



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW  
ANNUAL PROGRAM REPORT**

College	CLASS
Department	Criminal Justice Administration
Program Unit	
Reporting for Academic Year	2013-2014
Department Chair	Dawna Komorosky
Date Submitted	5/23/2014

**1. SELF-STUDY (about 1 page)**

**A. Five-year Review Planning Goals**

The Department of Criminal Justice Administration Five Year Review took place during the 2008-2009 academic year. The department continues to grow its student body and as of 2013 had a headcount of 631 declared majors.

One major achievement for the department was the hiring of three new faculty. This will allow the department to offer additional class sections to assist students in graduating sooner, and provide expertise in the department that was in need of enhancement. The department continues to develop relationships in the community through grants, internship programs, and volunteer services. Recently, the Alameda County DA, Nancy O'Malley has offered two internships for our CRJA students (named after founding faculty Ben Charmichael and Patricia Zajac). This connection was made with the assistance of Chris Hepp, who has diligently been working with the Department to raise funds for scholarships and other CRJA activities. In October 2013, Chris Hepp was instrumental in organizing the CRJA Faculty Tribute Dinner honoring the founding faculty of the CRJA department. This even brought together CRJA alumni from all over the county representing various areas of the criminal justice system.

Because of the student demand at the Concord campus, the department has begun to offer two courses per quarter. To help provide students reach their graduation timelines, the department continues to offer online courses. Online and hybrid courses are particularly popular with students who work full-time while attending school. Hybrid courses also offer flexibility where students can gain knowledge through experiential learning. Each full-time faculty is responsible for advising 210 students (the Chair typically does not advise unless there is an issue). To help manage the level of student advising, the department has been working with Associate Dean Guo to develop the CLASS Student Service Center. This would not remove the role of advising and mentoring from CRJA faculty, but would help bring the volume of student inquiries about needed courses to a more manageable level.

## B. Five-year Review Planning Goals Progress

### 1. The department lacked a cohesive focus and vision:

The vision of the department has become more crystalized over the last year, and with three new faculty starting in the 2014 academic year the program will continue to develop. In order to reflect the civic engagement goals of the University, as well as the justice and community focus of the department, the language of our two core options was adjusted: Option A: Justice and Enforcement and, Option B: Community Alternatives & Corrections. This change will be listed in the 2014-2015 CSUEB catalog.

The department continues to work toward and has met goals from the previous year. This year two courses were created that will provide students with experiential learning and help to keep the department current and competitive with similar criminal justice programs in the region. With only four full-time faculty and the assistance of several talented adjunct faculty, the department continues to increase course offerings to assist with timely graduation. Moving forward, three new faculty will bring expertise in the areas of law, policing, human trafficking, and gangs. They will also assist in advising and mentoring our students

### 2. The department should make additional efforts to assist students in job readiness and placement.

Each winter quarter the department offers an internship course. Law enforcement and correctional agencies throughout Alameda, Contra Costa, and San Mateo have offered internships to our students. For example, Alameda County Public Defender's Office has worked closely with the department and regularly recruits students for internships. Several county juvenile probation departments have offered to work with our students, in addition to opportunities offered by Federal Probation. Our internship agency pool continues to grow, resulting in job opportunities for students or insights into work available upon graduation. The department posts job and internship opportunities on the department Facebook page (<https://www.facebook.com/CSUEBCriminalJustice?ref=hl>) and Blackboard Announcements for all CRJA majors. Currently, the faculty coordinator for internships does not receive WTUs for doing so but, as recommended by our reviewer, the department hopes to do this in the future. A six page list of criminal justice internships was compiled by our adjunct/alumni, Michelle Rippy, to assist students in finding an appropriate placement.

### 3. The department members should make additional efforts to involve student in research and other scholarly activities.

This year students had an opportunity to participate as University Role Models as part of the Public Safety Enhancement Grant that was awarded to Dr. Ituarte. University Role Models are students who participate in grant activities such as data collection, mentoring, and helping to organize and facilitate community resource events. CSUEB criminal justice students have the opportunity to see research in practice as they collect data at the grant sponsored events. They mentor Hayward area students helping to bring the gap between high school and college.

The first annual Restorative Justice Conference, "Working Together For Restorative Justice in the East Bay: A Day with RJ Practitioners" was held on May 9<sup>th</sup>. Student from the Restorative Justice class and University Role Models participated in the event that highlighted Restorative Justice practices in families, at work, and in schools.

A grant was awarded to Professor Inman from NIJ that will require new DNA analysis of previous cases. This is in addition to the DNA Allelic grant that has allowed Professor Inman to work with Castro Valley high school and CSUEB students in creating and facilitating the analysis of mock crime scenes.

### **C. Program Changes and Needs**

#### **Curriculum:**

Criminal justice courses continue to be taught in a variety of modalities to meet the needs of our growing student body, which include on-ground, hybrid, and online formats. Two elective courses, and one upper division core course were added to the curriculum during 2013-2014 academic year. CRJA 4770 provides students with an orientation to the procedures used to enforce criminal law in our society. Offering this course will provide students increased opportunities to fulfill upper division core requirements for the major and graduate in a timely manner. CRJA 4530 Youth Crime & Empowerment: Experiential Learning examines the impact of victimization and trauma on child development, explores the factors that influence youth involvement in illicit behaviors, emphasizes youth empowerment strategies, and utilizes experiential learning placements in first-hand learning opportunities in schools or youth-based programs. In an attempt to reach students outside the major and update the curriculum, CRJA 3550 Crime and Criminal Justice in the Media and Cinema was created. This course will introduce students to types of crime and criminal justice through the media and cinema. Students will examine the way both media depict due process, victims, and offenders. Students in this course will also gain an understanding about way the media is used to influence criminal justice policy.

#### **Space and Administrative Support:**

The Five-Year Review report noted that the workspace and administrative support were not adequate. The department continues to struggle with space issues with only four offices to house 4 full-time faculty and the increased number of lecturers to support a growing program. CRJA has 631 students and faculty who require the support of staff to meet their teaching and scholarship needs. The staffing office typically supported four departments, however, that has now been reduced to three. While this does help some, the administrative staff have overwhelming demands placed on them to process paperwork for their courses and projects.

#### **Faculty:**

CRJA are ecstatic to announce that three new faculty will be joining the department in the new academic year. The new faculty will enhance the department in the areas of legal studies and law enforcement. They also bring specialization in the area of inequality and human rights, policy, human trafficking, and gangs. The addition of new faculty will help tremendously with teaching, advising and mentoring our 600+ majors.

## **2. SUMMARY OF ASSESSMENT (about 1 page)**

### **A. Program Student Learning Outcomes**

- 1) Analyze and discuss issues of crime and justice from different perspectives that reflect critical and independent thinking
- 2) Communication
  - a) Convey, present, and discuss ideas and issues in one-on-one or group settings (Oral Communication)
  - b) Write effectively, following appropriate writing styles as commonly practiced in the social sciences (Written Communication)
- 3) Apply knowledge of diversity and multicultural competencies to criminal justice strategies that will promote equity and social justice in every community
- 4) Work collaboratively and respectfully as members and leaders of diverse teams and communities
- 5) Demonstrate an understanding of how the ethical and responsible application of criminal justice regulates human conduct and sustains stability in society
- 6) Apply appropriate knowledge and skills necessary for a vital career in criminal justice and related professions
  - a) Analyze and synthesize key theories of criminology, including the causes of crime, typologies, offenders, and victimization
  - b) Differentiate between the substantive and procedural aspects of the criminal and juvenile justice processes
  - c) Apply knowledge and understanding of law enforcement, principles to analyze and evaluate police organization, discretion, and legal constraints
  - d) Demonstrate knowledge and understanding of law adjudication including criminal law, prosecution, defense, court procedures, and legal decision-making processes
  - e) Demonstrate knowledge and analytical skills pertaining to corrections including incarceration, community-based corrections, and treatment of offenders, as well as other alternatives to incarceration programs
  - f) Use knowledge of research methods and statistical applications to understand criminal behavior and assess the effectiveness of criminal justice policies (research and statistics)
  - g) Demonstrate knowledge and understanding of the value of physical evidence in a criminal investigation, including both its capabilities and limitations, and how physical evidence integrates into law and criminal procedure.

### **B. Program Student Learning Outcome(s) Assessed**

SLO #1 Critical Thinking  
SLO #6 Knowledge

### **C. Summary of Assessment Process**

SLO 1 - As indicated in the 2013 Annual Report, the department developed a critical thinking rubric (SLO 1) in 2009 that was designed for the CJRA 4127 Crime Theory class. It was adapted and applied to CRJA 3800, Comparative Physical Evidence, in 2010. This outcome is assessed by scoring students on selected question(s) within the context of a typical midterm or final exam,

based on a 4-point rubric (Below expectation; average; good; exemplary). Data collected over the last 5 years for this rubric is summarized in Table 1 (Appendix B).

SLO 6 - The knowledge assessment outcome (SLO 6) is crucial for all upper division classes within the department. Starting in the Fall of 2011, this outcome was assessed in CRJA 3700 (Ethics) using a pre- and post-test instrument. In addition, this assessment has sporadically been applied to CRJA 4127 Crime Theory and CRJA 3500 Criminal Identification. A typical result of this instrument is shown in Table 2 (Appendix B).

#### **D. Summary of Assessment Results**

ILO 1 - Critical thinking has held steady at about 80-90% of the students achieving an average or better score on the rubric. After discussion amongst the faculty, in an effort to “close the loop” for the process of assessing this SLO, we believe that it is now important to measure not just the outcome of our pedagogical process of teaching critical thought, but now also to measure the progress of students in this ILO through their academic career. In other words, we would like to know how much difference we and other faculty have made in creating critical thinkers. To that end, we will now begin the process of measuring critical thought in some of the earlier and/or lower division classes within the major, and comparing results from those student efforts to results from this later, upper division class. We have not yet engaged in deep discussions of the challenges of that effort, but they include the fact that students are not required to take classes in a specific order (although they are certainly encouraged to take the lower division classes prior to taking the upper division courses); many of our majors complete their lower division classes at local community colleges, and thus we cannot measure their critical thinking acumen in those courses; and we currently have no department-wide means of tracking specific individual student achievement throughout multiple courses. Our on-going efforts on this ILO will now turn to these questions.

ILO 6 – The assessment of knowledge within the Ethics class provided an embryonic process for such an assessment across the curriculum. The use of pre- and post-testing appears to be the most suitable instrument for many of the classes within the major, and thus will be a useful guide for the coming work in the other classes. Table 2 (Appendix B) depicts a typical result; a <g> value of 42 indicates a 42% improvement in knowledge between the pre- and post-test, interpreted as a significant increase in knowledge as a result of the class.

The department now recognizes the need to expand this process to encompass all of the classes offered. In 2012, the department identified the overall outcomes for many, but not all, of the classes offered. These outcomes are outlined in Appendix C. These are not strictly speaking knowledge outcomes, but serve as the basis for the next step. We are currently in the process of using these outcomes to identify the specific knowledge requirements for each class. We have tasked each faculty member to provide a list of knowledge outcomes for each class that they teach, along with the means that will be used to assess student mastery of that material. This will take at least all of the coming 2014-2015 academic year, if not the next academic year as well. The faculty will then engage in discussions that will lead to the most suitable means for assessing the acquisition of knowledge in each class. A significant challenge to this particular process is that many of the lower division classes are taught by Lecturers. While these are highly dedicated and competent instructors, having them commit to the level of engagement required to perform this task properly will require communication skills and added work for the department chair and other regular faculty. This will likely extend the time period required to complete this process.

### **3. STATISTICAL DATA (about 1 page)**

The Department of Criminal Justice Administration continues to expand its study body. Over a three year period (2010-2013), the number of CRJA majors increased by 212 students from 575-631 respectively. A five year average indicates 30 students declared as CRJA minors. The numbers of degrees awarded also increased from 136 in 2011-2012 to 178 in 2012-2013 academic years.

Students in the Department of Criminal Justice Administration come from diverse backgrounds across age, gender, race, and ethnicity. Although the criminal justice field is traditionally thought of as male dominated, CRJA majors are predominately female (53%). The study body consisted primarily of Hispanic (45%) students followed by White, Asian, and Black, Non-Hispanic students.

The spring 2013 data indicate that the Department of Criminal Justice Administration offered 19 sections with an average of 47 students per course. The average section size has increased from 36.7 in spring 2009 to 47 in spring 2013. During fall 2013 the total SFR was 39.29 and the department SFR exceeded the system-wide SFR in upper division courses for three out of five years. The department continues to teach more students with limited faculty, staff, and space.

The department anticipates that the three new faculty will benefit our students by allowing us to provide additional course offerings and increased availability for advising and mentoring; however, as the major continues to grow more faculty will be needed. To accommodate the new faculty more space and administrative support will be necessary to maintain the high level of service students expect from CRJA and the University.

Appendix A

Curriculum Map

	<b>Program Learning Outcome</b>	1	2A	2B	3	4	5	6
		Critical Thinking	Oral Comm	Written Comm	Diversity	Collaboration	Community Engagement	Knowledge
1100	Behind Bars							
2100	Elementary Criminal Law		X					X
2200	Basic Criminal Investigation							X
2400	Evidence in Correct & Law Enforcement							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 in Criminal Justice		X	X		X		X
3300	Crime Prevention and Control							X
3400	Advanced Criminal Investigation	X	X	X		X		X
3500	Criminal Identification	X	X					X
3610	Police Organization & Management	X	X		X	X		X
3700	Ethics and Justice Admin	X						X
3750	Family Violence					X		X
3800	Comparative Evidence and Its Evaluation	X	X			X		X
3898	Cooperative Education							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		<b>X</b>			<b>X</b>		<b>X</b>
4330	Prejudice, Violence, and Hate Crimes				<b>X</b>			<b>X</b>
4700	Community Based Corrections	<b>X</b>			<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
4710	Drugs, Law, Society				<b>X</b>			<b>X</b>
4730	Restorative Justice	<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
4830	Seminar in Forensic Research							<b>X</b>
4900	Independent Study							

Appendix B

Table 1

This chart summarizes data collected from two different classes (CRJA 4123, Crime Theory, and CRJA 3800, Comparative Physical Evidence) over a 5 year period of time. It is not comprehensive (not every class was assessed), and represents data from approximately 575 students.

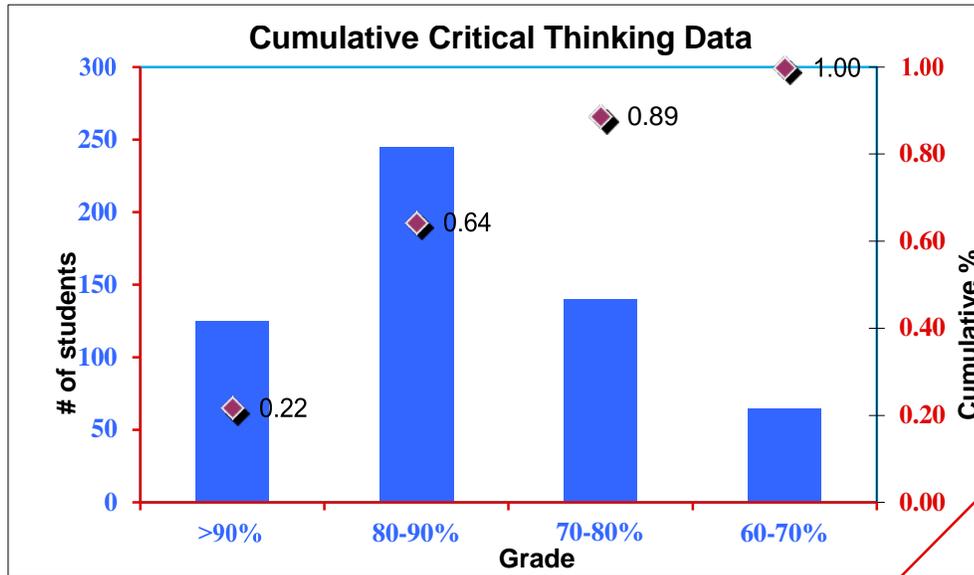
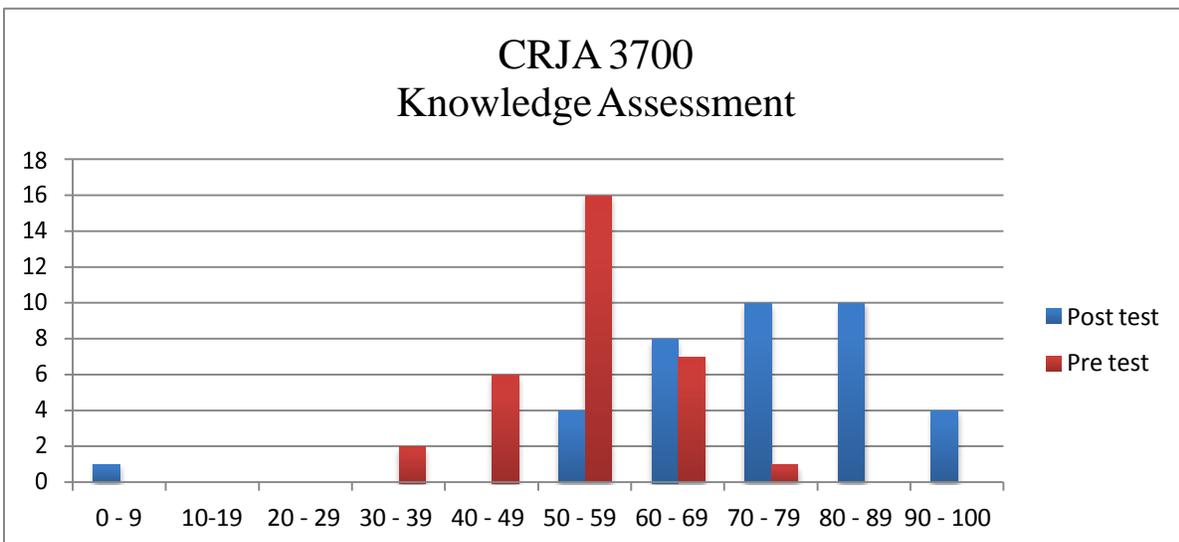


Table 2

A typical result of the pre- and post-test results from the Knowledge Assessment rubric in CRJA 3700, Ethics in Criminal Justice. A <g> value of 42 was computed for this data.



## Appendix C

### 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