

Department of Social Sciences  
Summer 2018  
Treatment in Corrections – CRIJ 5312  
Online

**Professor:** Liana R. Taylor, Ph.D.

**Office:** Founder's Hall 217F

**Email:** liana.taylor@tamuct.edu (email is preferred)

Students can also send messages to me through Canvas

**Office Phone Number:** 254-519-5436

**Office Hours:** Wednesday 10-2p

“Behind every uncomfortable syllabus clause lies an even more uncomfortable teaching experience.” – @AcademicSay (April 22, 2016)

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## ACADEMIC ACCOMMODATIONS

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion web page:

<https://www.tamuct.edu/student-affairs/access-inclusion.html>

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the Student Affairs web page (<https://www.tamuct.edu/student-affairs/index.html>). Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website:

<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>

## **STATEMENT OF ACADEMIC FREEDOM**

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on the Disruption of University Activities (Policy # 4.08), which can be accessed through the following link:

<https://www.tamuct.edu/student-affairs/docs/tamuct-student-handbook1.pdf>

**\*\*\* Disclaimer: Syllabus may be revised later if needed \*\*\***

## **COURSE GOALS AND METHODS**

This course will cover the various types of treatment provided in corrections. Students will be learn about treatment practices and programs used in correctional institutions and community corrections, with an emphasis on evidence-based treatment. This course will also include an examination of the research on the effectiveness these treatment programs and their use in corrections.

By the end of the course, students will be able to:

1. Understand the role of treatment in institutions and community corrections.
2. Understand the theoretical (or atheoretical) basis for various treatment programs and practices.
3. Learn what evidence-based treatment is in corrections, and which programs and practices are considered to be "evidence-based."
4. Learn the various criteria used to assess whether a program or practice is evidence-based.
5. Learn the various repositories available for locating evidence- based programs and practices.

## **REQUIRED TEXT**

Van Voorhis, P., & Salisbury, E. (2016). *Correctional counseling and rehabilitation* (9th ed.). New York, NY: Routledge. ISBN: 978-1138951679

Additional readings will be provided on Canvas.

## **RECOMMENDED READING**

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

Osmond A. (2016) *Academic Writing and Grammar for Students* (2nd ed.). Thousand

Oaks, CA: Sage Publications. ISBN: 978-1473919365.

Ridley, D. (2012). *The Literature Review: A Step-by-Step Guide for Students* (2nd ed.). Thousand Oaks, CA: Sage Publications. ISBN: 978-1446201435.

Shon, P. C. H. (2016). *How to Read Journal Articles in the Social Sciences: A Very Practical Guide for Students* (2nd ed.). Thousand Oaks, CA: Sage Publications. ISBN: 978-1473918795.

## **COURSE POLICIES**

### Respect

This course will be fully online and students are encouraged to participate. All students learn in a variety of ways and at varying paces. I expect everyone to be treated with respect and help cultivate an environment in which students feel free to ask and answer questions respectfully.

### Netiquette

All students must abide by the following core rules of netiquette (excerpted from Shea, 1994<sup>1</sup>) for the duration of the course on discussion boards and email.

Rule 1: Remember the human - Do unto others as you'd have others do unto you. Imagine how you'd feel if you were in the other person's shoes. Stand up for yourself, but try not to hurt people's feelings.

Rule 2: Adhere to the same standards of behavior online - Standards of behavior may be different in some areas of cyberspace, but they are not lower than in real life.

Rule 3: Know where you are in cyberspace - When you enter a domain of cyberspace that's new to you, take a look around. Spend a while listening to the chat or reading the archives. Get a sense of how the people who are already there act. Then go ahead and participate.

Rule 4: Respect other people's time and bandwidth - ...don't expect instant responses to all your questions, and don't assume that all readers will agree with -- or care about -- your passionate arguments.

Rule 5: Make yourself look good online - As in the world at large, most people who communicate online just want to be liked. Networks -- particularly discussion groups -- let you reach out to people you'd otherwise never meet.

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<sup>1</sup> Shea, V. (1994). Core Rules of Netiquette. In *Netiquette*, (pp. 32-46). Vancouver: Albion Books.

And none of them can see you. You won't be judged by the color of your skin, eyes, or hair, your weight, your age, or your clothing.

Rule 6: Share expert knowledge - Don't be afraid to share what you know.

Rule 7: Help keep flame wars under control - ...Netiquette does forbid the perpetuation of flame wars -- series of angry letters, most of them from two or three people directed toward each other, that can dominate the tone and destroy the camaraderie of a discussion group. It's unfair to the other members of the group.

Rule 8: Respect other people's privacy

Rule 9: Don't abuse your power - Some people in cyberspace have more power than others...Knowing more than others, or having more power than they do, does not give you the right to take advantage of them.

Rule 10: Be forgiving of other people's mistakes - ... when someone makes a mistake -- whether it's a spelling error or a spelling flame, a stupid question or an unnecessarily long answer -- be kind about it. If it's a minor error, you may not need to say anything. Even if you feel strongly about it, think twice before reacting. Having good manners yourself doesn't give you license to correct everyone else. If you do decide to inform someone of a mistake, point it out politely, and preferably by private email rather than in public. Give people the benefit of the doubt; assume they just don't know any better. And never be arrogant or self-righteous about it. Just as it's a law of nature that spelling flames always contain spelling errors, notes pointing out Netiquette violations are often examples of poor Netiquette.

### Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work,

collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information, please see:

<https://www.tamuct.edu/departments/studentconduct/academicintegrity.php>

**Violations in academic integrity will result in score of zero on the assignment for which it is suspected. Any suspected violations of academic integrity will be reported to TAMUCT's Office of Student Conduct:**

<https://www.tamuct.edu/student-affairs/student-conduct.html>

## **TECHNOLOGY REQUIREMENTS**

This course is fully online and will use the TAMUCT Instructure Canvas learning management system.

Logon to TAMUCT Canvas <https://tamuct.instructure.com>

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

## **CANVAS SUPPORT**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

## **OTHER TECHNOLOGY SUPPORT**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

Web Chat: <http://hdc.tamu.edu>

Please let the support technician know you are an A&M-Central Texas student

To help you learn Canvas, I recommend you contact IT.

## **COURSE COMMUNICATION**

Announcements will be posted to the course Announcements page on Canvas.

I will send correspondence to individual students via Canvas Inbox. Make you sure you have access to and regularly check it, as it is not my responsibility to tell you I sent an email to you, nor is it my responsibility to locate your non-TAMUCT email address. I recommend you check your Canvas Settings to ensure you receive a notification when an announcement is posted, a course message is received, etc.

Emails should be professional. Include a subject line, a formal salutation, address me as Professor or Dr., your name and the course you're in, the reason for your email, and a formal sign-off with your name. Do not send emails about things stated in the syllabus or guidelines *unless* you are requesting clarification or additional information.

## **STUDENT-PROFESSOR INTERACTION**

Students may speak with the professor via email, during office hours, or by appointment (in person or via phone). Emails will be answered within 72 hours. Appointments (date/time) must be confirmed by the student and the professor via email.

## **PARTICIPATION POLICIES**

Although participation will not count towards your grade, it is in your best interest to regularly check Canvas, the syllabus, and complete all required assignments.

Failure to do so may result in more difficulty understanding course content and a lower grade.

## **COURSE REQUIREMENTS**

### Reading Assignments

The reading assignments are taken from the required textbook and other resources uploaded to Canvas. It is important to have the textbook when the course begins so you can keep up with the assigned readings. I recommend that you purchase the book as soon as possible so you are adequately prepared for the course. Reading assignments should be completed by the date listed on the Course Schedule. But I suggest that you reread the chapters as well.

## Reflection Questions

There will be nine reflection questions worth 50 points each (one per week). Complete guidelines for the reflection questions may be found under Modules/Reflection Questions/Reflection Question Guidelines. Make sure you provide support for your answer using the assigned reading. You may also include other peer reviewed journal articles. *Do not* include examples, hypothetical scenarios, analogies, or anecdotes/personal experience in your answer unless instructed to do so. In addition to content, you will be graded on writing mechanics and quality. Reflection questions must be written at a master's level. Approximate grading will be as follows:

<b>Reflection Question Elements</b>	<b>Approximate Point Distribution</b>
Content	25 points
Formatting	10 points
Writing mechanics and quality	15 points

The reflection question for each week must be completed by the end of the week, Sunday at 11:59p. The document must be submitted via the link on Canvas (Modules/Week #/Reflection Question #). **Reflection questions will not be accepted in hardcopy, email, or course message. Reflection questions submitted via any of the proscribed methods will not be accepted if they are submitted via the Canvas submission link after the deadline.** Late submissions will not be accepted.

**Exceptions can be made if I receive documented, written notice in advance that you will miss the week due to employment conflicts or military obligations (including the dates of conflict/obligation). Documentation must be received by Friday at 5p of the previous week.<sup>2</sup> You will have one week from the due date to complete the reflection question.<sup>3</sup> In the event of a medical emergency, you must provide written documentation (on official paper with the date(s)) within one week from the due date.** You will also have one week from the due date to complete the reflection question.

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<sup>2</sup> i.e. If you will miss Week 4, I must receive documentation by Friday, June 22 at 5:00p.

<sup>3</sup> i.e. The make-up for Quiz 4 must be no later than Sunday, July 8 at 11:59p.

I will not allow resubmissions. Make sure you are satisfied with the version you submit. If you resubmit your assignment, I will grade your first submission. Early submissions will not be graded sooner.

Final Paper (150 points)

Students will write a literature review on one method of treatment in either institutional or community corrections. Students may choose from one of the programs or practices covered in the course. You may not use the same topic as another student. Final paper topics must be submitted for approval via Canvas by 07/22 at 11:59p (Modules/Final Paper/Final Paper Topic submission). In this paper, students will review prior research on their chosen method in order to present the empirical evidence (or lack thereof) for the program or practice in either institutional or community corrections, as well as discuss what should still be researched. Students must use at least 10 peer-reviewed journal articles (primary sources only). Complete instructions may be found under Modules/Final Paper/Final Paper Guidelines. Approximate grading will be as follows:

<b>Final Paper Elements</b>	<b>Approximate Point Distribution</b>
Content	100 points
Formatting	15 points
Writing mechanics and quality	35 points

The final paper must be submitted by Friday, August 10 at 12:00p. **Late submissions will not be accepted (starting August 10 at 12:01p).** The paper must be submitted via the link on Canvas (Modules/Final Paper/Final Paper Submission). **Final papers will not be accepted in hardcopy, email, or course message. Papers submitted via any of the proscribed methods will not be accepted if the paper is submitted via the Canvas submission link after the deadline.**

I will not allow resubmissions. Make sure you are satisfied with the version you submit. If you resubmit your assignment, I will grade your first submission. Early submissions will not be graded sooner.



## GRADING

Assignment and final grades will not be curved. Grades will be posted on Canvas within approximately one week. Students will be notified if it will take longer to post the grades.

Your final grade will be weighted. Guidance on how to calculate your weighted grade may be found on Canvas/Modules/Additional Resources/General Resources.

Weighting will be as follows:

	<b>Number of Points</b>	<b>Percent of Grade</b>
Reflection Questions	50 points each (450 total)	70%
Final Paper	150 points	30%
	<b>Total: 600 points</b>	

## COPYRIGHT NOTICE

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Copyright. (2018) by Liana R. Taylor at Texas A&M University-Central Texas, Department of Social Sciences; 1001 Leadership Place, Killeen, TX 76549; 254-519-5436; Fax 254-519-5781; liana.taylor@tamuct.edu.

## COURSE SCHEDULE

Week	Topic	Assignment Due
Week 1 06/04-06/10	Treatment in Corrections: Overview and Challenges	Van Voorhis & Salisbury (2016) – Chs. 1 & 2 Maruna & Mann (2006) Carrola et al. (2016)
Week 2 06/11-06/17	Diagnosis and Assessment	Van Voorhis & Salisbury (2016) – Ch. 6 Morgan et al. (2011)
Week 3 06/18-06/24	Offender Classification	Van Voorhis & Salisbury (2016) – Ch. 7 Andrews et al. (1990) Ward & Stewart (2003)
Week 4 06/25-07/01	Social Learning and Cognitive	Van Voorhis & Salisbury (2016) – Chs. 8-9 Andrews, Zinger, et al. (1990) Landenberger & Lipsey (2005)
Week 5 07/02-07/08	AOD	Van Voorhis & Salisbury (2016) – Ch. 11 Bahr Masters Taylor (2012) Pearson Lipton 1999
Week 6 07/09-07/15	Sexual Offenders	Van Voorhis & Salisbury (2016) – Ch. 12 Hanson et al. (2009) Losël & Schmucker (2005)
Week 7 07/16-07/22	Antisocial and Psychopathy	Van Voorhis & Salisbury (2016) – Ch. 13 Olver Lewis Wong (2013) Wilson (2014) <b>Final Paper Topic submission due via Canvas 07/22 at 11:59p</b>
Week 8 07/23-07/29	Female offenders	Van Voorhis & Salisbury (2016) – Ch. 14 Rettinger & Andrews (2010) Dowden & Andrews (1999)
Week 9 07/30-08/05	Realities and Case Management	Van Voorhis & Salisbury (2016) – Chs. 15-16
Week 10 08/06-08/10	<b>Final paper due via Canvas by 08/10 at 5:00p</b>	

## **911 Cellular**

Emergency Warning System for Texas A&M University-Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at 911Cellular (<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>) to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

## **DROP POLICY**

If you discover that you need to drop this class, you must complete a Drop Request Form ([https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)).

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

## **TUTORING**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and

receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

## **THE UNIVERSITY WRITING CENTER**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-4pm Monday-Thursday during the summer with online hours available Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WOnline at (<https://tamuct.mywconline.com/>). In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

## **UNIVERSITY LIBRARY**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website (<http://tamuct.libguides.com/index>).

### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage (<https://www.tamuct.edu/departments/compliance/titleix.php>).

### **IMPORTANT UNIVERSITY DATES**

June 2018

Fri, 1st | Minimester ends

Fri, 1st | Priority Deadline to Submit Graduation Application

Fri, 1st | Tuition and Fee Payment Deadline (10-week, 8-week, 1st 5 week sessions)

Mon, 4th | Class begins (1st 5 week, 10 week and 8 week)

Mon, 4th | ADD/DROP/LATE REGISTRATION BEGINS (10-week, 8-week, & 1st 5-

week sessions) (\$25 fee assessed for late registrants)

Thu, 7th | Last day to drop 1st 5-week classes with no record

Mon, 11th | Last day to drop 8-week classes with no record

Tue, 12th | Last day to drop 10-week classes with no record

Fri, 22nd | Last day to drop a 1st 5-week class with a Q or withdraw with a W

Fri, 22nd | Student End of Course Survey Opens ( 1st 5-Week Classes)

Fri, 29th | Deadline for Admissions applications

Fri, 29th | Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies

Fri, 29th | Last day to drop a 8-week class with a Q or withdraw with a W

## July 2018

2nd-6th | Finals Week First 5 week session

Mon, 2nd | Deadline to submit application to Teacher Education Program

Wed, 4th | Independence Day

Thu, 5th | Last day to withdraw from the university (1st 5- weeks session students)

Fri, 6th | 1st 5 week classes end

Fri, 6th | Deadline to Submit Graduation Application for Ceremony Participation

Sun, 8th | Student End of Course Survey Opens (1st 5-Week Classes)

Mon, 9th | 2nd 5 week classes begin

Mon, 9th | Grades due from faculty by 3pm (1st 5 week classes)

Mon, 9th | ADD/DROP/LATE REGISTRATION (2nd 5-week sessions) (\$25 fee assessed for late registrants)

Thu, 12th | Last day to drop 2nd 5-week classes with no record

Fri, 13th | Student End of Course Survey Open ( 8-Week Classes)

Fri, 20th | Last day to drop a 10-week class with a Q or withdraw with a W

23rd-27th | Finals Week - Summer 8 week session

Fri, 27th | Last day to drop a 2nd 5-week class with a Q or withdraw with a W

Fri, 27th | Last day to withdraw from the University (8 weeks session students)

Fri, 27th | 8 week classes end

Fri, 27th | Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies

Sun, 29th | Student End of Course Survey Close (8-Week Classes)

Sun, 29th | Student End of Course Survey Opens (10-Week and 2nd 5-Week Classes)

Mon, 30th | Grades due from faculty by 3pm (8 week classes)

#### August 2018

Wed, 1st | GRE/GMAT scores due to Office of Graduate Studies

6th-10th | Finals Week - 10 week and Second 5 week sessions

Fri, 10th | Last day to file for Degree Conferral (Registrar's Office) (\$20 Late Application Fee applies)

Fri, 10th | Last day to withdraw from the university (10-week & 2nd 5-week session students)

Fri, 10th | 10 week and 2nd 5 week classes end

Fri, 10th | Last day to apply for \$1000 Tuition Rebate for Summer graduation (5pm)

Sat, 11th | Commencement (TBD)

Sun, 12th | Student End of Course Survey Close (10-Week and 2nd 5-Week Classes)

Tue, 14th | Grades due from faculty by 3pm (10 week & 2nd 5 week classes)

Tue, 14th | Last Day to clear Thesis Office