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CC: Tamra Donnelly, Academic Senate Office

FROM: Silvina Ituarte, Chair
Department of Criminal Justice Administration

DATE: May 10, 2012

SUBJECT: Criminal Justice Department Annual Review Report 2012

BRIEF SELF STUDY – DEPARTMENT GOALS AND PROGRESS

The last Five Year Review for the Criminal Justice Department was conducted during the 2008 – 2009 academic year. Since then, the CRJA department has grown to include 593 majors (Fall 2011), 33 minors, and several forensic options students. The department continues to promote the major despite having only four tenure track faculty (2 assistant professors and 2 associate professors). CRJA conducted a tenure track faculty search during 2011-2012, yet it was unsuccessful at finding a well-suited law enforcement expert.

The goals of the Department continued to emphasize making stronger connections with community organizations through grant proposals, student internships, and other collaborations. The Department continued reconnecting with alumni and developing a stronger Department image both inside and outside the University. Four of our current lecturers are CRJA alumni who continue their commitment to the Department by teaching new generations of CRJA majors and each represent prominent positions in community agencies. All these efforts have culminated in the first CRJA scholarship being donated by a CRJA alumni who has also agreed to present the keynote address at the Second CRJA Graduation Reception on June 6th. Additionally, the Dept Facebook website continues to connect students, alumni, faculty, and the community together for a total of 300 regular followers .

In 2011-2012, the Department offered several required courses in hybrid or online formats so as to increase the accessibility of the courses to all students (day / evening / Concord). The morale in the Department (student and faculty) remained high as the faculty worked toward developing a vision that involves growth, community involvement, and innovative learning opportunities for students. Our internship course was reintroduced as a regular offering each Winter quarter and required that students not only complete multiple hours at a criminal justice related site, but also required weekly meetings and presentations about their experiences.

The Department continues to work toward the departmental goals: 1) offering more courses to facilitate timely graduation, 2) developing innovative courses that demonstrate curricular innovations that meet the needs of the profession, 3) hiring additional tenure track faculty, 4) and

expanding educational opportunities to the community through the development of a Saturday-Hybrid CRJA Certificate for returning military veterans and wounded warriors.

The Dept also continued to address many of the recommendations from the five year review and progress on those is as follows:

1. *The Department lacked a cohesive focus and vision.* The faculty continued their renewed commitment to becoming more engaged in the community through various projects, grant proposals, and internships. Additionally, the Dept sought to develop a Saturday-Hybrid CRJA Certificate to address the needs of wounded warriors by providing educational opportunities for reentering veterans in a format most suited for their needs (i.e. Saturday-Hybrid format with possible teaching locations at Veteran agencies). Additionally, a forensic science certificate is currently under development for policing leaders, journalists, and other stakeholders who may benefit from comprehensive forensic evidence courses.
2. *Department faculty did not hold frequent faculty meetings:* Since 2010, the faculty have met at least three times per quarter, held two retreats, and communicated regularly through email discussions regarding department issues. The chair regularly updated the faculty regarding new policies, budgetary issues, and the need to aid the college with enrollment targets.
3. *Assessment mechanisms were incomplete:* The Department developed a rubric for assessing the “Critical Thinking” in 2009 and continued to focus on assessing other learning outcomes through embedded course assessments. This year, the faculty emphasized identifying the knowledge learning outcomes for the major as well as each of the courses (See Appendix). Several courses were assessed for knowledge and critical thinking and an example of the data are provided in Appendix A. Our progress on assessment has yielded the following: 1) rubrics for measuring “critical thinking” and rubrics for measuring “oral communication,”(see Appendix A) 2) detailed program learning outcomes for each course (see Appendix E), 3) and a detailed curriculum assessment map listing the knowledge learning outcomes currently attained in each course (Appendix D). In the upcoming year, we hope to develop a rubric for the diversity learning outcomes and we hope to assess several courses in critical thinking, oral communication, knowledge, and diversity. The remaining institutional learning outcomes will be examined in the following year.
4. *Curriculum:*
 - 4.1 The Criminal Justice Department graduates approximately 100+ majors each year, students repeatedly express their satisfaction with our faculty, and course sections typically fill quickly (often with long waitlists). In the 2011-2012, the CRJA Department expanded existing course enrollments and opened new sections while consistently maintaining an SFR of 39 or 40.

The student course evaluations continue to show high ratings numerically and with positive written comments across all faculty. The students have become more engaged in department activities, internships, and volunteer opportunities which not only benefits the student through experiential

learning, but also reflects well on the department and university through demonstrating our students' strong commitment for their chosen field of study.

In Fall 2011, the Department has implemented a requirement of a minimum grade of "C" or higher in all CRJA courses applied to the major.

- 4.2 The Department offered multiple on-line and hybrid courses and opened additional sections to accommodate long wait lists. A modification of CRJA 3800 also changed the course format to a lecture course to accommodate the growing interest in forensic sciences and the eliminated "activity" portion of the course is scheduled to re-emerge in a future forensic seminar course. .
- 4.3 *Focus on Major Courses:* The CRJA Department continues to serve the needs of students majoring in criminal justice while also inviting students in other majors to enroll in our courses. Only CRJA 4125 *Women and Crime* can be used to fulfill the GE Women / Minorities requirement.
- 4.4 *New Courses:* The newly created course in *Prejudice, Violence, and Hate Crimes* is scheduled to be offered for the first time in Fall 2012. This course will provide much needed attention and specific emphasis on diversity related issues related to the justice system.
5. *Administrative Support:* The Five-Year Review Report stated that the workspace and administrative support in the department was inadequate. After the extreme challenges of having a ½ administrative assistant with a 10 month appointment in 2010, the creation of the MI Staffing Center is a welcome relief. CRJA and three additional departments from CLASS share a senior office manager and an administrative assistant. This is a huge improvement from the support the department received in the previous year.
6. *Department Expertise:* The Department continues to lack a tenure track faculty member with expertise in Law Enforcement. While the tenure track search in 2011-2012 was not successful in hiring a well-suited faculty with law enforcement expertise, the faculty are optimistic for the search in the Fall of 2012. The Department continues to rely on three part time lecturers with policing expertise who have been very accommodating in meeting the increasing demand for our law enforcement courses.

DEPARTMENT DEMOGRAPHICS (Students / faculty)

The CSUEB CRJA Department has faculty who are energetic, creative, experienced and eager to explore new opportunities: 1) development of a Saturday-Hybrid CRJA Certificate for wounded warriors , 2) a forensic science certificate offered through self-support for journalists and justice professionals, 3) increased grant support for innovative student projects, 4) development of a summer Travel-Learn Program in CRJA, and 5) a myriad of community collaborations that promote safe and healthy communities while also enhancing the image of the university within the community.

DATA

The Criminal Justice Department continues to consist of four fulltime tenure track faculty who are servicing the needs of 593 declared CRJA majors, 41 declared minors, and several forensic science students (approx. 30).

| Plan_Descr | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Totals |
|--------------------------------|------------|------------|------------|------------|------------|-------------|
| Criminal Justice Adm Addl Degr | 2 | 4 | 5 | 4 | 1 | 16 |
| Criminal Justice Admin BS | 525 | 521 | 599 | 560 | 593 | 2798 |
| Criminal Justice Admin - Minor | 36 | 31 | 28 | 35 | 41 | 171 |
| 2nd Maj: Criminal Justice Adm | 12 | 4 | 11 | 13 | 10 | 50 |
| | 575 | 560 | 643 | 612 | 645 | 3035 |

CRJA Department Declared Majors / Faculty

| | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 |
|-----------------------|-----------|-----------|-----------|-----------|-----------|
| Number of CRJA Majors | 525 | 521 | 599 | 560 | 593 |
| Tenure Track Faculty | 5 | 4.5 | 4.5 | 4 | 4 |

593 CRJA Majors: 4 Fulltime T/T Faculty (2 Assoc. Prof. / 2 Assist. Prof)

While the number of students has continued to grow, several retirements and an unsuccessful tenure track search in 2011-2012 have left us with few faculty, limited resources, and extreme amount of advising. Currently, all the CRJA majors are assigned according to their last name to one of three academic advisors since the chair has to review and sign off on all the graduation evaluation sheets. Additional faculty are needed for advisement, instruction, community projects, and the overall survival of the department. With such few faculty, when one member goes on leave, the remaining three are unable to complete all the department needs of RTP, periodic reviews, advisement, reports, committee work, faculty searches, etc. This is not only a strain on junior faculty who need to prepare for tenure and promotion, but limits the learning experiences and atmosphere of students who are unable to benefit from working with creative and energized educators.

ASSESSMENT FOR SUCCESS

This year, the CRJA Dept. developed a rubric for the oral communication learning outcome, fine-tuned the overall program learning outcomes / objectives, and developed a curriculum map which shows the CRJA course offerings and the learning objectives most emphasized in each course. Specific classes were then chosen to assess learning outcomes: Crime Theory (CRJA 4127, Dr. Beck) was chosen to assess critical thinking, while Ethics (CRJA 3700, Dr. Komorosky) was chosen to assess Knowledge (See Appendix A).

A. *Critical Thinking*

Data for assessing the Critical Thinking PLO is found in Appendix A. Data from CRJA 4127, assessed in Fall 2011, shows that about 20% of students performed below expectation, and similar number at the exemplary level.

B. *Knowledge*

The knowledge PLO requires a detailed list of specific learning outcomes, and a draft has been prepared. It is attached as a separate document. This document provides detailed course descriptions in addition to the learning outcomes for each specialty and course. A rubric for this outcome that can be applied across all classes is still in development.

Some data for assessing the Knowledge PLO have been accumulated, and are also found in Appendix A. A pre- and post-test assessment strategy was used for this learning outcome. This measures the percentage increase in knowledge compared to the total possible improvement from the pre-test. Two sections of students were assessed in F11.

Assessment Plan for Oral Communication

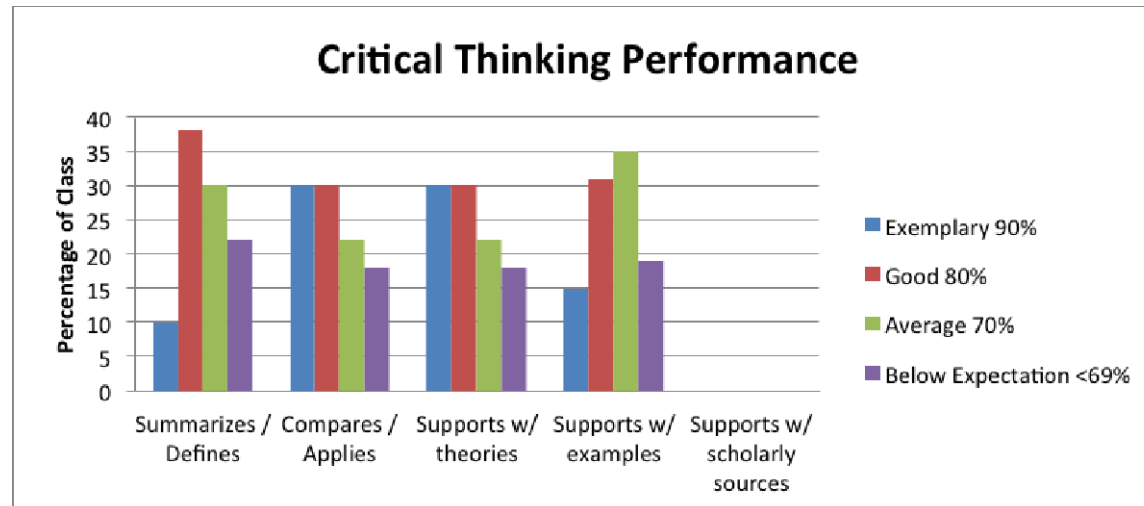
| Learning Goal | Learning Objective | Assessment mechanisms | Assessment results | Program improvement |
|--|--|--|--|--|
| Convey, present, and discuss ideas and issues in one-on-one or group settings (Oral Communication) | An ability to present ideas orally to groups in a professional manner that is clear, coherent, and knowledgeable | At least 85% of the presentations in the assessed classes are rated as adequate or better. | The rubric for this learning outcome was created this year and has not been implemented in the 2011-2012 year. | Faculty will collaborate on developing written and instructional resources to improve professional and knowledgeable presentations. Faculty will collaborate on identifying University resources to which students can be referred for improvement in oral communication. |

The department will use a similar procedure for tracking the continued development of rubrics, assessment, and improvement, using the preceding grid (using Oral Communication as an example).

Appendix A

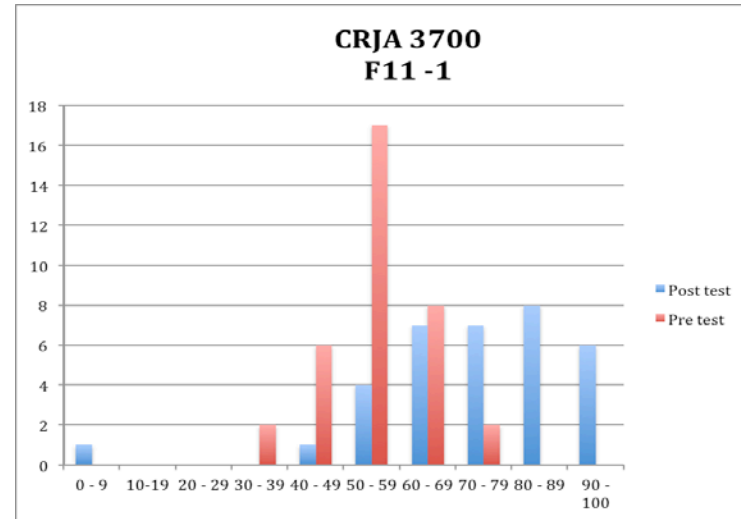
Critical Thinking Assessment: CRJA 4127 Crime Theory, Fall 2011 – Beck

| | Exemplary 90% | Good 80% | Average 70% | Below Expectation <69% |
|--|---------------|----------|-------------|------------------------|
| Summarizes and defines concepts / theories | 10 | 38 | 30 | 22 |
| Compares and applies concepts / theories | 30 | 30 | 22 | 18 |
| Supports argument with theories | 30 | 30 | 22 | 18 |
| Supports claims with examples | 15 | 31 | 35 | 19 |
| Supports claims with scholarly sources | 0 | 0 | 0 | 0 |

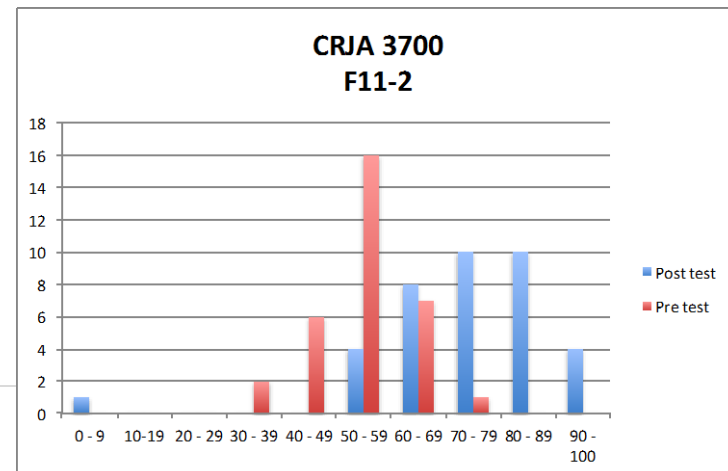


Knowledge Assessment: CRJA 3700 Ethics, Fall 2011 - Komorosky

| Fall 11 -1 | | | |
|-------------------|------|---------|------|
| Count | 35 | Count | 34 |
| Average | 56.6 | Average | 72.5 |
| Median | 58 | Median | 75 |
| Std Dev | 9.5 | Std Dev | 18.7 |



| | | | |
|-------------|------|------------|--------------|
| Count | 32 | Count | 37 |
| <g> Average | 43.4 | difference | 15.9 |
| | 53 | Average | 72.92 |
| Median | 52 | Median | 76 |
| Std dev | 8.12 | Std dev | 16.74 |
| <g> | 47.0 | difference | 0.42 |



Appendix B.

Critical Thinking Rubric

| Exemplary 90% + | Good 80% + | Average 70% + | Below Expectation - Poor < 69 |
|--|---|--|--|
| Cogently summarizes and defines multiple perspectives | Summarizes, defines multiple perspectives, yet needs more detail | Lists multiple perspectives but provides evidence of superficial knowledge | Does not show ability to adequately define basic concepts or perspectives |
| Critically compares and applies various theoretical perspectives | Critically compares and applies various theoretical perspectives but needs more detail | Provides some comparison of perspectives, but does not show application of the perspectives | Provides no comparison and no application of theories / perspectives |
| Uses one or more theories to support / argue a point | Uses one or more theories to support / argue a point but needs to describe how the evidence supports the claims in greater detail | Uses little support to substantiate claims and strong reliance on sources | No support is provided to substantiate claims |
| Supports claims with appropriate relevant examples | Supports claims with few appropriate relevant examples | Uses inappropriate examples to explain or support ideas | Use no examples to explain concepts |
| Supports claims with the use of appropriate scholarly sources and has strong command of APA method of citation | Some scholarly sources are used and cited using APA method of citation | Few academic sources are consulted to support claims. Demonstrates a lack of knowledge of APA method of citation | No scholarly sources have been utilized or citations are missing throughout the assignment |

Oral Communication Rubric

| | Exemplary | Good | Average | Below Expectation |
|---------------------------------|---|---|--|--|
| Presentation | | | | |
| Clarity of Presentation | Student presents information in an organized way that audience can understand and that is interesting | Student presents information in an organized way that audience can understand | Student jumps around making it difficult for audience to follow | There is no clear sequence/order to the presentation |
| Substantive coverage of topic | Student has a clear understanding of the key issues and can provide examples | Student has a clear understanding of the key issues and stays on target | Student has some understanding of the topic but has left key issues out and/or strays from topic | Student does not understand the topic. Central ideas are not clearly communicated or completely left out |
| Use of Visual Material | Student PPTs/Visuals reinforce the message communicated in the presentation | Student PPTs/Visuals relate to the basic concepts | Student PPTs/Visuals can be difficult to read and may distract from the presentation | Student PPTs/Visuals do not help the audience get a clear picture of what the presenter is trying to communicate |
| Discussion | | | | |
| Responsive to Questions | Student actively engages audience in Q&A | Student is open to answers all questions from audience | Student answers some but not all audience questions | Student does not entertain questions from audience |
| Knowledge of Substantive Issues | Student is able to answer all questions asked by audience | Student is able to answer most questions asked by audience | Student can answer some questions asked by audience | Student has difficulty answering questions posed by audience |

| Professionalism | | | | |
|------------------------|---|--|--|--|
| Enthusiasm | Actively communicates interest through facial expressions and body language about topic and in others | Most of the time communicates interest through facial expressions and body language about topic and others | Seldom communicates interest through facial expression and body language in topic and others | Displays no interest in topic or others |
| Confidence | Student shows poise and confidence with relaxed nature | May make mistakes but can recover | Unsure, and shows some difficulty recovering from mistakes | Student seems nervous and is not able to recover from mistakes |
| Eye Contact | Holds audience attention for most or all of presentation | Consistent eye contact | Minimal eye contact but mostly reads report | Student reads report- no eye contact |

Appendix C

Criminal Justice Specializations & Learning Outcomes

This year, the CRJA Department focused more specifically on more explicitly stating the program learning outcomes for the entire program as well as for the specific options offered in the major. CRJA majors will select a specialization in either (1) law enforcement or (2) corrections (for CRJA majors) or the (3) forensic specialization in the combined degree with Biology or Chemistry. Students will gain deeper understanding and skill development of their chosen subtopic within the broader field of study.

A. Law Enforcement Specialization Learning Outcomes

The **law enforcement** specialization provides students with knowledge in police theory, law enforcement practice and organizational management in preparation for positions in law enforcement, law, investigation, security management and related areas.

- Explain the historical context of policing in the U.S. and the essential differences between police services at the different levels of government
- Define the role of police and their relationship to other components of the criminal justice system including courts, corrections and forensic science
- Explain and analyze the organizational structure, administrative practices and operating procedures of modern police agencies in the handling of personnel and their functions
- Identify specific law enforcement strategies to address substantive problems such as community policing, terrorism, cultural diversity, and substance abuse
- Apply and use critical knowledge skills of the U.S. Constitution and its practical application to law enforcement and criminal procedure
- Identify and analyze ethical issues related to decision-making processes associated with moral dilemmas in policing

B. Corrections Specialization Learning Outcomes

The **corrections & case management** specialization is designed to offer professionals in various areas of corrections and offender rehabilitation a deeper understanding of case management services and the complex dynamics of addiction and offender treatment.

- Explain and trace the history and philosophy of adult and juvenile correctional systems and identify the different models of punishment associated with each system
- Explain the history of probation and parole and the roles of the probation and parole officers in the criminal and juvenile correctional systems
- Define community corrections and the innovative approaches associated with this perspective such as restorative justice, peacemaking, intermediate sentences, drug courts and substance abuse counseling
- Apply various assessment, diagnostic techniques and case management strategies for working with adult and juvenile offenders
- Explain the organizational structure, administrative practices and operating procedures of correctional agencies in the handling of personnel and their functions

- Define the development of prisoners' rights and identify and analyze landmark decisions that substantiate rights for prisoners
- Identify and analyze ethical issues related to decision-making process associated with moral dilemmas in corrections

C. Forensic Science Specialization Learning Outcomes

The **forensic science** specialization is designed to prepare students with foundational knowledge of forensic science and technology for entry-level positions in criminal justice or related areas.

- Process a crime scene that includes collection, preservation and analysis of evidence, developing and lift fingerprints, blood spatter interpretation and write a narrative and scene description
- Define forensic science, postmortem interval, body changes, relevant medical history, traumatic injury, postmortem lab tests, and features of death scene investigations

Appendix D

CRJA Learning Outcomes Curriculum Map

| | Program Learning Outcome | 1 | 2A | 2B | 3 | 4 | 5 | 6 |
|------|--------------------------------------|-------------------|------------|---------------|-----------|---------------|----------------------------|-----------|
| | | Critical Thinking | Oral Comm. | Written Comm. | Diversity | Collaboration | Community Engage / Sustain | Knowledge |
| 1100 | Behind Bars | | | | | | | |
| 2100 | Elementary Criminal Law | | X | | | | | X |
| 2200 | Basic Criminal Investigation | | | | | | | X |
| 2400 | Evidence in Correct & Law Enfr | | | | | | | X |
| 2500 | Administration of Justice | | | | | | | X |
| 2600 | Police Community Relations | | | | X | | | X |
| 3100 | Corrections & Criminal Justice | X | X | X | X | X | | X |
| 3200 | Research Methods Criminal Justice | | X | X | | X | | X |
| 3300 | Crime Prevention and Control | | | X | | X | | X |
| 3400 | Advanced Criminal Investigation | X | X | X | | X | | X |
| 3500 | Criminal Identification | X | X | | | | | X |
| 3610 | Police Organization & Mgmt | X | X | | X | X | | X |
| 3700 | Ethics and Justice Admin | X | | | | | | X |
| 3750 | Family Violence | | | | | X | | X |
| 3800 | Compar Evid and Its Evaluation | X | X | | | X | | X |
| 3898 | Cooperative Education | | | | | | X | X |
| 3999 | Issues in Criminal Justice | | | | | | | X |
| 4123 | The Crime Victim | X | X | | X | X | | X |
| 4124 | Sex Crime Investigation | | | | | | | X |
| 4125 | Women in Criminal Justice | | | | X | X | | X |
| 4127 | Crime Theory | X | | X | | | | X |
| 4128 | Internship in Criminal Justice | | X | | | X | X | X |
| 4330 | Prejudice, Violence, and Hate Crimes | | X | X | X | X | | X |
| 4700 | Community Based Corrections | X | | | X | X | X | X |
| 4710 | Drugs, Law, Society | | | | X | | | X |
| 4730 | Restorative Justice | X | X | | X | X | X | X |
| 4830 | Seminar in Forensic Research | | | | | | | X |
| 4900 | Independent Study | | | | | | | |

Appendix E

COURSE DESCRIPTIONS AND LEARNING OUTCOMES PER COURSE

CRJA 2100 ELEMENTARY CRIMINAL LAW (4)

The nature and functions of criminal law and the principles and rules underlying its administration. This course covers the structure and organization of the federal and state court system with special attention to the criminal courts. The basic functions of the courts will be examined. Classification of criminal statutes and crimes.

- Differentiate between civil and criminal law
- Identify the constitutional rights afforded to individuals who enter the criminal justice system
- Identify the elements of crimes and the various types of offenses
- Identify the various defenses available to people charged with crimes
- Describe the organizational structures of federal and state court systems
- List and describe the roles of the various members of the courtroom workgroup
- Discuss the differences between criminal and civil courts
- List and define the stages of processing a criminal case through the courts
- Describe the differences between trial courts and appellate courts

CRJA 2200 BASIC CRIMINAL INVESTIGATION (4)

The principles and methods of investigation used to acquire and to disseminate information about crimes.

- Define and apply procedures for arrests, case preparations, and closing investigations
- Identify and evaluate the difference between interviewing and interrogation

CRJA 2400 EVIDENCE IN CORRECTIONS AND LAW ENFORCEMENT (4)

The role of science and law in the utilization of physical and social evidence in justice administration.

- Explain and identify the difference between real, demonstrative, and circumstantial evidence
- Explain the concepts of impeachment, hearsay, privileges, and burdens of proof
- Analyze the Federal Rules of Evidence
- Analyze the Exclusionary Rule and its application to illegally seized evidence

CRJA 2500 ADMINISTRATION OF JUSTICE (4)

Survey of the various components of the American criminal justice system, emphasizing police, court and corrections administration. An historical, philosophical overview of justice administration.

- Identify and define the various components of the criminal justice system
- Explain and analyze the relationships between law enforcement, the judicial system and corrections
- Explain the processes associated with moving an accused through the criminal justice system from arrest to adjudication
- Analyze and determine crime rate, crime index, and recidivism rates
- Identify career options in the criminal justice field

CRJA 2600 POLICE COMMUNITY RELATIONS (4)

The relationship between justice administration and the public with particular emphasis on police relations with ethnic and sexual minorities, and juvenile and adult offenders.

- Describe the history of policing in American society
- Identify the various segments of police services
- Describe the organization structure and management style of police agencies
- Analyze issues of discretion, ethics, decision-making and morality
- Examine the history of police and their relationship with communities
- Identify specific law enforcement strategies to address substantive problems
- Define and explain target-specific law enforcement strategies
- Define and discuss traditional police policies in community relations

CRJA 3100 CORRECTIONS & CRIMINAL JUSTICE (4)

Legal aspects of juvenile and adult corrections. Investigative techniques in corrections, including probation and parole. Analysis of concepts of rehabilitation, punishment and revenge.

- Trace the history of corrections in the U.S.
- Describe the different models of punishment and the various correctional alternatives
- Explain the organization and management of correctional institutions, both Federal and state
- Describe the legal rights of prisoners
- Describe probation, parole and the revocation process
- Discuss contemporary issues in corrections

CRJA 3200 RESEARCH METHODS IN CRIMINAL JUSTICE (4)

The application of scientific research methods to selected data and statistics in justice administration. Use of scientific methodology in interpreting crime and correctional data.

- Provide theoretical foundation for conducting research in criminal justice and criminology
- Analyze the difference between qualitative and quantitative research
- Explain the research process beginning with statement of the problem, research design, data collection, analysis of data, interpretation and results
- Define and analyze the ethical responsibilities associated with criminal justice research methods
- Provide theoretical foundation for conducting research in criminal justice and criminology
- Analyze the difference between qualitative and quantitative research
- Explain the research process beginning with statement of the problem, research design, data collection, analysis of data, interpretation and results

CRJA 3300 CRIME PREVENTION AND INTERVENTION (4)

Concepts of planning and implementation of crime prevention and control systems. The role of security in urban society and civilian involvement in crime prevention.

- Identify and evaluate crime prevention techniques
- Compare crime prevention methods focused on family, schools, community, policing, etc.
- Describe crime prevention policies and their effects on recidivism
- Apply basic crime prevention techniques to a crime problem
- Identify and evaluate different crime-problem interventions

CRJA 3400 ADVANCED CRIMINAL INVESTIGATION (4)

A continuation of CRJA 2200. The exploration of investigative problems in major crimes. Analysis of role of criminal investigator and the legal use of scientific aids to investigation. Case history, examination and analysis.

- Identify and evaluate procedures involved in reviewing and processing a crime scene
- Describe proper procedures for handling witnesses and witness-related evidence
- Apply basic and major investigative techniques
- Identify and evaluate the difference between interviewing and interrogation
- Define and apply procedures for arrests, case preparations, and closing investigations

CRJA 3610 POLICE ORGANIZATION AND MANAGEMENT (4)

Application of principles of organization and management to the study of police agencies and crime investigation; relationship of police agencies to other public agencies.

- Describe and analyze the organizational and administrative structure of criminal justice administration
- Describe the roles and functions of police personnel, including investigation
- Analyze issues related to police discretion
- Evaluate law enforcement decisions using appropriate ethical and legal guidelines
- Identify and analyze characteristics of police subcultures and their effect on law enforcement

- Evaluate the effect of technology and law enforcement
- Explain the organizational structure, administrative practices, and operating procedures of modern police agencies
- Identify, describe, evaluate and propose remedies to problems confronting police administrators
- Identify and evaluate the key management and organizational theories
- Identify and analyze contemporary ethical issues in law enforcement

CRJA 3700 ETHICS AND JUSTICE ADMINISTRATION (4)

The development and application of social theories to the study and analysis of ethical decision-making; studies dealing with problems of integrity through organization, management, and leadership, with emphasis on public agencies, particularly the criminal justice system.

- Identify and define the theoretical concepts associated with ethical and moral behaviors in criminal justice
- Discuss and analyze the ethical decision making processes in law enforcement, law and the courts, corrections and forensics
- Identify dilemmas and the consequences associated with immoral behaviors within the criminal justice system and in the broader context of society and the government
- Critique and evaluate current ethical policies and posture through the examination of case studies

CRJA 3750 FAMILY VIOLENCE AND THE CRIMINAL JUSTICE SYSTEM (4)

Family violence is prevalent in our society, impacting individuals from all socioeconomic levels. This course will introduce students to the types of family violence, potential causes, impact on both individuals and the community, and the criminal justice response.

- Explain definitions and types of family violence
- Describe the evolution and history of family abuse
- Describe the impact of public policy on victims of family violence
- Analyze specific victim populations
- Discuss current issues in family violence, prevention, and intervention

CRJA 3800 COMPARATIVE EVIDENCE AND ITS EVALUATION (4)

The forensic comparative process; studies of microscopic characteristics of various types of physical evidence. Topics include firearms and tool identification, impression evidence, technical photography and preparation of laboratory findings for court.

- To understand the roles and responsibilities of forensic scientists in the criminal justice and legal systems of the United States
- To understand the scope, scientific foundation, and techniques of a variety of the scientific disciplines practiced in crime laboratories
- Explain the importance of expert testimony and report writing
- Apply various analytical techniques used to examine physical evidence
- Identify and describe the responsibilities associated with preservation of the crime scene

- Describe the various steps associated with the identification, collection, and preservation of evidence
- Apply various techniques to develop and preserve fingerprints
- Identifying the class and individual characteristics of physical evidence
- Apply various techniques using the casting method for preservation of evidence
- Apply course content to process a simulated crime scene

CRJA 4123 THE CRIME VICTIM (4)

The criminal justice system from perspective of the victim and the victim's needs/concerns. Various facets of victimology including: victimization data, victim compensation, psychological impacts of crime on victims, and alternatives to current remedies.

- Explain the history of victimology
- Describe the impact of public policy and the crime victims' movement on victim rights
- Analyze the methodology used to determine crime and victimization rates
- Analyze specific victim populations
- Discuss current issues in victimology

CRJA 4127 CRIME THEORY (4)

Major social, psychological and biological theories of crime causation. Historical and current applications of theory to justice administration and offender treatment and rehabilitation.

- Explain the distinction between crime, criminal behavior, and the law
- Describe the various schools of criminology
- Explain the various theories of crime causation
- Recognize crime typologies, trends, and patterns of criminal behaviors as associated with specific criminal acts

CRJA 4128 INTERNSHIPS IN CRIMINAL JUSTICE

Practical experience in a department-approved criminal justice agency (public or private). Academic assignments and integrated with volunteer or paid activities. The student participates in a practical on-site internship in which theoretical principles are applied to work situations under professional supervision.

- Apply practical experience in a working environment of, or related to their chosen discipline
- Apply interpersonal skills essential in the transition from student to employee
- Analyze the link between academic learning and professional work experience
- Process the internship experience to articulate and market oneself to prospective employers

CRJA 4330 PREJUDICE, VIOLENCE AND HATE CRIMES (4)

This course explores the characteristics, prevalence, causes, penalties, and constitutional issues regarding hate crimes and hate speech. Students will examine the history, social contexts, and political controversies surrounding hate crimes as well as other components of prejudice and violence. Explain the history of race, ethnicity and social class in the U.S. criminal justice system.

- Analyze the theoretical perspectives used to explain cultural diversity, oppression, and criminal justice
- Define various forms of “privilege” and examine its impact on oppressed groups
- Describe the differential and inequitable treatment encountered by marginalized groups in policing, courts and corrections
- Discuss the evolution of hate crime legislation and policy
- Describe why the media refers to “hate crimes” and scholars refer to “bias crimes”
- Explain crime statistics regarding who are the likely victims of hate crimes and the likely offenders of hate crimes
- Describe the challenges faced by police and prosecutors in addressing bias crimes
- Explore contemporary issues in cultural diversity, crime and violence

CRJA 4700 COMMUNITY BASED CORRECTIONS (4)

The role of local, state and federal government in the development of community-based correctional programs. Alternatives to incarceration of the criminal. This course examines the theories and practices involved in probation and parole processes and decision-making. Topics include pre-sentence and pre-parole investigations, probation and parole supervision, the administration of corrections services including treatment and release decision-making processes. Finally, this course examines juvenile corrections and the use of intermediate methods of treatment including electronic monitoring, community service, and the use of restitution. Topics include halfway houses of correction, community furlough and ex-offender employment.

- Analyze and apply various theories of community corrections
- Describe innovative perspectives and alternative sentences associated with community corrections
- Discuss the history of probation and parole in criminal justice
- Describe the roles of probation and parole officers in the criminal justice
- Create presentence and pre-parole investigation reports and apply various treatment
- Explain the historical context for treatment in a correctional setting
- Explain and analyze the rationale for treatment methods used
- Apply various assessment and diagnostic techniques for classification of offenders
- Identify counseling techniques for offenders with special needs

CRJA 4710 DRUGS, LAW & SOCIETY: RACE, GENDER AND U.S. DRUG POLICY (4) Exploration of current U.S. drug policy and consequences, such as mass incarceration. Includes historical drug scares, the War on Drugs and repercussions, drug treatment, decriminalization, race and gender analysis.

- Define and evaluate the scope of the relationship between drugs and crime
- Analyze the law enforcement strategies in applying drug laws
- Explain the various steps in processing an individual charged with violation of a particular drug law
- Describe the various types of drugs and drug use in society
- Analyze the relationship between criminal activity and the illegal drug industry
- Analyze common reasons why people use mood altering chemicals including recreational drugs
- Evaluate the research on the origins of addictions, alcoholism, and chemical dependency disorders
- Describe the impact of chemical dependency upon offender populations based on age, gender, race, ethnicity, sexual orientation, disability including mental health issues
- Identify and properly use the basic terminology used in substance abuse treatment
- Analyze the basic strategies and goals of group and individual counseling involving criminal justice clients

CRJA 4730 RESTORATIVE JUSTICE (4)

Critical look at how restorative justice responds to crime by holding offenders accountable for harm committed, repairing harm to victims and community, and promoting skills in offenders to prevent crime recurrence.

- Analyze, apply, and compare various theories of justice including retributive, therapeutic, restorative, and community justice.
- Describe innovative perspectives and alternative sentences associated with restorative justice
- Discuss and describe various restorative justice programs in the United States and the world
- Describe how restorative justice practices implemented in policing, the courts, and corrections
- Explain how restorative justice practices are beneficial for victims, offenders, and the community
- Explain and analyze the rationale for the use of restorative justice
- Apply restorative justice principles to crime related problems