).
- Define identify a Peace Officer’s authority and responsibility in child abuse cases contained the Texas Family Code (FC).
- Identify the authorities and responsibilities of the parent Family Code (FC)
- Identify the authorities and responsibilities of the Department of Protective and Regulatory Services
- Identify duties and responsibilities of the Texas Department of Public Safety, Schools, Dental Authorities and Medical Authorities as identified in the Human Resources Code (HRC).
- Identify circumstances that increase the likelihood of personal or department civil liability.

Chapter 11 IDENTIFYING FORMS OF CHILD ABUSE

Upon completion of this chapter the student will be able to:

- Give examples of child abuse as defined in the Texas Family Code.
- List, describe, and identify different factors involving children targeted for child abuse.
- List, describe, and identify examples of child neglect as defined in the Texas Family Code.
- List, describe, and identify examples of child neglect as defined in the Texas Family Code.
- List, describe, and identify examples of child emotional abuse and neglect.
- List, describe, and identify general environmental and health indicators of child abuse and neglect.
- List, describe, and identify physical indicators of child physical abuse.
- List, describe, and identify behavioral indicators of child physical abuse.
- List, describe, and identify physical indicators of child physical neglect.
- List, describe, and identify behavioral indicators of child physical neglect.
• List, describe, and identify physical indicators of emotional abuse and neglect.

• List, describe, and identify behavioral indicators of emotional abuse and neglect.

• List, describe, and identify various aspects of child sexual abuse and exploitation.

• List, describe, and identify physical indicators of child sexual abuse.

• List, describe, and identify behavioral indicators of child sexual abuse.

**Week 4**

**Chapter 12 COMPONENTS AND CHARACTERISTICS OF CHILD ABUSE**

Read Chapter 12 -14  
Complete the Weekly Assignment

Upon completion of this chapter the student will be able to:

• List, describe, and identify various aspects of family dynamics.

• List, describe, and identify components of three theories of child abuse.

• List, describe, and identify three components that are usually seen in most child abuse cases.

• List, describe, and identify five factors that make up the potential to abuse as discussed in class.

• List, describe, and identify factors of the "special child".

• List, describe, and identify components of a crises or series of crises.

• List, describe, and identify characteristics of physically abusive parents.

• List, describe, and identify common characteristics of neglectful parents.

• List, describe, and identify the most typical type of reported family sexual abuse.

• List, describe, and identify characteristics of sexually abusive parents.

• List, describe, and identify characteristics of the adult male involved in family sexual abuse.

• List, describe, and identify characteristics of the mother whose child is the victim of family sexual abuse.

• List, describe, and identify characteristics of a pedophile.
Chapter 13 INVESTIGATIVE STRATEGIES

Upon completion of this chapter the student will be able to:

- List and identify three questions that need to be immediately addressed by an officer conducting an investigation of child abuse or neglect.

- Describe and identify factors to consider for probable cause to arrest in child abuse and neglect cases.

- Discuss and identify questions that must be answered in a preliminary investigation of child abuse or neglect.

- List, describe and identify appropriate procedures and considerations in handling a child abuse case.

- List and describe five purposes of interviewing in child abuse cases.

- List, describe and identify strategies and issues when interviewing parents or care providers in Child abuse cases.

- List, describe and identify strategies and issues when interviewing parents or care providers in Child abuse cases.

- List, describe and identify problems encountered in interviewing in child abuse and neglect cases.

- List, describe and identify factors that determine an officer's approach in interviewing a child.

- List, describe and identify the impact on an interview of the first five stages of development or maturational crisis theory of Erik Erikson.

- List, describe and identify the effect of age on a child's reaction to being sexually abused, and to questioning that child.

- List, describe and identify strategies or interviewing child victims.

- List, describe and identify reasons why children do not tell about being abused.

- List, describe and identify factors related to ascertaining the truthfulness of a child's statement.

- List, describe and identify factors relating to runaway youths.
Chapter 14 SPECIAL INVESTIGATIVE ISSUES

Upon completion of this chapter the student will be able to:

- List and describe investigative considerations in immersion burns.
- Describe and identify investigative considerations in branding iron burns.
- List, describe and identify investigative considerations in retaliation burns.
- List and identify miscellaneous investigative considerations in various types of burn cases.
- List describe and identify investigative considerations of intentional poisoning.
- List and identify investigative considerations of bite marks.
- Describe and identify advanced investigative techniques that are available from specialists with advanced training.
- List, describe and identify factors that should be considered in presenting testimony of a child in a child abuse case.

Week 5
Final Examination

Instructional Methods: Lecture, videos, textbook, web material

Evaluation Procedure: The grades in this course will be based upon the following:

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<tr>
<td>Examination 1 each</td>
<td>400 total</td>
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<tr>
<td>4 Weekly Assignments</td>
<td>400 total</td>
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<tr>
<td>Film/Video Review</td>
<td>100 total</td>
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<tr>
<td>Reaction paper</td>
<td>100 total</td>
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<td>1000 total course points</td>
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Examinations dates: To be announced.
A=900-1000  B=800-899  C=700-799  D=600-699  F<600

Video review
Watch the video provided. Respond to the questions asked in the assignment. The paper must be at least 2 pages long and no more than 3 pages. Use number 12 font and double space.

Grading Rubric

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<tr>
<td>Content</td>
<td>50%</td>
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<tr>
<td>Organization</td>
<td>30%</td>
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<tr>
<td>Grammar, punctuation &amp; spelling</td>
<td>20%</td>
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Reaction Paper
Given a current event must complete a reaction paper. It should be organized with an introduction, body, and conclusion, and should be written from your perspective. The guidelines for content will be posted on Blackboard. The reflection paper will be graded based on the following:

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<tbody>
<tr>
<td>Content</td>
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<td><strong>100 points total</strong></td>
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To successfully complete this course, you must do the following:

1. Class attendance in critical
2. Turn in all assignments complete and on-time
3. Participate in class discussion and exercises
4. Read all assigned material
5. Study for your examinations
6. Complete all random quizzes (no make-ups allowed)

**IMPORTANT INFORMATION!!**

In order to make online learning more successful I have video conferences as office. The purpose of the video conference is to discuss the online course and any questions you might have about the online format.

To be able to join the video conference you will need the following:

1. Laptop, desktop or Smart phone,
2. The free Zoom program can be downloaded at: [https://zoom.us/](https://zoom.us/)
3. A web cam purchased at the link below or any other place a web cam may be purchased: [https://www.amazon.com/s/ref=nb_sb_noss_2?url=search-alias%3Daps&field-keywords=web+cam](https://www.amazon.com/s/ref=nb_sb_noss_2?url=search-alias%3Daps&field-keywords=web+cam)

I will post the office and conference hours later.

**Technology:** Assignments are DUE as outlined in the course calendar. Waiting until the last minute can be problematic as issues may arise with computers. Experiencing technological difficulties or not having access to a computer are not acceptable reasons for missing assignment deadlines. Students should plan to complete assignments utilizing resources available to them; for example, a local library or the Eastfield College library and computer lab.

**IMPORTANT INFORMATION!!**

You must attend and participate in your on-campus or online course(s) to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus or online course for you to receive financial aid. You must participate in an academic related activity pertaining to the course but not limited to the following examples: initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment; taking an exam; completing an interactive video; participating in computer-assisted instruction; attending a study group assigned by the instructor; or participating in an online
discussion board about academic matters relating to the course. In an online course, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related activity such as in the examples described above. Failure to do so will prevent you from being certified and will affect your financial aid.

EXEMPLARY EDUCATIONAL OBJECTIVES

- Students in Criminal Justice will learn to employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
- Students will examine social institutions and process across a range of historical periods, social structures, and cultures.
- Students will learn to use and critique alternative explanatory systems of theories.
- Students will analyze the effects of historical, social, political, economic, cultural, and global forces on the area of study.
- Students will learn to understand the evolution and current role of the Criminal Justice system in the United States.

CORE CURRICULUM INTELLECTUAL COMPETENCIES

- READING: the ability to analyze and interpret a variety of printed materials at the college level.
- WRITING: the ability to produce clear, correct, and coherent prose adapted to purpose, occasion and audience at a college level.
- CRITICAL THINKING: think and analyze at a critical level.
- COMPUTER LITERACY: to understand our technological society and use computer based technology in communication and the acquisition of information.

Resources: Additional resources including magazines, newspapers, journals, and periodicals may be used by the instructor and the student. Students are strongly encouraged to use the resources of the college library to enhance their overall learning experience.

Developmental Courses: The Texas Success Initiative (TSI) is a statewide program to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student’s basic academic skills in many college level classes such as English 1301/1302, History 1301/1302, Math 1414 etc. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of “C” or higher. In some cases, retesting will be required. It is up to each student to be aware and informed about requirements that are subject to change.
Additional information is available from the TSI office.
https://www1.dcccd.edu/cat0910/admiss/tsi.cfm?loc=4

Attendance Policy: Regular class attendance is important to your academic success. Excessive absence may subject you to removal from class

Financial Aid Statement
Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.
Financial Aid Statement for Distance Learning Classes
If you are receiving Financial Aid grants or loans and are enrolled in a Distance Learning class, you must show participation in this class prior to the certification date by either e-mailing or contacting the instructor or logging on to eCampus. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

Repeating This Course: (Third Attempt to Enroll in a Course)
Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 Semester. See Third Attempt to Enroll in a Course at: http://www.dcccd.edu/thirdcourseattempt/

Academic Honesty Statement
Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.

As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog at http://www1.dcccd.edu/cat0506/ss/code.cfm

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. Cheating includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an un-administered test, and substituting for another person to take a test. Plagiarism is the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work. Collusion is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test, can be failed for the class, or you can even be suspended from college.

ADA Statement
Students with a physical, mental or learning disability who require accommodations should contact the college Disability Services Office in C237. Call 972.860.8348 or email efcdso@dcccd.edu. For more information: http://www.eastfieldcollege.edu/SSI/DSO/index.html

Religious Holidays
Absences for observance of a religious holy day are excused. Notification of the absence must be given to the instructor in writing at least two weeks prior to the date of the holy day. A student whose absence is excused to observe a religious holy day is allowed to contract with the instructor to take a make-up examination or complete an assignment within at a mutually agreed upon time after the absence.

Withdrawal Policy
If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by semester’s drop date. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before
the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped. For more information about drop deadlines, refer to the current printed Credit Class Schedule, contact the Admissions/Registrar's Office at 972-860-7167 (Room C119), or contact the division office.

STOP BEFORE YOU DROP
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop.
You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions.

Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/coursedrops

Family Educational Rights and Privacy Act of 1974 (FERPA)
In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as “directory information” to the public without the written consent of the student. Directory information includes: (1) student name, (2) student address, (3) telephone numbers, (4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other similar information, including major field of student and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.

DCCCD OIE Faculty Syllabi Statement- FALL 2016
The Office of Institutional Equity, in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and implementing compliance policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies, federal and state laws related to sexual assault, Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

Students with Disabilities:
If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for accommodations, please provide or request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: dcccd.edu/DSO Offices or contact DCCCD Office of Institutional Equity at (214) 378-1633.
A Note on Harassment, Discrimination and Sexual Misconduct
We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.

We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit www.dcccd.edu/titleIX.

College Title IX Coordinators

<table>
<thead>
<tr>
<th>College</th>
<th>Name</th>
<th>Email</th>
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</tr>
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<tbody>
<tr>
<td>Brookhaven</td>
<td>Terri Edrich</td>
<td><a href="mailto:TitleIX-BHC@dcccd.edu">TitleIX-BHC@dcccd.edu</a></td>
<td>972-860-4825</td>
</tr>
<tr>
<td>Cedar Valley</td>
<td>Grenna Rollings</td>
<td><a href="mailto:TitleIX-CVC@dcccd.edu">TitleIX-CVC@dcccd.edu</a></td>
<td>972-860-8181</td>
</tr>
<tr>
<td>Eastfield</td>
<td>Rachel Wolf</td>
<td><a href="mailto:TitleIX-EFC@dcccd.edu">TitleIX-EFC@dcccd.edu</a></td>
<td>972-860-7358</td>
</tr>
<tr>
<td>El Centro</td>
<td>Shanee’ Moore</td>
<td><a href="mailto:TitleIX-ECC@dcccd.edu">TitleIX-ECC@dcccd.edu</a></td>
<td>214-860-2138</td>
</tr>
<tr>
<td>Mountain View</td>
<td>Regina Garner</td>
<td><a href="mailto:TitleIX-MVC@dcccd.edu">TitleIX-MVC@dcccd.edu</a></td>
<td>214-860-8561</td>
</tr>
<tr>
<td>North Lake</td>
<td>Rosemary Meredith</td>
<td><a href="mailto:TitleIX-NLC@dcccd.edu">TitleIX-NLC@dcccd.edu</a></td>
<td>972-860-3992</td>
</tr>
<tr>
<td>Richland</td>
<td>Bill Dial</td>
<td><a href="mailto:TitleIX-RLC@dcccd.edu">TitleIX-RLC@dcccd.edu</a></td>
<td>972-238-6386</td>
</tr>
<tr>
<td>Dallas Colleges Online</td>
<td>Le’Kendra Higgs</td>
<td><a href="mailto:TitleIX-LEC@dcccd.edu">TitleIX-LEC@dcccd.edu</a></td>
<td>972-669-6672</td>
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District Title IX Coordinator

<table>
<thead>
<tr>
<th>Office of Institutional Equity</th>
<th>LaShawn Grant</th>
<th>Email</th>
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<td></td>
<td></td>
<td><a href="mailto:TitleIX-District@dcccd.edu">TitleIX-District@dcccd.edu</a></td>
<td>214-378-1633</td>
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The instructor reserves the right to amend this syllabus as necessary.

Updated: June 30, 2017