



AJ-120: MULTICULTURAL POLICING

Effective Term

Fall 2026

BOT Approval Date

06/12/2025

Discipline

AJ - Administration of Justice

Course Number

120

Course Title

Multicultural Policing

Short Title

Multicultural Policing

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course will examine the complex, dynamic relationship between communities and the justice system in addressing crime and conflict with an emphasis on the challenges and prospects of administering justice within a diverse multicultural population. The content explores the pervasive influences of culture, race, ethnicity, gender, and sexual orientation in the workplace and in multicultural communities. It also delves into topics such as gangs, victims of human trafficking, homelessness, mental illness, and international events and their impact on law enforcement in the United States.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000

Codes

TOP Code (CB 03)

2105.00* - *Administration of Justice

CIP Code

43.0103 - Criminal Justice/Law Enforcement Administration.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Administration of Justice	End

Learning Objectives

Learning Objectives

Learning Objective

1. Examine the history and evolution of multiculturalism in the United States and the challenges presented by a multicultural society in modern policing practices.
2. Analyze issues, responsibilities, and roles that pose potential conflict between diverse communities and the courts, police, and corrections.
3. Identify how the ethnic, racial, and gender composition of law enforcement agencies is changing in the United States.
4. Evaluate the strengths and weaknesses of the legal rationale supporting landmark court decisions and determine whether they fit with common standards of equity and justice.
5. Appraise the ethical responsibility and legal authority law enforcement and corrections officers have when engaging with members of diverse communities.
6. Demonstrate the need for multicultural law enforcement by exploring the roles that racism and prejudice have played in policing and the legal system.
7. Assess how race, cultural biases, and systemic inequalities impact due process.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will be able to understand the evolution of multiculturalism in the U.S. and the challenges presented to Law Enforcement by a multicultural society.
2. Students will be able to identify key issues that pose a potential conflict between diverse communities and the courts, law enforcement, and corrections.
3. Students will be able to demonstrate an understanding of cultural specifics for law enforcement including historical information, demographics, myths, and stereotypes related to various ethnic groups and special populations.
4. Students will be able to explain the concept of implicit bias and its impact on decision-making.
5. Students will be able to accurately apply ethical decision-making frameworks to culturally sensitive scenarios.
6. Students will be able to discuss the importance of multiculturalism in the law enforcement field to include the challenges of recruitment trends with respect to women and minorities.

Content

Course Lecture Content

1. Multicultural Communities: Challenges for Law Enforcement
 - a. The Interface of Law Enforcement and Diverse Communities
 1. Community Outreach
 2. Breaking Down Stereotypes
 - b. Attitudes About Multicultural Society – Past and Present
 1. Changing Populations
 2. Minority Populations
 - c. Global Migration – Refugees and Immigration in the United States
 1. Foreign-Born Population in the United States
 2. Immigrants
 3. Refugees
 4. Asylum Seekers
 5. Fear of Deportation
 6. The “U” Visa
 - d. Culture and Its Relevance to Law Enforcement
 1. Culture Defined
 2. Ethnocentrism

-
- e. Dimensions of Diversity
 - 1. Primary Dimensions
 - 2. Secondary Dimensions
 - f. Prejudice and Bias in Law Enforcement
 - 1. Stereotype
 - 2. Prejudice
 - 3. Bias
 - 4. Explicit Bias
 - 5. Implicit Bias
 - g. Police Leadership in a Multicultural Society
2. The Changing Law Enforcement Agency: A Microcosm of Society
- a. Changing Workforce
 - 1. Local Police Departments
 - 2. Sheriff's Departments
 - b. Racism within the Law Enforcement Workforce
 - 1. Racism Defined
 - 2. Discrimination
 - 3. Protected Class
 - c. Defusing Racially and Culturally Conflicts in the Workplace
 - 1. Department General Orders
 - 2. Police Organizations
 - d. Women in Law Enforcement
 - 1. Number of Women in Law Enforcement
 - 2. Workplace Issues
 - 3. Sexual Harassment
 - 4. Gender Discrimination
 - e. LGBTQ Employees in Law Enforcement
 - 1. Policy Versus Practice
 - 2. Recruitment
 - 3. Changing Attitudes
 - 4. Discrimination and Harassment of LGBTQ Persons in Law Enforcement
 - g. Commitment, Leadership, and Management in the Diverse Workforce
3. Multicultural Representation in Law Enforcement: Recruitment, Retention, and Promotion
- a. Recruitment of a Diverse Workforce
 - 1. Crisis and Trends
 - 2. Economic Factors
 - 3. Recruitment Difficulties
 - 4. Education
 - b. Attracting and Retaining Women and Minorities
 - 1. Recruitment Strategies Marketing Plan
 - 2. Social Media
 - 3. Community Involvement
 - 4. Military Veterans
 - 5. Internships
 - c. Selection Process
 - 1. Applicant Screening
 - 2. Affirmative Action
 - d. Retention and Promotion of a Diverse Workforce
 - 1. Retention Defined

-
- a. Leadership
 - b. Mentoring
 - c. Training and Development
 - d. Performance Evaluations Promotion
 - 4. Cross-Cultural Communication for Law Enforcement
 - a. Language Barriers
 - b. Attitudes Toward Limited English Speakers
 - c. Cross-Cultural Communication Insights
 - d. Cross-Cultural and Racial Communication Dynamics
 - e. The Importance of Verbal De-Escalation
 - 1. Deflecting Anger
 - 2. Limited English Speakers
 - 3. Reducing Defensiveness
 - f. Interviewing and Data Gathering Skills
 - 1. Detecting Deception
 - a. Nonverbal Communication
 - b. Gesture
 - c. Facial Expression
 - d. Eye Contact
 - e. Distance
 - g. Male-Female Communication in Law Enforcement
 - 5. Law Enforcement Contact with Asian/Pacific Americans
 - a. Asian/Pacific American Defined
 - b. Historical Information
 - 1. Federal, State, Local Laws
 - c. Demographics: Diversity Among Asian/Pacific Americans
 - d. Labels and Terms
 - e. Myths and Stereotypes
 - f. Communication Styles
 - g. Key Issues in Law Enforcement
 - 1. Underreporting of Crimes
 - 2. Hate Crimes
 - 6. Law Enforcement Contact with African Americans
 - a. Historical Information
 - b. Demographics: Diversity Among African Americans
 - c. Identity and Selected Movements
 - 1. Black Lives Matter
 - d. Stereotypes and Cross-Racial Perceptions
 - e. Labels and Terms
 - f. Myths and Stereotypes
 - g. Language and Communication
 - 1. Communication Styles
 - h. Key Issues in Law Enforcement
 - 1. Racial Perceptions and Prejudice
 - 2. Implicit Bias
 - 3. Racial Profiling
 - 4. The Code of Silence
 - 5. Hate Crimes
 - 7. Law Enforcement Contact with Latino/Hispanic Americans

-
- a. Latino/Hispanic American Defined
 - b. Labels and Terms
 - c. Demographics: Diversity Among Latino/Hispanic Americans
 - d. Historical Information
 - 1. U.S. Born
 - 2. Legal Immigrant
 - 3. Sanctuary
 - 4. Unauthorized or Undocumented
 - e. Myths and Stereotypes
 - f. Communication Styles
 - g. Key Issues in Law Enforcement
 - 1. Racial Perceptions
 - 2. Implicit Bias
 - 3. Hate Crimes
 - 8. Law Enforcement Contact with Arab Americans and Middle Eastern Groups
 - a. Middle Eastern and Related Terminology Defined
 - 1. Iranian
 - 2. Turkish
 - 3. Israeli
 - b. Historical Information and Demographics
 - 1. Differences
 - 2. Similarities
 - c. Stereotypes
 - 1. Movies and Television
 - d. The Terrorist Stereotype
 - e. Islamic Religion
 - 1. Qur'an (Koran)
 - 2. Mosque
 - 3. Ramadan
 - 4. Religious Practice
 - f. Islamist
 - g. Jihad
 - h. Fundamentalism
 - i. Communication and Cultural Practice
 - j. Key Issues in Law Enforcement
 - 1. Perception of Law Enforcement
 - 2. Dress
 - 3. Small Business Owners
 - 4. Hate Crimes
 - 9. Law Enforcement Contact with Native Americans
 - a. Historical Information and Background
 - 1. Native American Populations, Reservations, and Tribes
 - b. Similarities Among Native Americans
 - c. Language and Communication
 - d. Offensive Terms, Labels, and Stereotypes
 - e. Key Issues in Law Enforcement
 - f. Perception of Police
 - 1. Victimization
 - 2. Hate Crimes

-
- 3. Racial Profiling
 - 4. Jurisdiction Issues
 - g. Tribal and Civilian Police
 - h. Casinos and Gaming
 - 10. Law Enforcement Contact with Gangs, Victims of Human Trafficking, the Homeless, and Mentally Ill
 - a. Gangs Defined
 - b. Types of Gangs
 - 1. Street Gangs
 - 2. Prison Gangs
 - 3. Outlaw Motorcycle Gangs
 - 4. Juvenile Gangs
 - c. Drug Cartels
 - d. Criminal Activity
 - 1. Homicides
 - 2. Gun Crime
 - 3. Narcotics
 - e. National and Regional Gangs
 - f. Reasons for Gang Formation
 - 1. Risk Factors
 - g. Law Enforcement Strategies
 - h. Victims of Human Trafficking
 - i. Signs of Human Trafficking
 - j. Gangs in Human Trafficking
 - k. Myths of Human Trafficking
 - l. The Extent of Human Trafficking
 - m. Physical and Psychological Health Consequences on Victims
 - n. Law Enforcement Strategies
 - o. The Demographics of Homelessness
 - 1. Estimated Count
 - 2. Hunger and Homelessness
 - 3. Race, Ethnicity, Age
 - 4. LGBTQ+ Youth
 - p. Federal Law
 - q. Causes for Homelessness
 - r. Homeless Veterans
 - s. Criminalizing Homelessness
 - 1. Crime and Victimization
 - t. Responses to the Homeless Crisis
 - u. Understanding Dimensions of Mental Illness
 - 1. Mental Illness Defined
 - v. Use of Force Issues
 - w. Police Response to Mental Illness
 - 11. Hate/Bias Crimes
 - a. The Hate/Bias Crime Problem
 - b. Purpose of Crime Data Collection
 - 1. Scope of Hate Crimes Nationally
 - 2. FBI UCR Report
 - c. Definition of Hate/Bias Crime
 - 1. Hate Crime

- 2. Hate Incident
- d. Hate/Bias Crime Theories
- e. Urban Dynamics
- f. Economic Circumstances
- g. Political Environment
- h. Social and Cultural Conditions
- i. Targets of Hate Crimes
- j. Jews and Anti-Semitism
 - 1. Prevalence of Anti-Semitic Crimes
 - 2. Anti-Semitic Groups
 - 3. Anti-Arab/Muslim Victimization
- k. LGBTQ and Gender Identity Victimization
- l. Scope of LGBTQ Victimization
- m. Organized Hate Groups
- n. The Internet and Hate Groups
- o. The First Amendment Versus Hate Speech
- p. Hate/Bias Crime Incident Investigations
- q. Hate/Bias Crime Prosecution
- r. Law Enforcement Response Strategies
 - 1. Hate/Bias Crime Victimology
- 12. Racial Profiling
 - a. Racial Profiling Defined
 - 1. Bias Based Policing
 - 2. Racial Profiling
 - b. Reasonable Suspicion
 - c. Probable Cause
 - d. Historical Background on the Term Racial Profiling
 - e. Profiling Challenges and Terrorism
 - f. Police and Citizens Perceptions of Racial Profiling
 - g. Myths and Misperceptions
 - h. Profiling as a Legal Tool for Law Enforcement
 - i. Controversy Surrounding Racial Profiling and the “War on Terrorism”
 - j. Prevention of Racial Profiling in Law Enforcement
 - 1. Accountability and Supervision
 - 2. Self-Assessment
 - 3. Agency Policy Recruitment and Hiring
 - 4. Education and Training
 - 5. Community Outreach
 - 6. Professional Traffic Stops
 - 7. Data Collection on Citizen’s Race/Ethnicity

Methods of Instruction

Method

Discussion

Integration

Discussions will be guided by faculty to examine and evaluate selected topics in the study of multicultural law enforcement. These selected topics will assist students in understanding, morality, ethics, human behavior, and analyzing challenges for law enforcement within a multicultural community. For example, students may be asked to explain the term “implicit bias”, and how this might impact decision making or police officer discretion. Discussions may be accomplished in small or large groups, synchronous or asynchronous, using closed-captioned videos, accessible audio/visual media, journals, articles, or discussion board forums.

DE Adaptations for MOI

Discussions will be guided by faculty to examine and evaluate selected topics in multicultural policing. Discussions will be administered through the regular use of the discussions area in the course management system (CMS), or through chat, conversations, or other group features. All online discussions will meet accessibility requirements and instructors will provide feedback weekly through the CMS.

Method

Visiting Lecturers

Integration

Visiting lecturers (current or former practitioners) may speak and/or offer a presentation on a topic covered in the Multicultural Policing course content. Guest speakers in the field of law enforcement, courts, corrections, criminology, forensics, or other content specialists may offer presentations face-to-face, through the course management system (CMS), or through accessible video conferencing tools/platforms. Examples of presentations topics may include the evolution of multiculturalism in policing, challenges presented to law enforcement by a multicultural society, and issues/challenges in recruitment and retention.

DE Adaptations for MOI

Visiting lecturers may speak and/or offer presentations on various topics covered in the Multicultural Policing content. Lectures may be presented through accessible video conferencing platforms or through pre-recorded presentations that can be uploaded and made available by using accessible tools to students in the CMS. Faculty can facilitate a debriefing discussion through accessible video conferencing platforms, chat features, or through the discussion board function in the CMS.

Method

Lecture

Integration

Lectures in Multicultural Policing course content will be presented to students to illustrate, explain, and reinforce concepts related to course content. Course material may be presented in many formats; audio/visual aids, printed materials, closed captioned video, accessible digital pictures, and/or digital slides. For example, lectures can include an overview of police discretion and discrimination, racial profiling, challenges related to terrorism, and profiling as a legal tool in law enforcement.

DE Adaptations for MOI

Online courses will include lectures on Multicultural Policing course content. Lectures can be delivered synchronously through accessible video conferencing platforms/tools or asynchronously through the course management system (CMS). Presentation materials such as accessible digital slide presentations, closed captioned videos, external links to articles, or other accessible content may be incorporated and made available through the CMS.

Method

Papers and Reports

Integration

Case studies will be assigned to gauge the comprehension of course materials or a specific topic assigned by the instructor. Case studies serve as exercises in which students apply concepts and theories related to the Multicultural Policing course content. Example: Define the terms "implicit bias" and "explicit bias" and how these terms intersect with bias-based policing. Case studies will be evaluated based on the following criteria: demonstration of organization and clarity, critical thinking, accuracy, and completeness.

DE Adaptations for MOI

Case studies administered in an online format will use the course management system (CMS) functions to facilitate student submissions. Case studies will be accessed through the assignments area within the CMS, or can be presented through accessible video conferencing platforms or through pre-recorded presentations that can be uploaded and made available by using accessible tools to students in the CMS.

Method

Film/video Viewing and Discussion

Integration

Presentation of accessible videos, media, or other online material to illustrate multicultural issues in law enforcement, corrections, or the courts will be made available through the CMS. Students will analyze a video identifying and documenting the ethical dilemma, decision(s) made, and what actions might have improved the outcome. Example topics include the application force, racial profiling, hate crimes, cross cultural communication, verbal de-escalation, and stereotypes.

DE Adaptations for MOI

For online courses, students will view and analyze accessible video or digital media scenarios depicting criminal incidents or ethical dilemmas and decisions by law enforcement, corrections, and the courts. Students will identify and document the ethical issues within the scenario to include the decisions made, and what actions might have improved the outcome. Students will submit their work through the assignments area within the CMS.

Methods of Evaluation**Method**

Exams/Tests

Integration

Exams and/or tests will formatively cover the major content of the Multicultural Policing course content and align with the learning objectives. A combination of multiple choice, true/false, fill-in-the-blank, or short answer questions may be included. Exams/tests will be graded (or evaluated if short answer questions) based on accuracy and completeness. Exams/tests may cover such topics as origins of the concepts of justice, global migration and immigration, dimensions of diversity, the police role in society, and culture and its relevance to law enforcement.

DE Adaptations for MOE

Exams and/or tests administered fully online will be administered, graded, and evaluated through the CMS. Exams/tests will be evaluated based on the demonstration of identification, understanding, and application of major topics as described in the course content. Exams/tests will be multiple choice, true-false, fill in the blank, or short answer questions. Exams/tests will be graded (or evaluated if short answer questions) based on accuracy and completeness. Feedback for multiple choice, true-false, and fill-in-the-blank will be immediate using the online grading system (grade book). Feedback for short answer questions will be within one week via the grade book, chat, or other accessible conferencing tools.

Method

Group Projects

Integration

Students will participate in group projects (or presentations) which examine and evaluate past events and and current trends within the criminal justice system and the courts. Example: Research the murder trial of Curtis Flowers and identify any multicultural issues resulting from the criminal investigation and subsequent six trials. Consider how prosecutor misconduct, race/bias, and constitutional issues impacted the outcomes. Students will be evaluated on their research, accuracy, and thoroughness of their project/presentation.

DE Adaptations for MOE

Students will participate in group exercises, to include projects or presentations. Projects or presentations will be evaluated based on each participants contribution to the project as well as the understanding and identification of the issues. Instructions for completing the assignment will be posted in the assignments or group discussions area in the CMS. Completed projects will be posted within the assignments area or group discussions area in the CMS; or presented via accessible video conferencing platforms. Instructor feedback will be provided within one week via the gradebook, chat or other accessible conferencing tools.

Method

Homework

Integration

Homework in the form of selected short essay questions at the end of each textbook chapter to appraise comprehension of the course material (e.g. Define procedural justice and its importance and application to multicultural policing?) Homework will be evaluated on content, accuracy and completeness.

DE Adaptations for MOE

Students will complete homework assignments in the form of short essay questions found at the end of each chapter in the textbook. Assignments will be posted in the assignment area of the CMS. Students will be evaluated on their ability to research and assess the topic and their successful application of the course material in responses. Questions will be posted in the assignments or discussions areas in the CMS. Students will upload completed assignments via the CMS for instructor review and grading. Feedback will be provided within one week through the grade book, chat, or other accessible conferencing tools in the CMS.

Method

Research Projects

Integration

The class will be required to complete a research project examining a selected topic relating to multicultural policing to evaluate the student's understanding of the course material. Example: Research the U.S. Supreme Court Case *The City of Grants Pass v. Johnson* 603 U.S. 520 (2024) relating to homelessness. Analyze and document the case to include its findings and impact on both law enforcement and the community. The project will be submitted for instructor review and grading and will be evaluated on content, accuracy, and completeness.

DE Adaptations for MOE

Research projects will be assigned and submitted through the course management system (CMS). Students can communicate with peers and the instructor through discussion boards, chat, or other conferencing tools. The students will be evaluated on their writing skills as well as their adherence to the APA/MLA format in their completed research assignments. Students may also be required to present their results through the creation of digital slide presentation, written report, video, or live video conference and the presentations may be made available to the entire class (with student approval) through the CMS. Research projects will be submitted via the CMS to allow for feedback and grading by the instructor. Feedback will be provided within two weeks of the due date, via comments within the assignments area along with a corresponding rubric.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Write a three to five page research paper on the U.S. Supreme Court Case *Terry v. Ohio* 392 U.S. 1 (1968). As part of this research, consider other equally important questions such how bias, ethnic disparity, cultural awareness, and law enforcement training might play a role. The research paper is to be cited and formatted using the APA style guidelines.

How assignment will be adapted in online format

This assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within two weeks from the due date. All materials must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Read the U.S. Supreme Court Case *Whren v. United States* 517 U.S. 806 (1996). Then, focusing on the Court's opinion, write a one to two page case study considering the pros and cons of the Court's opinion to include any constitutional issues. Also, consider equally important questions such how race, bias, and ethnic disparity might play a role. The case study is to be cited and formatted using the APA style guidelines.

How assignment will be adapted in online format

This assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within two weeks from the due date. All materials must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Women make up approximately half of the US population but only about 12% of police officers. The data comes as no surprise because researchers have been talking about women in policing for decades. According to the data, in 1974, there were close to 1,000 women police officers in the US. Fast forward to today, and there are an estimated 96,000. Still, the statistics leave us wondering: it's 2024, so why don't we see more women in uniform?

Read the article from the National Policing Institute (<https://www.policinginstitute.org/infocus/march-women-in-policing/>) and discuss the key points of the article to include the overall importance of diversity in policing, the challenges of recruiting women, and recruitment strategies that foster more diversity and inclusion.

How assignment will be adapted in online format

Using the CMS, you will respond to a discussion board prompt (or question) regarding a specific topic relating to ethics in criminal justice. You will also respond to other students' posts. You will submit your posts using the discussions area within the CMS and will receive instructor feedback within one week through the grade book, messaging, or other video conferencing platforms. Discussions will be evaluated on their content, relevance, and accuracy.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read and analyze the following two areas within Chapter 11; (1) Definition of Hate/Bias Crimes and Hate/Bias Incidents; and (2) Hate/Bias Crime Source Theories. Then, individually or in small groups, be prepared to not only define the terms, but also to analyze the social attitudes and stereotypes motivating these crimes, to include how law enforcement can better protect vulnerable populations.

How assignment will be adapted in online format

The reading assignment and subsequent discussions will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within one week of the due date. All materials must meet accessibility guidelines.

Course Materials

Textbooks

Shusta, R., Levine, D., Olson, A., (2020). Multicultural Law Enforcement: Strategies for Peacekeeping in a Diverse Society Seventh Edition, Pearson Publishing. ISBN: 9780134849188.

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The course includes content related to diversity and inclusion within the course materials and in the discussion areas; specifically, as it pertains to race, gender identity, sexual orientation, and cultural differences. Language has been included in the course to be inclusive of these items through awareness of audience and differences when researching multicultural issues and challenges in law enforcement. Recognizing the importance of representing diverse voices, the curriculum emphasizes the inclusion of all applicable perspectives in discussions and research, as outlined in the course materials. The class involves students of all genders and races and encourages class participation from all students. In this course, students will learn the theoretical approach to examining

multicultural dilemmas in criminal justice as well as real-world application. Students will also examine ethical decision making and form individual conclusions as to the equity of justice.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course is structured to ensure equitable access and participation for diverse learners. Students have equal opportunities to all learning resources as well as one on one capabilities via accessible video conferencing platforms with the professor. Discussion boards are designed to facilitate interactions in two formats: student-to-student and student-to-professor, providing all students with equal opportunities for both engagement and support. To accommodate different learning preferences and accessibility needs, various media formats, including accessible video are incorporated into the curriculum. Live accessible video lectures are also supplemented with recorded sessions for students unable to attend live, promoting inclusivity and flexibility. Students will participate in class via discussions in asynchronous discussions using accessible CMS video conferencing platforms. For discussions and other exercises, students can submit in one of two formats: written or via recorded video using accessible video conferencing platforms within the CMS. All digital slide shows will be uploaded on to Canvas for student use. Exams and/ or tests are administered fully online. They will be evaluated through CMS. The format may include multiple choice, short answer, essay, or other formats. Exams/ tests will be evaluated based on the demonstration of identification and understanding of the applications of major topics and described in the course content. This is in alignment with the learning objectives. All exams/ tests must meet accessibility guidelines. Instructor feedback will be provided via CMS, within 2 weeks. The class has been revised with the focus on accessibility. The course has been revised with a focus on accessibility, with the most current texts being used to promote students' academic pursuits. Through instructor-to-student and student-to-student engagement, students are encouraged to reflect on equitable treatment of each other and their communities.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course (AJ-120) incorporates student-to-student interaction in the classroom and/or online, through various collaborative learning methods and activities such as discussions, chapter exercises, case studies, and other related projects. Students will participate in small group discussions to analyze the impact of cultural diversity on law enforcement and its relationship to criminal justice, fostering peer learning and diverse perspectives. Chapter exercises focus on issues and challenges of multicultural policing, allowing students to engage in dynamic conversations while presenting diverse ideas and opinions. Collaborative projects such as case studies where students work together to examine U.S. Supreme Court cases and their impact on the criminal justice system as well as communities, encouraging the sharing of ideas and insights. Online discussion forums will allow students to respond to each other's ideas, promoting critical thinking and respectful dialogue outside the classroom. Peer review sessions will enable students to give and receive feedback on assignments, enhancing their analytical skills and understanding of the course material.

Explain how the course will incorporate instructor-to-student interaction.

This course (AJ-120) incorporates instructor-to-student interaction in the classroom and/or online, through regular lectures, instructor feedback, and open communication. The instructor will present interactive lectures, encouraging questions and discussions to clarify complex concepts related to multicultural policing, ethical dilemmas, and decision making within the criminal justice system to include law enforcement, corrections, and the courts. Student support hours will offer students opportunities for one-on-one discussions with the instructor, addressing individual learning needs and interests (meetings can also be scheduled as needed). Timely and constructive feedback on assignments will guide students in their understanding of ethical practices within policing and its application and impact. The instructor will facilitate classroom and online discussions, posing thought-provoking questions and engaging with student responses to strengthen the learning experience. Regular announcements and check-ins will keep students informed and connected to the course.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interaction will be fostered in the classroom and/or online through a variety of instructional methods, learning materials and activities that promote active engagement with the course content. Students explore how racial, ethnic, and cultural factors impact law enforcement, including biases, communication styles, and community relations. They learn to understand diverse cultural contexts, evaluate response strategies for crimes motivated by bias, and develop cultural effectiveness skills. Interactive assignments, such as analyzing current events in policing and the role ethics plays in the outcomes will enable students to apply concepts to real-world situations. One of the learning objectives is to assess how race, cultural biases, and inequality impact due process. Multimedia resources that meet accessibility requirements, including accessible videos, podcasts, recorded oral arguments and online simulations, will provide diverse ways to explore ethics in criminal justice. Regular quizzes and reflective essays will prompt students to think critically about the material and assess their understanding.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course (AJ-120) encourages student-to-self interactions by promoting metacognitive activities and/or exercises that help students reflect on their learning processes and personal development. Metacognition involves not only understanding the content but also understanding one's own thinking processes and strategies for learning. Reflective articles and case briefs will be assigned, where students critically examine their evolving understanding of cultural diversity in criminal justice and their own beliefs about law, legislative policy, police legitimacy, and what ethical dilemmas are. Self-assessment exercises will enable students to identify

their strengths and areas for improvement, setting personal learning goals. Students may be asked to write reflective papers on how both historical developments and ever-changing shifts in criminal law have influenced or impacted their rights and responsibilities as citizens, connecting course content to their personal experiences. Class discussions will often include prompts that encourage students to consider how their identities and backgrounds shape their perspectives on issues relating to crime, laws, and the application of law. Ultimately, the goal of this metacognitive approach is to empower students to become more aware of their own learning processes and to develop strategies for effective learning and critical thinking that extend outside of the classroom.

Key: 3221