

## Graduate Course Change/Removal Proposal

### Form Procedure

- To share the form with others prior to Submitting choose the **Save Progress** option at the bottom.
- Create a PDF of the saved form go to Print and choose **Save as PDF** copy rather than print.
- To access the saved form for editing or to finalize submission visit [forms.fitchburgstate.edu](https://forms.fitchburgstate.edu) to log in and view your Pending/Drafts under My Forms.

This proposal seeks to have the following effect on courses in the catalog. ☒ Removal of course(s)  
☐ Change to a course

### Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Kristine Artello

Members of the Graduate  
Curriculum Committee:

David Weiss,  
Richard Wiebe  
Eileen Kirk  
Kristine Artello  
Randall Grometstein

Department / Unit Developing: Behavioral Sciences ☒

Department Chair: Dr. Richard Wiebe ☒ [rwiebe@fitchburgstate.edu](mailto:rwiebe@fitchburgstate.edu)

Academic Dean : Dr. Sara Levine ☒ [slevine@fitchburgstate.edu](mailto:slevine@fitchburgstate.edu)

Program Chair The Program Chair for this request is among the people listed above.

☒ Yes  
☐ No

Graduate Program Master of Science Criminal Justice

The above program would be responsible for scheduling, staffing & assessing this course.

### Course Change Information

Course Title: CJ 9680 Cultural Diversity and Communication

Existing Banner Abbreviation: Cultural Div and Comm

Proposed Banner Abbreviation: Cultural Div and Comm

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Extended Campus Course? ☒ Yes  
☐ No

### Course Revision & Rationale

Nature of the Course Revision:

- ☒ Level ☐ Additional Requirements  
☐ Credits ☐ Title  
☐ Prerequisites ☐ Description  
☐ Other (Please Specify):

Course Revision Details

Please provide current and proposed versions

This course is currently at the 9000 level. With the new program development and the new curriculum map, this course should

be at the 8000 level.

Rationale and expected outcomes of course change.

The 9000 level courses should be the most difficult and bring all of the program goals together for assessment. This course does not meet those requirements.

How does this change affect the departments Learning Outcomes for the program? List any changes that need to be made.

## Course Syllabus

A syllabus is required when there is a change that impacts 50% or more of the current course content and curriculum or there is a change to the format of the syllabus that is outside of the University guidelines for graduate syllabi.

New Course Syllabus Upload:

CJ 9680 - Revised Cultural Diversity & Communication.docx

## Signatures

...3332363336  
Kristine Artello 03/23/2025  
Requester Signature Date

...3030363033  
Richard Wiebe 03/27/2025  
Department Chair Approval Date

...3934313636  
Sara Levine 03/27/2025  
Academic Dean Signature Date

...3339313139  
Becky Copper Heng 04/02/2025  
SGOCE Dean Signature Date

### Graduate Council

The Graduate Council Chair Signature indicates that the Council has discussed this proposal and has decided it should move forward.

\_\_\_\_\_  
Graduate Council Chair Signature Date

### Notifications

\_\_\_\_\_  
Approval of the President Date

\_\_\_\_\_  
SGOCE Dean Initials Date

\_\_\_\_\_  
Reviewed by the Registrar: Date

## SYLLABUS

- **COURSE NUMBER:** CJ 8XXX    **COURSE TITLE:** Cultural Diversity & Communication
- **SEMESTER:** Spring 2024    **CREDIT HOURS:** 3
- **FACULTY:** Julie Pierce    **DEPARTMENT:** CJ
- **OFFICE HOURS:** By Appointment    **EMAIL:** jpierc21@fitchburgstate.edu

**COURSE DESCRIPTION:** This course reviews individual and group models of relationships between public agencies and the public with an emphasis on how communication and behavior are influenced by culture, gender, race and ethnicity. Special focus is on criminal justice agencies. Areas of potential conflict and cooperation are examined. Alternative dispute resolutions are emphasized including problem solving, negotiation, mediation and conflict resolution strategies. This course will have as a framework, the four practices of procedural justice which cultivate legitimacy across cultures.

**REQUIRED COURSE MATERIALS:** There are no required course materials to purchase for this class. All materials are linked in the syllabus and on Blackboard.

### Course Objectives:

1. Understanding culture and how it works
2. Understanding dynamics of intercultural communication
3. Understanding Implicit Bias and how it affects verbal and non verbal communication
4. Understanding that the existence of cultural differences means that law enforcement may encounter different culturally derived behavior and expectations which require adaptation in approach from law enforcement

### Course Structure:

1. Lecture/Videos: Each unit will have a lectures or videos to watch. You may watch them at the time that works for you during the week but in general you should watch it by Wednesday when the first Discussion board post is due. It will be posted for the week by Monday at 9am.
2. Discussion Board: Discussion is important to this course. When you post something to the board, you need to also comment on someone else's post. The class week will run Monday-Sunday. Your initial post to the discussion board for the week is due each week by Wednesday at 11:59pm EST. Your thoughtful response (i.e. more than just "I agree") to a classmate's comment is due by Sunday at 11:59pm EST. To receive full points for the discussion for the week, you must do both.
3. Reflection Papers: For this course you will need to submit four, 2 page reflection papers - one for each Unit. For each reflection, research an article from a reputable news source relevant to topics in the Unit. In your reflection, summarize the article, connect the main



ideas of the article to what you are learning in the course and give your opinion on what would be the best way to handle the issue in an ethical manner. Be sure to use APA citations. Due dates for the two page papers is as listed in the assignments section of the syllabus.

4. Midterm Paper: Compare and contrast public participation in the regulatory process in two different locations that are in different parts of the country. This paper should be 4-6 pages long and include APA citations. Refer to the due dates in the assignments section of the syllabus.
  - a. For each location, provide demographic information such as the population composition, population size and income levels.
  - b. For each location discuss how regulations are made - for example, did you choose a town in New England that is run by the same Town Meeting process that has been existence since the 1600s? Did you choose a City? A County?
  - c. For each location discuss similarities and differences in how they allow the public to participate in the regulatory process. Be sure to include whether the public is involved in rules or regulations related to the criminal justice system.
  - d. Finally provide your opinion on which one works better and on what you would improve in either situation.
5. Final Paper: The criminal justice system is comprised of the police, the courts and the correctional system. You will be writing a 4-6 page paper that includes APA Citations. Refer to the due dates in the assignments section of the syllabus. Choose one of the three components of the criminal justice system to focus on for your final paper and answer the following questions:
  - a. How has communication from and within your chosen component of the criminal justice system been influenced by culture, gender, race and ethnicity?
  - b. What areas of potential conflict have arisen from increased awareness of discrimination based on culture, gender, race and ethnicity?
  - c. What areas of potential cooperation have arisen from effective use of communication?
  - d. How has the public been involved in shaping or influencing changes in this component? e.g. public awareness, new laws, changing expectations
  - e. Identify an issue that you believe would be resolved differently today than 50-100 years ago. Explain the pros and cons about this difference and what we can learn as a society.

**GRADING POLICIES:** The fundamental purpose of the assignment of grades is to differentiate the performance of candidates as accurately as possible relative to their scholastic achievement in the course.

**EVALUATION:**

Class Participation (Nine Discussion Board Sets: initial post + a response)

36%

Reflections (Four, 2-page papers)  
Midterm Paper  
Final Paper

24%  
20%  
20%

**GRADE GUIDELINES:**

GPA	Point Range	Letter Grade	GPA	Point Range	Letter Grade
4.0	95-100	A	3.7	92-94	A-
3.5	89-91	A-/B+	3.3	86-88	B+
3.0	83-85	B	2.7	80-82	B-
2.5	77-79	B-/C+	2.3	74-76	C+
2.0	71-73	C	1.7	69-70	C-
1.5	67-68	C-/D+	1.3	64-66	D+
1.0	60-63	D	0.0	0-59	F
	Withdrawn	W		Incomplete	IN
	In-Progress	IP			

**COURSE FORMAT:** Minimum instructional hours: 37 ½

**COURSE POLICIES:**

**Grade Appeal:** If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be filed. Please discuss the matter with your professor and refer to the FSU Grade Appeal Policy in your Student Handbook.

**Policy on Honesty:** The faculty in the Business Department at Fitchburg State University requires that work submitted in fulfillment of course requirements be solely that of the individual candidates and all other sources will be cited appropriately. APA format is required. University Academic Dishonesty Policy, as outlined in the University Catalogue, will be strictly adhered to.

**Student Support Resources**

[Counseling](#)

[The Library](#)

[Disability Resource Center or Disability Services](#)

[Technology Support](#)

[Tutor Center](#)

NOTE: *Syllabus is subject to change.*

## Topical Course Outline

Week #	Dates	Assignments
1	1/16-1/21	<p>Unit 1 - How Culture Works Topics: Understanding Culture, How Culture Works Assignments:</p> <p>a. VIDEO: <a href="#">What is Culture: Cultures, Subcultures, &amp; Countercultures</a> (approx. 10 min.) b. VIDEO: <a href="#">Cross Cultural Communication</a> (approx. 20 min.) c. READING: Chapter 2 Culture and Society. Culture and Society. (2020, December 17). <a href="https://socialsci.libretexts.org/@go/page/2017">https://socialsci.libretexts.org/@go/page/2017</a> (approx. 12 pages) d. DISCUSSION BOARD: Submit your initial post by Wednesday night; Respond to a classmate by Sunday night in a substantive way *Give an example of how it may benefit a professional within the criminal justice system to turn off their auto-pilot mode in their brain to engage in cultural competence. Provide a reason why there would be a benefit.</p>
2	1/22-1/28	<p>Unit 1 - How Culture Works Topics: Cultural Intelligence, Autopilot Mode Assignments:</p> <p>a. VIDEO: <a href="#">Autopilot Mode, the Brain &amp; Mindfulness</a> (approx. 5 min.) b. VIDEO: <a href="#">Cultural Competence: Managing Your Prejudices</a> (approx. 6 min.) c. READING: <a href="#">Cultural Intelligence</a> (approx. 8 pages) d. ACTIVITY: Complete "Diagnosing your Cultural Intelligence" embedded in the article. e. DISCUSSION BOARD: Submit your initial post by Wednesday night; Respond to a classmate by Sunday night in a substantive way *From the diagnostic embedded in the article, share your cognitive, physical and emotional/motivational EQs, whether you think they accurately reflect you and an example of someone you think is very culturally intelligent and why.</p>
3	1/29-2/4	<p>Unit 1 - How Culture Works Assignments: Reflection paper due Sunday- 2 pages minimum</p>



Week #	Dates	Assignments
4	2/5-2/11	<p>Unit 2 - Public Participation in the Regulatory Process  Topics: Communication Styles; Models of Public Participation in the Regulatory Process  Assignments:</p> <ol style="list-style-type: none"> <li>VIDEO: no video this week</li> <li>READING: Admin. Conf. of the U.S., Recommendation 2018-7, <i>Public Engagement in Rulemaking</i>, 84 Fed. Reg. 2146 (Feb. 6, 2019) <a href="https://www.acus.gov/recommendation/public-engagement-rulemaking">https://www.acus.gov/recommendation/public-engagement-rulemaking</a> (approx. 3 pages)</li> <li>READING: Sage Publications, <i>Effective Communication in Criminal Justice</i>, 2019. <a href="https://us.sagepub.com/sites/default/files/upm-assets/93759_book_item_93759.pdf">https://us.sagepub.com/sites/default/files/upm-assets/93759_book_item_93759.pdf</a> (30 pages)</li> <li>READING &amp; ACTIVITY: Read this article and take the quiz to determine your communication style. <a href="https://www.leadershipiq.com/blogs/leadershipiq/39841409-quiz-whats-your-communication-style">https://www.leadershipiq.com/blogs/leadershipiq/39841409-quiz-whats-your-communication-style</a></li> <li>DISCUSSION BOARD: By Wednesday answer the questions listed below. By Sunday, respond to a classmates' post in a substantive way: *which of the 4 communication styles represents you? Were you surprised by the answer? What style would make you most effective at work? What style would make you most effective with friends &amp; family?</li> </ol>
5	2/12-2/18	<p>Unit 2 - Public Participation in the Regulatory Process  Topics: Public Participation in the Criminal Justice system, How culture affects conflict, Communication practices in criminal justice  Assignments:</p> <ol style="list-style-type: none"> <li>VIDEO: <a href="#">Should there be greater public participation in criminal justice?</a> (approx. 10 min.)</li> <li>READING: <a href="#">Strategic Communication Practices: A Toolkit for Police Executives</a>. Read Chapter 1 pages 7-19.</li> <li>READING: <a href="#">Culture and Conflict</a> (approx. 2 pages)</li> <li>Discussion Board: By Wednesday answer the questions listed below. By Sunday, respond to a classmates' post in a substantive way: *The <i>Culture and Conflict</i> article suggested that one differentiator between cultures is meaning making. What types of meaning-making have you observed most in your upbringing and in your professional life? How might it contribute to or detract from conflict resolution? How might this understanding be useful to a law enforcement professional?</li> </ol>
6	2/19-2/25	Unit 2 Reflection paper due by Sunday- 2 pages minimum
7	2/26-3/3	MIDTERM PROJECT DUE by 3/6/22
8	3/4-3/10	SPRING BREAK - NO ASSIGNMENTS

Week #	Dates	Assignments
9	3/11-3/17	<p>Unit 3 - Transparency in Decision-Making</p> <p>Topics: Alternative Dispute Resolution: Arbitration, Mediation &amp; Negotiation</p> <p>Assignments:</p> <p>A. VIDEO: <a href="#">ADR - Arbitration</a> (approx. 8 min.)</p> <p>B. VIDEO: <a href="#">ADR-Mediation</a> (approx. 7 min.)</p> <p>C. VIDEO: <a href="#">ADR - Negotiation</a> (approx. 10 min.)</p> <p>D. READING: ADR: <a href="#">Why it Doesn't Work &amp; Why it Does</a> (approx. 4 pages)</p> <p>E. DISCUSSION BOARD: By Wednesday answer the questions listed below. By Sunday, respond to a classmates' post in a substantive way: What parts of ADR might be useful for the internal or external work of law enforcement? Give an example and your reasoning.</p>
10	3/18-3/24	<p>Unit 3 - Transparency in Decision-Making</p> <p>Topics: How ADR supports transparency, Data and transparency</p> <p>Assignments:</p> <p>a. VIDEO: <a href="#">Transparency in the decision making process and providing access to information of public interest</a> (approx. 4 min.)</p> <p>b. READING: <a href="#">ADR and transparency</a> (2 pages)</p> <p>c. READING: <a href="#">Improving Police Effectiveness and Transparency: National Information Needs on Law Enforcement</a> (8 pages)</p> <p>d. DISCUSSION BOARD: By Wednesday answer the questions listed below. By Sunday, respond to a classmates' post in a substantive way: *Choose either the town/city you live in now or the one you grew up in. Find out what access to data related to crime the police department has at the local, state, regional and federal levels. Would additional information sharing help in decision making? in solving crimes?</p>
11	3/25-3/31	<p>Unit 3 - Transparency in Decision-Making</p> <p>Topics: Restorative Justice</p> <p>Assignments:</p> <p>a. VIDEO: <a href="#">The neuroscience of restorative justice</a> (approx. 14 min.)</p> <p>b. VIDEO: <a href="#">How restorative justice could end mass incarceration</a> (approx. 14 min.)</p> <p>c. READING: <a href="#">About Restorative Justice</a> (approx. 1 page)</p> <p>d. DISCUSSION BOARD: By Wednesday answer the questions listed below. By Sunday, respond to a classmates' post in a substantive way: *Are there areas of society or types of crimes that would be better solved with Restorative Justice than the traditional criminal justice process? Give an example of one and why it would work better. OR if you believe there are no areas that would work with Restorative Justice, share why.</p>
12	4/1-4/7	Unit 3 Reflection paper due Sunday - 2 pages minimum



Week #	Dates	Assignments
13	4/8-4/14	<p>Unit 4 - Visible Trustworthiness</p> <p>Topics: Cognitive Bias, Cultural Impacts on Communication that increases trust</p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>a. VIDEO: <a href="#">What is the difference between a high context culture and a low context culture?</a> (approx. 3 minutes)</li> <li>b. VIDEO: <a href="#">3 kinds of bias that shape your worldview</a> (approx. 12 minutes)</li> <li>b. READING: Chapter 5: Deviance, Crime &amp; Social Control Deviance, Crime, and Social Control. (2020, December 17). <a href="https://socialsci.libretexts.org/@go/page/2038">https://socialsci.libretexts.org/@go/page/2038</a> (approx. 12 pages)</li> <li>c. DISCUSSION BOARD: Submit your initial post by Wednesday night; Respond to a classmate by Sunday night in a substantive way: *What is something you learned from the course materials this week that might help you increase trust more quickly? What is something that you are skeptical about it working?</li> </ul>
14	4/15-4/21	<p>Unit 4 - Visible Trustworthiness</p> <p>Topics: Building Trustworthiness, Issues of Reform, the Language used to describe problems matters in finding the solutions</p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>a. VIDEO: <a href="#">Legal cynicism, the biggest threat to policing</a> (approx. 23 min.)</li> <li>b. VIDEO: <a href="#">Mending broken trust: Police and the communities they serve</a> (approx. 22 min.)</li> <li>c. READING: <a href="#">5 Discussions That Shaped the Justice Reform Movement of 2020</a> (approx. 8 pages)</li> <li>d. READING: <a href="#">How Journalists Cover Police Brutality is a matter of life and death</a> (approx. 3 pages)</li> <li>e. DISCUSSION BOARD: Submit your initial post by Wednesday night; Respond to a classmate by Sunday night in a substantive way: *What is the most important thing that law enforcement professionals need to know about cultural diversity, communication and language choice in order to be effective in their jobs?</li> </ul>

Week #	Dates	Assignments
15	4/22-4/28	<p>Unit 4 - Visible Trustworthiness</p> <p>Topics: Building Trustworthiness includes understanding cultures, habits and needs that arise from being part of other cultures and communities such as the disabled community</p> <p>Assignments:</p> <ol style="list-style-type: none"> <li>VIDEO: <a href="#">The Justice Department: The Promise of Olmstead: 15 years later</a> (approx. 17 min.)</li> <li>VIDEO: <a href="#">When Police in Lake Mary respond to a home with special needs, now they will know</a> (approx. 3 min.)</li> <li>READING: <a href="#">The Importance of Deaf Culture</a> (approx. 4 pages)</li> <li>READING: <a href="#">Police Mag: Dealing with the Deaf</a> (approx. 4 pages)</li> <li>READING: <a href="#">An ADA Guide for Local Governments: Making Community Emergency Preparedness and Response Programs Accessible to People with Disabilities</a> (approx. 2 pages)</li> <li>READING: <a href="#">Model Policy for Law Enforcement on Communicating with People who are Deaf or Hard of Hearing</a> (approx. 3 pages)</li> <li>READING: <a href="#">Communicating with People Who Are Deaf or Hard of Hearing: ADA Guide for Law Enforcement Officers</a> (approx. 2 pages)</li> <li>(optional) EXTRA CREDIT: write a <b>one</b> page paper that answers <b>one</b> of the following questions. As an alternative to a paper, you could upload a video that is 4 minutes max sharing what you learned: <ul style="list-style-type: none"> <li>-In your city/town, how are emergency evacuation procedures communicated to the general public? How is this information shared with and implemented with the disabled community?</li> <li>-What do you think of municipalities that maintain a "special needs" registry? Is a registry a good idea? what could be the downsides?</li> <li>-In your police department, what training is received on interacting with those who are deaf or non-verbal? What policies are there?</li> <li>-How might going the extra mile to recognize, understand and interact with those with disabilities create more trustworthiness overall in the community? How could a police department increase awareness of these actions and policies?</li> </ul> </li> </ol>
16	4/29-5/5	Unit 4 Reflection paper due Sunday - 2 pages minimum
17	5/6-5/12	FINAL PROJECT DUE Sunday