

NORTHEASTERN STATE UNIVERSITY
College of Social & Behavioral Sciences
Criminal Justice & Legal Studies Department
Tahlequah, Oklahoma

SYLLABUS

Spring Semester, 2001

INSTRUCTOR:

Charles L. Dreveskracht, Assistant Professor

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Northeastern State University

609 North Grand Ave.

Tahlequah, Oklahoma 74464-2302

Office Hours:

Monday: 14:00-15:00 & 16:00-17:00

Tuesday: 13:00-15:00

Wednesday: 14:00- 15:00 & 16:00-17:00

Thursday: 13:00-14:00

Friday: 11:00-12:00

or by Appointment.

Class Hours:

Monday: 12:00-12:50, 13:00-13:50 & 17:20-20:00

Wednesday: 12:00-12:50, 13:00-13:50 & 17:20-20:00

Friday: 12:00-12:50, 13:00-13:50

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COURSE TITLE AND NUMBER:

Criminal Justice 4113, American Court System

CLASS DAYS & TIME:

Mondays: 17:20-20:00

PREREQUISITES:

Criminal Justice majors - Criminal Justice 1013; Paralegal Studies majors - Criminal Justice 1513.

CATALOG DESCRIPTION OF COURSE:

Organization and administration of the adjudication function on both federal and state levels. Analysis of the roles of court personnel and the adjudication process. Relationships with the other criminal justice functions.

COURSE PURPOSE:

This course is required for the Bachelor of Science degree in Criminal Justice.

EXPECTED COURSE OUTCOMES:

After completing Criminal Justice 4113, the student will be able to:

1. Describe the structure of the court system.
2. Describe functions of the major components of court system.
3. Discuss the various court personal positions.
4. Explain the operations of the pre-trial, trial and post-trial judicial process.
5. Analyze the problems prevalent in the court system.
6. Describe the efforts to reform the judicial system.

Each Chapter has its' specific learning objectives and key words & terms in addition to these general ones. They are:

Chapter # 1

At the completion of Chapter # 1, the student, in addition to being able to define the Chapter # 1, Key Words & Terms, should be able to:

1. Describe the Criminal Justice System and its components.
2. Identify the various actors in the courthouse.
3. Describe the steps in the criminal procedure process.
4. Discuss the two models of crime control developed by Herbert Packer.

Chapter # 1 Key Words & Terms

Criminal justice system
Fragmented criminal justice non-system
Decentralization
Arrest
Initial appearance
Bail
Preliminary Hearing
Charging decision
Grand jury
Arraignment
Evidence
Plea negotiations
Trials
Sentencing
Appeal
Law on the books

Law in action
Assembly-line justice
Discretion
Courtroom work group
Crime control model
Due process model

Chapter # 2

At the completion of Chapter # 2, the student, in addition to being able to define the Chapter # 2, Key Words & Terms, should be able to:

1. Describe our common law heritage.
2. Discuss the adversary system.
3. Enumerate the rights of the accused.

Chapter # 2 Key Words & Terms

Law
Common law
Judge-made law
Precedent or *stare decisis*
Multiple sources of the law (uncodified)
Constitutions
Statutes
Municipal ordinances
Administrative regulations
Judicial decisions
Adversary system
Substantive law
Procedural law
Presumption of innocence
Proof beyond a reasonable doubt
Preponderance of the evidence
Due process of the law
Bill of Rights
Incorporation of the Bill of Rights
Civil law
Tort law
Contracts
Real property and personal property
Remedies
Judgment
Plaintiff
Defendant
Monetary damages--compensatory and punitive damages

Declaratory judgment
Injunction
Asset forfeiture
Civil liability
Misdemeanor
Felony
Results of the illegal act
Legal defenses
Defense of duress
Juvenile delinquency
Piecemeal change of criminal law
Inconsistencies in criminal law
Plea bargaining and the criminal law
Sentencing and the criminal law

Chapter # 3

At the completion of Chapter # 3, the student, in addition to being able to define the Chapter # 3, Key Words & Terms, should be able to:

1. Describe the basic principles by which our courts are organized.
2. Describe the organization of the Federal Courts
3. Outline the history of the Federal Courts.
4. Discuss the changes in the Federal Court caseload.

Chapter # 3 Key Words & Terms

Jurisdiction
Geographic jurisdiction
Extradition
Subject matter jurisdiction
Hierarchical jurisdiction
Original jurisdiction
Appellate jurisdiction
Trial court
Appellate court
Dual court system
Double jeopardy
Constitutional Convention
States' rights (Anti-Federalists)
Nationalists (Federalists)
Article III of the Constitution
Judiciary Act of 1789
Circuit riding
Court of Appeals Act of 1891

U.S. Magistrates Judges
U.S. District Courts
U.S. District Courts divisions
Three-judge district courts
Federal question
Diversity jurisdiction
Diversity of citizenship
Prisoner petitions
United States Courts of Appeals
Three-judge panels
En-banc
United States Supreme Court
Writ of *certiorari*
Specialized federal courts
Constitutional courts
Article I or legislative courts
Military justice
Tribal courts
Administrative Office Act of 1939
Court-packing plan
Chief Justice
Judicial Conference of the United States
Administrative Office of the U.S. Courts
Federal Judicial Center
Judicial councils
U.S. Sentencing Commission

Chapter # 4

At the completion of Chapter # 4, the student, in addition to being able to define the Chapter # 4, Key Words & Terms, should be able to:

1. Describe the organization of the State Courts
2. Outline the history of the State Courts.
3. Discuss the major problems with the State Courts' organization.

Chapter # 4 Key Words & Terms

Colonial courts
Early American courts
Trial courts of limited jurisdiction
Inferior or lower courts
Trial courts of general jurisdiction
Major trial courts
General jurisdiction
Domestic relations cases

Estate cases
Personal injury cases
Intermediate courts of appeals
Courts of last resort
Court unification
Unified court system
Simplified court structure
Centralized administration
Centralized rule making
Centralized judicial budgeting
Statewide financing
Emerging agenda of court reform
Decentralization and choice of courts
Local control and local **corruption**

Chapter # 5

At the completion of Chapter # 5, the student, in addition to being able to define the Chapter # 5, Key Words & Terms, should be able to:

1. Describe those who work in the courthouse.
2. Describe the courtroom and behind the scenes.
3. Discuss the significance of the courtroom workgroup.
4. Discuss the problem of delay in the court.

Chapter # 5 Key Words & Terms

Courthouse
Courtroom
Clerks of court
Chief judge
Court administrator
Dynamics of courthouse justice
Excessive caseloads
Specialization
Group processing
Routine administration
Discretion
Legal judgements
Policy priorities
Courtroom work group
Work-group interactions
Mutual interdependence
Shared decision making
Shared norms

Normal crime
Rewards (carrots)
Sanctions (sticks)
Delay
Case-processing time
Defendant's rights
Societal protection
Citizens' confidence
Strains on resources
Administrative and procedural factors
Law on the books
Law in action
Case scheduling

Chapter # 6

At the completion of Chapter # 6, the student, in addition to being able to define the Chapter # 6, Key Words & Terms, should be able to:

1. Describe the role of the prosecutor.
2. Describe how prosecutors determine who to charge.
3. Describe how the prosecutor interacts with the courtroom work group.
4. Identify the typical assistant prosecutor in terms of their background, training, career goals and length of service.

Chapter # 6 Key Words & Terms

Broad discretion
Officer of the court
Prosecutorial immunity
Decentralized organization
U.S. Department of Justice
Attorney General
U.S. Attorneys
State Attorney General
Local autonomy
Chief prosecutor
Prosecutorial elections
Local prosecutor
Prosecutor as fighter
Prosecutor as negotiator
Drafting
Briefs
Prosecutor as counselor
Prosecutor as administrator

Assistant district attorneys
Turnover rate
Vertical prosecution
Horizontal prosecution
Supervision of prosecutors
Office conservators
Courthouse insurgents
Policy reformers
Community prosecution

Chapter # 7

At the completion of Chapter # 7, the student, in addition to being able to define the Chapter # 7, Key Words & Terms, should be able to:

1. Describe the advantages and disadvantages of each of the three major systems under which indigent defendants are provided with free legal representation.
2. Discuss whether cooperating with members of the courtroom work group interferes with the defense attorney's responsibilities to their clients.
3. Discuss the relationship between defense lawyers and their clients.

Chapter # 7 Key Words & Terms

Right to counsel
Gideon v. Wainwright
Argersinger v. Hamilin
Ineffective assistance of counsel
Effective assistance of counsel
Self-representation (*pro se*)
Rewards for cooperation
Sanctions for lack of cooperation
Two hemispheres of cooperation
Corporate client sector
personal client sector
Solo practitioners
Low status
Securing clients
Fees
Indigents
Assigned counsel
Contract systems
Public defenders
Privileged communications

Chapter # 8

At the completion of Chapter # 8, the student, in addition to being able to define the Chapter # 8, Key Words & Terms, should be able to:

1. Describe the relationship between the judge and the courtroom work group.
2. Describe the different methods of selecting judges.
3. Discuss how judges are prepared for the judicial role.

Chapter # 8 Key Words & Terms

Judicial chambers
Chief judge
Stability of courtroom work group
Judge shopping
Missouri Bar Plan
American Bar Association (ABA)
Judicial elections
Incumbent judges
Merit selection
Judicial independence
Judicial misconduct
Judicial Conduct Commission
Federal Conduct and Disability Act Impeachment

Chapter # 9

At the completion of Chapter # 9, the student, in addition to being able to define the Chapter # 9, Key Words & Terms, should be able to:

1. Describe the characteristics of defendants.
2. Discuss the defendant in court.
3. Discuss the role of the victim in court.
4. Describe the programs designed to help victims.

Chapter # 9 Key Words & Terms

Defendant
Urban underclass
Witness cooperation
Witness intimidation
Domestic violence
Civil protection order

Victim/witness assistance program
Victim compensation program
Victim's bill of rights
Victim's rights movement

Chapter # 10

At the completion of Chapter # 10, the student, in addition to being able to define the Chapter # 10, Key Words & Terms, should be able to:

1. Describe the UCR system.
2. Describe the grand jury system.
3. Describe the charging process
4. Describe the Criminal Justice Wedding Cake Model.

Chapter # 10 Key Words & Terms

Uniform Crime Reports
Type I offenses (index crimes)
Type II offenses
Arrest
Initial appearance
Charging document
Complaint
Information
Arrest warrant
Preliminary hearing (preliminary examination)
Bind over
Probable cause
Grand jury
Indictment
True bill
No true bill
Immunity
Transactional immunity
Use immunity
Subpoena powers
Contempt
Arraignment
Nolle prosequi
Criminal justice wedding cake

Chapter # 11

At the completion of Chapter # 11 the student, in addition to being able to define the Chapter # 11, Key Words & Terms, should be able to:

1. Describe the bail bondsman system.
2. Describe the consequences of being denied pre-trial release.
3. Describe the Requirements for ROR.
4. Describe the different bail reforms.
5. Describe preventive detention.

Chapter #11 Key Words & Terms

Bail
Cash bond
Property bond
Release on recognizance (ROR)
Bail agent (bondsman)
Bond jumping
8th Amendment
Failure to appear
Bench warrant or capias
10% bail deposit
Pre-trial service programs
Preventive detention

Chapter # 12

At the completion of Chapter # 12, the student, in addition to being able to define the Chapter # 12, Key Words & Terms, should be able to:

1. Define the exclusionary rule.
2. Describe how the exclusionary rule is applied.
3. Describe how disclosure and discovery work.

Chapter # 12 Key Words & Terms

Discovery
Disclosure
Brady material
Reciprocal disclosure
Alibi defense

Exclusionary rule
Confessions
Miranda rule
Unreasonable search and seizure
Illegal search and seizure
Search warrant
Warrantless searches
Plain view
Suppression motions

Chapter # 13

At the completion of Chapter # 13, the student, in addition to being able to define the Chapter # 13, Key Words & Terms, should be able to:

1. Describe the three types of plea agreements.
2. Describe the advantages and disadvantages of plea bargaining from the perspective the prosecutor, the judge, the defense attorney and the defendant.
3. Discuss the suggestions to abolish plea bargaining.

Chapter # 13 Key Words & Terms

Plea bargaining
Charge bargaining
Count bargaining
Sentencing bargaining
Plea on the nose
Presumption of factual guilt
Interaction norms
Jury trial penalty
Copping a plea
Nolo contendere
Boykin form
Abolishing plea bargaining

Chapter # 14

At the completion of Chapter # 14, the student, in addition to being able to define the Chapter # 14, Key Words & Terms, should be able to:

1. Describe the steps in the jury selection process.
2. Describe the steps in the trial process.
3. Discuss the concept of jury nullification of the law.

Chapter # 14 Key Words & Terms

Petit jury
Petty offenses
Unanimity
Master jury list
Venue
Statutory exemptions
Challenged for cause
Peremptory challenge
Voir dire
Alternate juror
Opening statements
Burden of proof
Reasonable doubt
Evidence
Real evidence
Testimony
Direct evidence
Circumstantial evidence
Immaterial or irrelevant evidence
Privileged communication
Trustworthiness
Best-evidence rule
Hearsay evidence
Impeaching testimony
Objections
Bench trial
Mistrial
Cross-examination
Self-incrimination
Alibi defense
Affirmative defense
Self-defense
Duress
Entrapment
Rebuttal
Closing arguments
Jury instructions
Charging conference
Jury deliberations
Hung jury
Verdict
Acquittal
Post-verdict motions
Jury nullification
Prejudicial pre-trial publicity
Limited gag order

Change of venue
Sequestering the jury

Chapter # 15

At the completion of Chapter # 15, the student, in addition to being able to define the Chapter # 15, Key Words & Terms, should be able to:

1. Describe the four main sentencing philosophies.
2. Discuss the evolution of the death penalty in the U.S.
3. Discuss the various sentencing alternatives.

Chapter # 15 Key Words & Terms

Retribution
Deserved punishment
Just deserts
Incapacitation
Deterrence theory
General deterrence
Special deterrence
Rehabilitation
Indeterminate sentences
Determinate sentences
Parole
Parole boards
Pardons
Imprisonment
Conditions of confinement
Probation
Recidivism
Fines
Restitution
Direct restitution
Symbolic restitution
Community service
Death penalty
Capital offenses
Furman v. Georgia
Cruel and unusual punishment
Mandatory death penalty laws
Guided discretion statutes
Aggravating and mitigating circumstances
Gregg v. Georgia
Bifurcated process
Death-eligible homicides

Chapter # 16

At the completion of Chapter # 16, the student, in addition to being able to define the Chapter # 16, Key Words & Terms, should be able to:

1. Describe the different philosophies of the indeterminate and the determinate sentencing structures.
2. Discuss the distribution of sentencing power among the legislatures, the judges and the prosecutors.
3. Describe how members of the courtroom work group influence sentencing.

Chapter # 16 Key Words & Terms

Pre-sentence investigation (PSI)

Probation officer

Normal penalties

Disparity

Discrimination

Chivalry/paternalism hypothesis

The evil woman hypothesis

The equal treatment hypothesis

Offender-victim relationship (dyad)

McClesky v. Kemp

Geography of justice

Determinate sentencing

Sentencing guidelines

Voluntary sentencing guidelines

Presumptive sentencing guidelines

Mandatory minimum sentences

Chapter # 17

At the completion of Chapter # 17, the student, in addition to being able to define the Chapter # 17, Key Words & Terms, should be able to:

1. Describe the steps in the appellate process.
2. Discuss the legal limits in the types of issues and subject matter that can be appealed.
3. Describe the *Habeas Corpus* process.

Chapter # 17 Key Words & Terms

Appellate process

Appeal

Three-judge panels

En banc hearings

Policy formulation

Right to one appeal
Double jeopardy
Automatic review
Interlocutory appeal
Mandatory appellate jurisdiction
Discretionary appellate jurisdiction
Appellant
Notice of appeal
Appellate court record
Brief
Appellee or respondent
Oral arguments
Dissenting opinions
Affirm
Reversed
Reversed and remanded
Remanded
Error
Reversible error
Harmless error
Post-conviction remedies
Habeas corpus
Expedited processing techniques
Summary affirmation
Oral argument
Unpublished opinions
New judicial federalism
Warren Court
Burger Court
Rehnquist Court

Chapter # 18

At the completion of Chapter # 18, the student, in addition to being able to define the Chapter # 18, Key Words & Terms, should be able to:

1. Discuss the appropriateness of non-lawyers as judges.
2. Discuss the normal process of adjudication in the municipal courts.
3. Discuss the issues surrounding ADR programs.

Chapter # 18 Key Words & Terms

Trial courts of limited jurisdiction
Inferior or lower courts
Misdemeanor
Ordinance violation

Traffic offenses
Small claims
Non-judicial atmosphere
Inadequate financing
Inadequate facilities
Lax court procedures
Unbalanced caseloads
Justice of the peace courts (JP)
Trial *de novo*
Fee system
Municipal courts
Nature of the event
Criminal record
Process as punishment
Outcome as punishment
Alternative dispute resolution (ADR)
Private disputes
Community-oriented mediation
Criminal justice-based mediation

Chapter # 19

At the completion of Chapter # 19, the student, in addition to being able to define the Chapter # 19, Key Words & Terms, should be able to:

1. Describe the differences in legal philosophies between juvenile and adult courts.
2. Describe the rights juveniles have in delinquency proceedings.
3. Discuss when a juvenile should be tried as an adult in an adult court.
4. Describe the courtroom work group in juvenile courts

Chapter # 19 Key Words & Terms

Progressive movement
Parens patriae
Juvenile court
Juvenile
Upper age of jurisdiction
Lower age of jurisdiction
Transfer
Juvenile delinquent
Status offenders
Child-victim
Dependency cases
In re Gault
Hearing officers

Summons intake
 Referral
 Petition
 Initial hearing
 Detention
 Non-petitioned
 Conference
 Adjudicatory hearing
 Disposition
 Adjudicated
 Placement
 Dismissed

INSTRUCTIONAL MATERIALS: (Required Textbook)

The text for this course is: **America's Courts and the Criminal Justice System**, 6th. Ed. by Neubauer, David W. (1999), West/Wadsworth Publisher. Students are expected to have read and be ready to discuss the assigned material during the appropriate class meeting.

INSTRUCTIONAL PROCEDURES:

The expected course outcomes will be realized through a variety of instructional strategies to complement students' life experiences. Those strategies include, but are not limited to, the following: expository-discussion, demonstration, inquiry, course papers, course assignments and group activities.

American Court System

<u>Dates</u>	<u>Subject</u>	<u>Text Pages</u>	<u>Notes</u>
January 15	Introduction	1-25	
January 22	Legal System	26-55	
January 29	Federal Courts	56-85	At CASC
February 5	State Courts	86-105	Writing Assignment Proposals Due (Earlier if Possible)
February 12	Courthouse Justice	106-128	Exam # 1 (1-105)
February 19	Prosecutors	129-155	
February 26	Defense & Judges	156-207	
March 5	Defendants & Victims	208-231	At CASC
March 12	Arrest to Arraignment & Bail	232-284	Exam # 2 (105-231)

March 26	Evidence & Negotiated &Guilty Pleas	285-333	
April 2	Trials & Juries	334-369	
April 9	Sentencing Options & Sentencing Decisions	370-433	Exam # 3 (232-369)
April 16	Appellate Courts	434-460	At CASC
April 23	Lower Courts	461-484	Writing Assignment Due
April 30	Juvenile Courts	485-512	
May 7	Exam # 4	(370-511)	

"Please Be Planning Well Ahead So That You Are Prepared for the Required Assignments and Tests on the above Dates"

STUDENT PERFORMANCE ACTIVITIES: (Attendance/Punctuality)

Consistent and punctual attendance is both expected and required for your successful completion of the course. A student should recognize that one of the most vital aspects of a college experience is attendance and participation in classes and that the value of this academic experience cannot be fully measured by testing procedures alone. The members of this class are considered sufficiently mature to appreciate the necessity of regular attendance, to accept this as a personal responsibility and to demonstrate the kind of self-discipline essential for such performance. As a student, one should remember that they are responsible for all material covered in class. If a class should be missed, it is the student's task to find and make-up the missed material. Leaving an electronic mail, voice mail, or written message does **NOT** fulfill this responsibility. Attendance will count towards the computation of the student's final grade. **Students who come to class late or leave early will be counted absent.** Excessive absences can be a reason for failure of the course. The University regulations prohibit the use of tobacco (both smoking and chewing), drinking and eating in the classroom. These regulations will be observed. Tape recorders are **NOT** allowed in this course. Additional guidelines regarding classroom behavior will be announced in class. A student found to be acting unethically (cheating on tests, quizzes, papers or assignments, plagiarism, etc.) will be failed in this course. All work submitted to the instructor must be the result of the student's own effort. If it is not it is **PLAGIARISM**. Any instances of plagiarism in any class assignment or test will result in a grade of zero for the assignment or test. The assignment or test will have to be redone as well. To plagiarize is to represent as one's own work the words or ideas of another.

Examples of plagiarism include:

- a. Failure to give credit to the person whose words or ideas have been borrowed;
- b. Failure to place quotation marks (or other proper citation forms) around passages that are cited verbatim;
- c. and Minor changes of someone else's sentences and words that do not alter the essential style or meaning of the passage.

The above paragraph is copied from a professional colleague with his permission.

ASSIGNMENT DUE DATES:

Assignments are due at the beginning of the class period on the date indicated when the assignment is given. The student should understand that assignments, papers and presentations are to be turned in on or completed before the class indicated. **Papers and assignments that are not turned in by the class period indicated will have a penalty of letter grade per each weekday (Monday-Friday) assigned.** Those student not doing a presentation during the assigned time without prior approval will have a penalty of two letter grades assigned per occurrence. **Failure to complete a major part of the course (turn papers, take major exams or make presentations) can result in the failure of the course.**

STUDENT EVALUATION:

Grades will be based upon formal written examinations, periodic quizzes, written assignments, term papers, and meaningful class discussion/participation.

Each examination will counts 18%	$18 \times 4 = 72\%$
Class writing assignment will count 18%	$18 \times 1 = 18\%$
Class participation will count 10%	$10 \times 1 = 10\%$
	Total = 100%

1. Class participation means interaction with fellow students and the instructor--not simple presence. Class comments will reflect reading and honest consideration of the viewpoints of fellow students.
2. Written examinations and the final exam will constitute the formal written evaluation instruments utilized in this course.

There will be **four (4)** examinations in this course (see schedule for dates). Make-up examinations will "**NOT**" normally be given. It is the students responsibility to be at and take the examination at the appropriate times and dates.

Answer Sheets: The second day that you attend class, please give the instructor a package of SCAN-TRON answer sheets (Form 882). These forms may be purchased in the University Bookstore. **Do NOT open the packages;** tape your name, and class name to the outside of the package. **MAKE NO MARKS ON THE ANSWER SHEETS.**

Number 2 Lead Pencils will be REQUIRED for All EXAMS.

3. Writing assignment choices:

A. Traditional Research Paper:

1. Subject: The subject will be directly related to the subject matter of the course and be approved by the Instructor ahead of time.
2. Size: The size of the paper, to some extent will be dictated by the subject matter. The goal is a well researched and written paper of a minimum of between 10 and 12 pages of subject matter.

B. Critical book reviews of two academic books:

1. Subject: The books will be directly related to the subject matter of the course and be approved by the Instructor ahead of time.

2. Size: The size of the paper, to some extent will be dictated by the book. The goal for each review is a well researched and written paper of a minimum of between 5 and 6 pages of subject matter.

C. Critical book review and Interview report:

1. For the one book review see above.
2. Interviewee: The person to be interviewed will be someone significant to the subject matter of the course and be approved by the instructor ahead of time.
3. Size: The size of the interview report, to some extent will be dictated by the Interview. The goal for each review is a well researched and written report of a minimum of between 5 and 6 pages of subject matter.

D. Other:

If you would like to write a paper that doesn't conform to the above choices, please submit it in writing (typed) to your instructor. Your instructor may approve an alternative assignment, as long as your essay is based primarily on outside readings relevant to the themes of the course.

Additional information and guidelines for these writing assignments will be handout in a later class.

4. Performance on examinations and subsequent cumulative course averages will be based upon standard definitive grade values as indicated below:

90 - 100 = A

60 - 69 = D

80 - 89 = B

Below 60 = F

70 - 79 = C

5. The final examination will be administered at **17:20-20:00, Monday, May 7, 2001.**
6. If you would like to know your final grade at the end of the semester before the university sends it to you, **bring a self addressed, stamped business sized envelope to the final examination** and your final grade and final exam grade will be sent to you.
7. Students may withdraw with a "W" grade until the last day allowed by the University (**February 23, 2001** this semester) regardless of their grade in the course. Students who withdraw after the last day to withdraw with a "W" will receive a "W" grade if they are passing at the time of their withdrawal and have less than ten absences (calculated on the basis of a fifty-minute class period). Students who want to withdraw and are passing with more than ten absences and students who have an "F" average and less than ten absences should see the instructor. Those students with ten or more absences (calculated on the basis of a fifty-minute class period) and a failing average, who withdraw will receive an "F" grade. A grade of "F" will be assigned if you stop attending and have not turned in assignments or have not taken scheduled exams prior to the withdrawal date.
8. Under **EXTREMELY** compelling circumstances, exceptions can be made to some policies in this syllabus. If you have a problem, inform me as soon as possible, preferably beforehand and in person. If I am alerted early, it may be possible to work out a mutually satisfactory solution to the situation. Delay almost always makes resolution more difficult. I prefer to discuss problems in my office rather than in front of the class and find that the students are usually happier about the decisions made there. All exceptions to class policies in this syllabus must be requested in writing and, if approved, will be granted

in writing. The instructor, not the students, determines class policy or policies in any instance in which the syllabus does not seem to be clear.

ADA COMPLIANCE:

If any member of the class feels that he/she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with you and the University's Office of Student Affairs to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations at the first class attended.

INCLEMENT WEATHER / DISASTER POLICY:

The following are basic premises for the inclement weather policy at Northeastern State University:

1. Classes are expected to be held if at all possible.
2. It is the student's responsibility to receive the information when weather is questionable.
3. Neither students nor faculty are expected to risk life or limb.
4. Faculty members are obligated to hold classes if the University is not closed, unless the faculty member is unable to get to campus.

Policy: During times of inclement weather, decisions concerning day classes will be made by 6:00 a.m. in order for the media to be notified and for students to receive the announcement before they leave home. Decisions concerning night classes will be made by 3:00 p.m.

The following media will be notified regarding closing of the campus:

Radio Stations:

KRMG 740 AM	Tulsa
KAYI 107 FM	Tulsa
KTLQ 1350 AM	Tahlequah
KEOK 102 FM	Tahlequah
KBIX 1490 AM	Muskogee
KMMY 97 FM	Muskogee
KVOO 1170 AM	Tulsa

Television Stations:

KJRH Channel 2	Tulsa
KOTV Channel 6	Tulsa
KTUL Channel 8	Tulsa
KFSM Channel 5	Fort Smith
Cable Channel 96	Tahlequah

The automated attendant message on 918-456-5511 will be modified to include information concerning campus operations during inclement weather.