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| Trinity |
| SPS Criminal Justice Program |
| 2011 Report |
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| **Thomas Mostowy, Department Chair** |
| **3/15/2011** |

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SPS Criminal Justice Program

**Introduction:**

The School of Professional Studies has offered a major in Criminal Justice was revised in 2008 to emphasize the social justice aspects of the criminal justice system, in keeping with the mission of Trinity University, and to provide students the opportunity to pursue more specialized major concentrations within the study of criminal justice. Prior to 2008, the Criminal Justice Program provided a single path to completion, with all courses in the major required for all students, no matter what their interests or career goals. The major had grown out of the Sociology Department, and had a heavy emphasis on Criminological theory. The program was revised to offer a more diverse and practical option to career-oriented, adult students, while retaining the theoretical courses as an option for students interested in that area of criminal justice. The concentrations were chosen based on a survey of Criminal Justice students during the 2008-2009 academic year, and the professional certification standards of the Academy of Criminal Justice Sciences (ACJS).

The current Criminal Justice program consists of forty-five (45) credits of coursework within the major, including thirty-six (36) credits of required *core* course work and nine (9) credits of required *concentration* course work. The concentration course work need not be in the same concentration, but must include at least one 400-level concentration course. The areas of concentration are: Law Enforcement, Legal Theory and Administration, Corrections, Criminological Theory, Juvenile Justice and Intelligence and Security Studies. A concentration in Forensics is being developed, with a course in Forensic Psychology already offered as part of the major. The current Program Description and Course Offerings is attached as appendix 1. The Criminal Justice program currently serves 66 declared majors, as well as students in other programs, especially Human Relations, who enroll in Criminal Justice classes as electives.

The Criminal Justice Program was developed with specific, assessable, objectives in mind, both within each course and for the overall program. While some course-level objectives are specific to that course, most contribute to creating and building the knowledge, skills and understanding of the criminal justice system required of professionals in the field. The program is designed to introduce foundational concepts in criminal justice in the introductory courses, and build on those concepts and skills to progress to exit competencies at the completion of the program, no matter which concentration courses the student chooses.

The faculty of the Criminal Justice program consists of one full-time faculty member, the Program Chair, and adjunct faculty with expertise in specific areas of criminal justice including law enforcement, juvenile justice, corrections and research methods. About half of all Criminal Justice courses are taught by full-time faculty.

**Goals and Objectives:**

The Criminal Justice program prepares the student for a wide variety of entry-level positions, or promotion opportunities in a variety of Criminal Justice careers, and for graduate study in Criminal Justice and related fields, including the law. In keeping with the Mission and Goals of Trinity University, the Criminal Justice curriculum focuses upon the role of criminal justice within the broader concept of social justice in a multi-cultural, industrialized democracy. This focus on social justice is woven throughout the curriculum and makes Trinity’s Criminal Justice program unique.

In preparing students for the needs of criminal justice in the 21st Century, the Criminal Justice program emphasizes interdisciplinary learning and seeks to develop the student’s analytical, communications, research, and writing skills required for Criminal Justice professionals. In the broadest terms, students in the Criminal Justice program are expected to be able to:

1. Explain the development of the criminal justice system; describe the functions and operations of criminal justice agencies in a diverse society; and evaluate the nature and impact of criminal justice policies.
2. Discuss theories of crime, deviance; delinquency and be able to apply criminological research methods, statistics and analysis in evaluating criminal justice strategies, programs, and policies.
3. Describe the origin and development of law and legal processes within society, and critically analyze society’s responses to violations of criminal law in pursuit of the goal of protecting society, within the larger framework of social justice.
4. Explain the nature, meaning, and purposes of criminal punishment and assess theories of corrections as they contribute to, or detract from, the goals of protecting society and achieving justice.
5. Use standard social science research and publication methods to analyze criminal justice issues, articulate policy options and recommendations, and communicate that information in writing and orally.

Students’ attainment of these goals is defined in reference to the following learning objectives or competencies:

1. Describe the conflict between individual rights and public order requirements in an industrialized, democratic society, explain how the criminal justice system seeks to balance them, and describe how they can complement each other within the context of due process and the rule of law.
2. Identify and analyze the primary sources of crime statistics, and assess their strengths and weaknesses.
3. Describe the major criminological theories, how they developed over time, and analyses their historical and contemporary impact on criminal justice policy and the goal of social justice.
4. Explain how law enforcement advances the goals of the criminal justice system in protecting society and citizens from harm; including the styles or theories of policing, police discretion as an ingredient of law enforcement; how the police culture influences it; how it contributes to bias in the criminal justice system; and what safeguards are available to control the associated potential abuse of power.
5. Describe the structure and development of criminal law and the American judicial system and evaluate how it contributes to or detracts from the goals of due process and the rule of law.
6. Identify and describe the process, sequence, and rules of a criminal trial, and assess whether the process, including requirements derived from the Constitution, contributes to the goal of due process.
7. Provide an overview of the goals of contemporary sentencing practices (to include a description of the evolution of these within the context of criminological theory and public policy).
8. Identify and discuss the function of probation and parole in corrections and evaluate their advantages and disadvantages as a means of protecting the public and limiting future criminality.
9. Differentiate between prisons and jails and describe alternative corrections strategies, identify the constitutional rights to which inmates are entitled while confined.
10. Describe the evolution and objectives of the juvenile justice system and compare it to the adult justice system.
11. Evaluate criminal justice agencies, systems, programs and processes as they serve the objectives of ensuring public safety and maintaining social order, while simultaneously delivering on the promise of social justice in a diverse, multi-cultural, industrialized democracy.

These competencies are the knowledge, skills and abilities that Criminal Justice majors are expected to acquire through the program. Since Criminal Justice majors pursue a variety of careers and advanced academic degrees, there is no final licensure or competency test as in other disciplines. Therefore, the students’ skill and knowledge are measured by assessments within the program’s courses, and in the Senior Seminar where a thesis paper must be produced. Assessment data and analysis is discussed below. Criminal Justice program-level goals are compared with SPS and Trinity University goals in Appendix 2. Program objectives and courses are mapped to program goals in Appendix 3.

**Selection of Data:**

The Criminal Justice program was designed with a series of foundational, core courses that provide each student with an understanding of the underlying concepts of the American criminal justice system and its agencies, and provide the basic knowledge that allows the student to competently examine the more complex issues addressed in the upper-level, concentration courses and the Senior Seminar. The courses are organized in a sort of spiral-pyramid with the essential concepts covered in the early courses, but then re-visited in ever-increasing depth and detail is subsequent courses, and culminating with a demonstration of the skills, knowledge and abilities necessary for success as a criminal justice professional in the upper-level courses and the Senior Seminar.

The 100-level courses introduce a common vocabulary, describe the components and agencies that comprise the criminal justice system, discuss the history and theoretical assumptions underpinning the criminal justice system, describe the philosophical concepts behind the criminal law, and the examine the elements of various crimes. The core courses also introduce the techniques of social science writing and statistics that will be necessary for future research.

The 200-level courses examine specific components of the criminal justice system, such as the courts, corrections and juvenile justice, as well as criminological theory, thus reinforcing and building upon the knowledge and concepts introduced in the introductory courses.

The 300 and 400-level courses provide students the opportunity to apply, analyze and evaluate the principles and functions of the criminal justice system in general, and the agencies and parts of the system that are of most interest to them, with an appreciation of the limitations and expectations of the system operating within the larger society. The program culminates with the Senior Seminar, where students are expected to choose an issue or problem in the criminal justice system, and conduct research and analysis suggesting possible ways to resolve that issue and evaluating those options in terms of their public policy implications.

Each course is designed around student learning objectives that either contribute to the overall program objectives, as well as objectives that are specific to that course, or measure the student’s acquisition of exit competencies. These objectives are subject to formal and informal assessments during the course term, with designated, formal assessments for the core objectives of each course.

Ideally, each student will be assessed in terms of exit-level competencies as part of each upper-level concentration course, and the Senior Seminar. However, because the current program has been in place since 2008, only a small number of students have graduated from the program during that time. In addition, the Criminal Justice students have been combined with Human Relations students for their Senior Seminar course prior to the 2011 spring semester, thus limiting the data available. Therefore, the assessment data for this section will cover the foundational skills assessed in CRJ 100, Introduction to Criminal Justice, as it is the prerequisite for all upper-level criminal justice courses and is offered every year, and CRJ 309, Evidence, because it is the only upper-level course that has been offered more than once, and it is the only upper-level course that is required for all Criminal Justice majors, other than the Senior Seminar.

The primary assessments in CRJ 100, Introduction to Criminal Justice are the quizzes which correspond to the chapters in the main text. (The other assessments are a review of criminal justice-related current events and a ride-along with a criminal justice professional, intended to connect the theoretical learning from the text and classroom discussion with the daily reality of criminal justice, and a final exam, which introduces analysis and evaluation of criminal justice issues, and prepares the student for courses later in the program where analysis and evaluation will become the main emphasis of the courses and the assessment of exit competencies.) The quizzes, however, assess the students’ understanding of foundational concepts in the criminal justice field, and the roles of the various agencies and actors in the criminal justice system. The quizzes are comprised of objective questions from a test bank created for each chapter of the main text. The questions vary from year to year based on the concepts emphasized during class discussion and changes in textbook editions. For example, the main text recently added a chapter on juvenile justice which had not been part of the course before, so it was added to the course and the assessments during fall of 2010. The quizzes covered the following topics: PART 1; CRIME IN AMERICA (Chapters 1-3), PART 2; POLICING (Chapters 4-6), PART 3; ADJUDICATION (Chapters 7-9), PART 4; CORRECTIONS (Chapters 10-11), and JUVENILE JUSTICE (Chapter 13).

**Data and Analysis:**

Since a numerical grade of 73 is a satisfactory grade in the course, the quizzes were created with about 70% of the questions covering the basic information in the chapter, about 20% requiring some additional analysis, and 10% requiring significant additional analysis of the basic information. A sample set of chapter test questions is attached as Appendix 4. For the purposes of this analysis, any score over 73 would be considered a satisfactory score, or one meeting the course expectations (a score of 87 or above would exceed course expectations). Quizzes were reviewed from the fall of 2009 and 2010 (the course was first offered in the fall of 2008, but only six, highly motivated students enrolled, all of whom exceeded course expectations, but the small sample was not considered informative for this report), with the results as follows:

2010: Quiz 1 – 90% (19/21) met or exceeded expectations.

Quiz 2 - 90% (19/21) met or exceeded expectations.

Quiz 3 – 95% (20/21) met or exceeded expectations.

Quiz 4 – 81% (17/21) met or exceeded expectations.

Quiz 5 – 81% (17/21) met or exceeded expectations.

Quiz 6 – 95% (20/21) met or exceeded expectations.

Quiz 7 – 95% (20/21) met or exceeded expectations.

Quiz 8 – 86% (18/21) met or exceeded expectations.

Quiz 9 – 81% (17/21) met or exceeded expectations.

Quiz 10 – 90% (19/21) met or exceeded expectations.

Quiz 11 – 100% (21/21) met or exceeded expectations.

Quiz 13 – 62% (13/21) met or exceeded expectations.

Thus, students met or exceeded expectations at least 80% of the time on every quiz except the last one, covering Juvenile Justice.

2009: Quiz 1 – 96% (24/25) met or exceeded expectations.

Quiz 2 - 88% (22/25) met or exceeded expectations.

Quiz 3 – 96% (24/25) met or exceeded expectations.

Quiz 4 – 88% (22/25) met or exceeded expectations.

Quiz 5 – 88% (22/25) met or exceeded expectations.

Quiz 6 – 92% (23/25) met or exceeded expectations.

Quiz 7 – 96% (23/25) met or exceeded expectations.

Quiz 8 – 92% (23/25) met or exceeded expectations.

Quiz 9 – 84% (21/25) met or exceeded expectations.

Quiz 10 – 92% (23/25) met or exceeded expectations.

Quiz 11 – 68% (17/25) met or exceeded expectations.

Once again, students met or exceeded expectations at least 80% of the time on every quiz except the last one, this time covering Prisons and Jails.

After reviewing the 2010 data, it appeared that the students consistently met expectations as measured by the chapter quizzes, with the exception of the chapter on Juvenile Justice. It was hypothesized that the lower achievement on that quiz could be attributed to the fact that it was a new subject to the course and the text, and that the lesson may not have been up to the same standards as the other chapters, or that there may have been some flaw in the design of the quiz, the questions selected, or the clarity of those questions. However, after examining the results from 2009, it was noted that the students performed almost as poorly on the chapter on Prisons and Jails that year, while there was a 100% satisfactory rate on that chapter in 2010. The significant drop off in overall student performance seems to be attributable to the last chapter in the course, rather than the content of that chapter. Possible explanations for the poor student performance on the last quiz may be: 1. The fact that the final quiz competes for student attention with final exams and final projects that carry greater weight toward the final grade, and 2. The fact that the syllabus indicates that the lowest quiz grade for each student will be dropped from the final quiz calculation, which may cause some students to focus their attention on other assessments, or skip the final quiz altogether. One possible solution would be to require that other assignments for the course be turned in earlier, thus reducing the number of competing assessments at the end of the course. In general, however, the students are learning the most important concepts in the Introduction to Criminal Justice course, based on their assessments. As future assessment data is collected, students’ responses to individual test-bank questions will be reviewed to determine their continued validity in measuring the development of the students’ attainment of the foundational concepts of the course. Assessment data from CRJ 100 is attached as Appendix 4. A sample chapter test bank questions are attached as Appendix 5.

The primary assessment for CRJ 309, Evidence, is the Final Exam, which measures students’ understanding of program GOAL III: “Describe the origin, development, and current state of the law and legal processes within society, and critically analyze society’s responses to violations of criminal law in pursuit of the goal of protecting society, within the larger framework of social justice and the protection of individual rights.” It also measures competencies:

1. “Describe the conflict between individual rights and public order requirements in an industrialized, democratic society, explain how the criminal justice system seeks to balance them, and describe how they can complement each other within the context of due process and the rule of law.” and

6. “Identify and describe the process, sequence, and rules of a criminal trial, and assess whether the process, including requirements derived from the Constitution, contributes to the goal of due process.”

The Rules of Evidence have developed, over time, to ensure that the defendant receives due process when accused of a crime, while allowing the society to protect itself from harm by ensuring that the evidence in a criminal case is competent and credible. Nowhere is the effort to balance the needs of society with individual liberty more clearly on display than in a criminal trial. The Evidence final asks the students to focus on two evidentiary issues where this conflict plays out: The Hearsay Rule and the Exclusionary Rule and their exceptions. The students’ technical understanding of these rules and their exceptions have been discussed and assessed during the course. These initial assessments are the benchmarks for the final. The final exam requires them to analyze and evaluate the impact of these two rules on due process and society’s ability to reach a fair and true verdict in each case. The Final Exam should roughly correlate to students’ performance on earlier assessments in the course.

The Final Exam in Evidence asks students to respond to the following questions:

1. Describe the Hearsay Rule and:
2. Explain how it either assists in the operation of the adversarial process or detracts from it;
3. Explain how it addresses the potential problems and weaknesses in witness testimony; and
4. Choose 2 exceptions to the Hearsay Rule and analyze them in terms of the adversarial process and weaknesses in testimony as above. (10 points each)
5. Describe the Exclusionary Rule and:
   1. Explain how it either assists or limits the operation of the judicial process, and how it protects some other important societal interest, in regard to the collection of real evidence obtained in an illegal search.
   2. Explain how it either assists or limits the operation of the judicial process, and how it protects some other important societal interest, in regard to admissions and confessions obtained through an illegal interrogation.
   3. Choose 2 exceptions to the Exclusionary Rule and analyze them in terms of whether they assist in the operation of the judicial process and/or protect important societal interests as above. (10 points each)

RUBRIC for Evidence Exam:

Exceeds expectations (9-10 points): Fully explains, describes or evaluates issues raised in question, thus demonstrating understanding of the rule or concept and cites specific examples from text, cases or class discussions, and explains the role of the rule or concept in the search for truth, due process and social justice.

Meets expectations (7-8 points): Generally explains, describes or evaluates issues raised in question, thus demonstrating adequate understanding of the rule or concept, citing at least one detailed example or several limited examples from the course related to the concept.

Does not meet expectations (5-6 points): Explanations or descriptions demonstrate limited understanding of the rule or concept; analysis and evaluation are inadequate, misdirected or missing with no or inadequate examples cited from the course.

Inappropriate or unresponsive answer (1-4 points): Students answer did not adequately respond to question posed, or misinterpreted or misidentified rules or concepts in question.

No response (0 points): Student did not attempt to answer question.

Analysis:

Student performance on the final exam will be assessed in two ways; first in regard to the minimum satisfactory grade in the course, 73 and in comparison to the students’ overall quiz average, since the final is cumulative of the knowledge and understanding assessed on the quizzes, the final exam grade should generally reflect the quiz grades in the course. It is important to emphasize the relationship between the quizzes and the final: The quizzes measure the students understanding of the rules of evidence and the legal and policy concept and preferences they support. The Final Exam asks the students to define and explain those concepts in their own words, then to analyze and evaluate whether those rules effectuate the concepts and policies of our criminal justice system in pursuit of due process and social justice.

Fall 2010: 89% (17/19) of students taking the final exam met or exceeded expectations. Of the two students who did not meet expectations, one did not take the exam and one did not respond to the 2nd part of the exam. Among the 17 students who completed the exam, only one deviated from his/her overall quiz score by more than 10 points (-13, Exam = 77, Quiz = 90), while seven deviated by 5-10 points (four students -5 to 10, three students +5 to 10). Thus the Final Exam in CRJ 309 for fall 2010 showed that all the students who completed the exam met or exceeded expectations for the assessment, and their scores were reflective of their learning over the entire course, with one exception.

Spring 2010: 87% (13/15) of students taking the final exam met or exceeded expectations. Of the two students who did not meet expectations, one did not take the exam and one missed the satisfactory score of 73 by just two points, scoring 71. Among the 14 students who completed the exam, only two deviated from his/her overall quiz score by more than 10 points (+14, Exam=87, Quiz=73 and +19, Exam=84, Quiz=65), while four others deviated by 5-10 points (three students -5-10, one +5-10). Thus the Final Exam in CRJ 309 for fall 2010 showed that all the students who completed the exam met or exceeded expectations for the assessment, and their scores were reflective of their learning over the entire course, with two exceptions.

Spring 2009: 68% (17/25) of students taking the final exam met or exceeded expectations. Of the eight students who did not meet expectations, one missed the satisfactory score by only one point, and all received passing scores of 63 or above. Of the 25 students taking the exam, four deviated from their quiz grades by more than 10 points (-13, Exam 64, Quiz 77; -15, Exam 64, Quiz 79; -18, Exam 68, Quiz 86; and -13, Exam 69, Quiz 82), while 11 others deviated by 5-10 points (10 students -5-10, one +5-10). A couple of points from this data stand out: 1. A large percentage of students who did not meet expectations for the final (albeit while still earning a passing grade), and 2. The fact that all the deviations, except one, were negative. In fact, only 4 students matched or exceeded their quiz scores on the Final Exam. Possible explanations for these results include:

1. This was the first time this class was offered in the revised Criminal Justice major. It is possible that the course was not presented by the instructor as well as it was in subsequent terms, especially in regard to clearly tying class activities and discussions to the course outcomes. These were upper-level students taking a newly-designed, 300-level, class from a new instructor. It is likely that the lack of familiarity between the students and instructor had a negative impact on the ability to communicate course outcomes and expectations.
2. It is also possible that the assessment rubric was not correctly aligned with the course presentation, and was not as effectively communicated to the students, or that the scoring of the exam itself was based on higher expectations than warranted.
3. Finally, a technical change was made in the delivery of the Final Exam to the students between spring of 2009 and spring of 2010. The expanded use of the Moodle course management system allowed for most of the course assessments to be delivered online, rather than in the classroom. In 2009, students took the Final Exam in the traditional manner, in the classroom, writing long-hand into blue-books. By spring of 2010, the Exam was taken online via Moodle, with students given a window in which to complete and submit their exams. This allowed students to review and revise answers prior to submission, something which is much harder to do in a blue-book.

Despite the issues raised by the assessment in the initial course offering, subsequent iterations of the course have resulted in assessments that indicate a satisfactory grasp of the exit-level competencies and goals supported by the Evidence course by nearly all of the students who completed the exam, and that students’ achievement on the exit-level competency generally reflect their grasp of the foundational competencies, as measured by earlier assessments. Assessment data from CRJ 309 is attached as Appendix 6.

**Conclusion:**

The Criminal Justice program was designed to allow students in the program to be introduced to the ideas, concepts, policies and issues addressed by the American criminal justice system in the introductory (100-level) classes. Those themes are built upon, and explored in greater detail in specific areas of criminal justice in the other foundational (200-level) classes. Foundational competencies are assessed in these courses. The 300 and 400 level courses provide the opportunity for students to concentrate on their area of interest in the criminal justice system, and acquire the exit-level competencies essential for criminal justice professionals. Finally, the Senior Seminar measures the essential research and communications skills required for success in the field. The programs goals and competencies are also closely aligned with Trinity University’s emphasis on social justice, citizenship and lifelong learning.

Based on the limited data available at his writing, the program has been successful in communicating an understanding of the foundational competencies required of criminal justice majors in the introductory course (CRJ 100 – Introduction to Criminal Justice). This bodes well for students’ ability to master the exit competencies from the upper-level courses in the future. In addition, the one upper-level course for which there is significant data available indicates that students are meeting the expectations for the exit-level competencies assigned to that course. As more students graduate from the program, and significant data becomes available for other upper-level courses and the Senior Seminar, that data will be analyzed and tracked back through the foundational courses to ensure that the path to completion ensures the acquisition of the expected skills and competencies at each level of the program.

**Appendix 1**

Criminal Justice (B.S. in School of Professional Studies)

Criminal justice is the scientific study of criminal behavior and society’s response to it. The Criminal Justice Major offers a curriculum focused upon the role of criminal justice within the broader concept of social justice in a multi-cultural, industrialized democracy. Specialized areas of study include the Administration of Justice, Criminal Law, the Principles of Correctional Operations, Juvenile Justice, Criminal Procedure, Law Enforcement, Criminological Theory, and Security Studies. The program prepares the student for a wide variety of careers in Criminal Justice, and for graduate study in Criminal Justice and related fields. It also lays the foundation for success as a criminal justice professional and as a citizen through an understanding of the integration of liberal, interdisciplinary learning with the needs of criminal justice in the 21st Century, and develops the student’s analytical and communications skills in research and writing methods for Criminal Justice professionals.

The curriculum guides the student through the historical, theoretical and practical aspects of the discipline and incorporates discussion of current issues in the field of criminal justice and challenges the student to analyze and evaluate the performance of the criminal justice system in deterring crime, protecting the public, and fostering a just society. The program also exposes the student to select specialized courses in Law and Judicial Administration, Law Enforcement, Corrections, Criminological Theory, Juvenile Justice, Forensics, and Intelligence. The curriculum has been designed in accordance with current SPS standards as well as the related professional certification standards of the Academy of Criminal Justice Sciences (ACJS).

Forty-Five (45) credits of course work are required for the Criminal Justice Major involving Thirty-Six (36) credits of required *core* course work and nine (9) credits of required *concentration* course work. The concentration course work need not be in the same concentration, but must include at least one 400-level concentration course. CRJ 100 is considered a Prerequisite to all 300 and 400-level CRJ courses unless waived by instructor or Department Chair.

Four foundational core courses (12 Credits)

CRJ 100:          Introduction to Criminal Justice (3 CR)

CRJ 101:          Criminal Law (3 CR)

MATH 110 Statistics (3 CR)

SSC 107 Social Science Writing (3 CR)

Eight core courses (24 Credits)

CRJ 200:          Principles of Correctional Operations (3 CR)

CRJ 201:          Juvenile Justice (3 CR)

CRJ 202:          Criminal Procedure (3 CR)

CRJ 309:          Law and Evidence (3 CR)

CRJ 205:          Criminology (3 CR)

SOCY 311:      Research & Writing for the CJ Professional (3 CR)

CRJ 499:          Senior Seminar in Criminal Justice (3 CR)

  (and either)

CRJ 491 Internship in Criminal Justice (3 CR)

(or)

CRJ 4xx Another 400-level CRJ

Three concentration courses (9 Credits)

Concentrations will be offered in Law Administration, Law Enforcement, Corrections, Criminological Theory, Juvenile Justice, Forensics, Private Security and Intelligence.

Law Administration /Legal Theory (9 Credits)

CRJ 341: Administrative Law (Prereq. CRJ 101) (3 CR)

CRJ 344: Legal Decision Making: Theory & Challenges (3 CR)

CRJ 441: Judicial Administration  (3 CR)

CRJ 444: Constitutional Law (Prereq. CRJ 101) (3 CR)

Law Enforcement (9 Credits)

CRJ 306:   Law Enforcement Administration (3 CR)

CRJ 366: Criminal Investigation (3 CR)

CRJ 466 Community Policing  (Prereq. CRJ 306) (3 CR)

Corrections (Prereq. CRJ 200) (9 Credits)

CRJ 351: Probation and Parole (3 CR)

CRJ 451: Recidivism; Counseling & Rehab. of Offenders (3 CR)

CRJ 371: Philosophies and Strategies on Correcting (3 CR)

Juvenile Offenders (To be developed)

Criminological Theory (Prereq. CRJ 205) (9 Credits)

CRJ 377: Juvenile Delinquency; Theory and Challenges (3 CR)

CRJ 303: Special Populations in Criminal Justice (3 CR)

CRJ 410: Theories of Crime and Deviance (3 CR)

Juvenile Justice (Prereq. CRJ 201) (9 Credits)

CRJ 371: Philosophies and Strategies on Correcting

Juvenile Offenders  (3 CR)

CRJ 377: Juvenile Delinquency; Theory and Challenges (3 CR)

CRJ 471: Law, Justice and the American Family (3 CR)

(Prereq. CRJ 101)

Forensics (9 Credits)

CRJ 321: Criminalistics (To be developed) (3 CR)

CRJ 421: Forensic Technology (To be developed) (3 CR)

PSY 323: Forensic Psychology  (3 CR)

Intelligence and Security Studies (9 Credits)

CRJ 388: International & Domestic Terrorism and CJ (3 CR)

CRJ 381: Homeland Security (Dept. of) (3 CR)

CRJ 481: The U.S. Intelligence Community:

Threat Assessment (3 CR)

Appendix 3

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| **Aligning Criminal Justice Program Goals with Program Competencies and with Courses** | | |
| **GOAL I: Explain the development of the criminal justice system; describe the functions and operations of criminal justice agencies in a diverse society; and evaluate the nature and impact of criminal justice policies.** | | |
| Program Competency | | Course: |
| 1. Describe the conflict between individual rights and public order requirements in an industrialized, democratic society, explain how the criminal justice system seeks to balance them, and describe how they can complement each other within the context of due process and the rule of law. | | CRJ 466, CRJ 444, CRJ 471, CRJ 388, CRJ 344, CRJ 341, CRJ 309, CRJ 202, CRJ 101, CRJ 100 |
| 3. Describe the major criminological theories, how they developed over time, and analyses their impact on criminal justice policy and the goal of social justice. | | CRJ 410, CRJ 388, CRJ 377, CRJ 205 |
| 4. Explain how law enforcement advances the goals of the criminal justice system in protecting society and citizens from harm; including the styles or theories of policing, police discretion as an ingredient of law enforcement; how the police culture influences it; how it contributes to bias in the criminal justice system; and what safeguards are available to control the associated potential abuse of power. | | CRJ 466, CRJ 381, CRJ 366, CRJ 306, CRJ 303, CRJ 309, CRJ 202, CRJ 101, CRJ 100 |
| 5. Describe the structure and development of criminal law and the American judicial system and evaluate how it contributes to or detracts from the goals of due process and the rule of law. | | CRJ 444, CRJ 344, CRJ 309, CRJ 202, CRJ 101 |
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| **GOAL II: Discuss theories of crime, deviance; delinquency and be able to apply criminological research methods, statistics and analysis in evaluating criminal justice strategies, programs, and policies.** | | |
| Program Competency | Course: | |
| 1. Describe the conflict between individual rights and public order requirements in an industrialized, democratic society, explain how the criminal justice system seeks to balance them, and describe how they can complement each other within the context of due process and the rule of law. | CRJ 466, CRJ 444, CRJ 471, CRJ 388, CRJ 344, CRJ 341, CRJ 309, CRJ 202, CRJ 101, CRJ 100 | |
| 2. Identify and analyze the primary sources of crime statistics, and assess their strengths and weaknesses. | CRJ 499, SOCY 311, CRJ 466, CRJ 410, CRJ 205, CRJ 100 | |
| 3. Describe the major criminological theories, how they developed over time, and analyses their historical and contemporary impact on criminal justice policy and the goal of social justice. | CRJ 410, CRJ 377, CRJ 303, CRJ 205 | |
| 10. Describe the evolution and objectives of the juvenile justice system and compare it to the adult justice system. | CRJ 471, CRJ 410, CRJ 377, CRJ 205, CRJ 201 | |
| 11. Evaluate criminal justice agencies, systems, programs and processes as they serve the objectives of ensuring public safety and maintaining social order, while simultaneously delivering on the promise of social justice in a diverse, multi-cultural, industrialized democracy. | CRJ 471, CRJ 377, CRJ 201, CRJ 200, CRJ 100 | |
| **GOAL III**: **Describe the origin, development, and current state of the law and legal processes within society, and critically analyze society’s responses to violations of criminal law in pursuit of the goal of protecting society, within the larger framework of social justice and the protection of individual rights.** | | |
| Program Competency | Course: | |
| 1. Describe the conflict between individual rights and public order requirements in an industrialized, democratic society, explain how the criminal justice system seeks to balance them, and describe how they can complement each other within the context of due process and the rule of law. | CRJ 466, CRJ 444, CRJ 471, CRJ 388, CRJ 344, CRJ 341, CRJ 309, CRJ 202, CRJ 101, CRJ 100 | |
| 4. Explain how law enforcement advances the goals of the criminal justice system in protecting society and citizens from harm; including the styles or theories of policing, police discretion as an ingredient of law enforcement; how the police culture influences it; how it contributes to bias in the criminal justice system; and what safeguards are available to control the associated potential abuse of power. | CRJ 466, CRJ 381, CRJ 366, CRJ 306, CRJ 303, CRJ 309, CRJ 202, CRJ 101, CRJ 100 | |
| 5. Describe the structure and development of criminal law and the American judicial system and evaluate how it contributes to or detracts from the goals of due process and the rule of law. | CRJ 444, CRJ 344, CRJ 309, CRJ 202, CRJ 101 | |
| 6. Identify and describe the process, sequence, and rules of a criminal trial, and assess whether the process, including requirements derived from the Constitution, contributes to the goal of due process. | CRJ 444, CRJ 344, CRJ 309, CRJ 202, CRJ 101 | |
| 7. Provide an overview of the goals of contemporary sentencing practices (to include a description of the evolution of these within the context of public policy). | CRJ 410, CRJ 351, CRJ 303, CRJ 205, CRJ 202, CRJ 201, CRJ 200 | |
| **GOAL IV:** **Explain the nature, meaning, and purposes of criminal punishment and assess theories of corrections as they contribute to, or detract from, the goals of protecting society and achieving justice.** | | |
| Program Competency | Course: | |
| 7. Provide an overview of the goals of contemporary sentencing practices (to include a description of the evolution of these within the context of criminological theory and public policy). | CRJ 410, CRJ 351, CRJ 303, CRJ 205, CRJ 202, CRJ 201, CRJ 200 | |
| 8. Identify and discuss the function of probation and parole in corrections and evaluate their advantages and disadvantages as a means of protecting the public and limiting future criminality. | CRJ 351, CRJ 410, CRJ 205, CRJ 201, CRJ 200, CRJ 100 | |
| 9. Differentiate between prisons and jails, describe alternative corrections strategies, and identify the constitutional rights to which inmates are entitled while confined. | CRJ 200, CRJ 303, CRJ 100, CRJ 351 | |
| 10. Describe the evolution and objectives of the juvenile justice system and compare it to the adult justice system. | CRJ 471, CRJ 377, CRJ 201, CRJ 205, CRJ 100, CRJ 303, CRJ 410 | |
| **GOAL V:** **Use standard social science research and publication methods to analyze criminal justice issues, articulate policy options and recommendations, and communicate that information in writing and orally.** | | |
| Program Competency | Course: | |
| 2. Identify and analyze the primary sources of crime statistics, and assess their strengths and weaknesses. | CRJ 499, SOCY 311, CRJ 466, CRJ 410, CRJ 205, CRJ 100 | |
| 3. Describe the major criminological theories, how they developed over time, and analyses their historical and contemporary impact on criminal justice policy and the goal of social justice. | CRJ 410, CRJ 377, CRJ 303, CRJ 205 | |
| 11. Evaluate criminal justice agencies, systems, programs and processes as they serve the objectives of ensuring public safety and maintaining social order, while simultaneously delivering on the promise of social justice in a diverse, multi-cultural, industrialized democracy. | CRJ 499, SOCY 311, CRJ 466, CRJ 410, CRJ 303, CRJ 205, CRJ 100 | |
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Appendix 4

CRJ 100 Fall 2010

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Ch 1 | Ch 2 | Ch 3 | Ch 4 | Ch 5 | Ch 6 | Ch 7 | Ch 8 | Ch 9 | Ch 10 | Ch 11 | Ch 13 |
| *1* | 45 | 69 | 55 | 54 | 58 | 0 | 0 | 0 | 45 | 58 | 73 | 0 |
| *2* | 64 | 69 | 73 | 54 | 58 | 75 | 82 | 64 | 64 | 67 | 82 | 0 |
| *3* | 82 | 77 | 73 | 62 | 67 | 83 | 82 | 64 | 64 | 75 | 82 | 55 |
| *4* | 82 | 77 | 73 | 69 | 67 | 92 | 82 | 73 | 64 | 75 | 82 | 55 |
| *5* | 82 | 77 | 82 | 77 | 75 | 92 | 91 | 73 | 73 | 83 | 82 | 64 |
| *6* | 82 | 77 | 82 | 77 | 75 | 92 | 91 | 82 | 73 | 83 | 91 | 64 |
| *7* | 91 | 85 | 82 | 85 | 75 | 92 | 91 | 82 | 82 | 83 | 91 | 64 |
| *8* | 91 | 85 | 91 | 85 | 75 | 92 | 91 | 91 | 82 | 83 | 91 | 64 |
| *9* | 91 | 85 | 91 | 85 | 83 | 92 | 91 | 91 | 82 | 92 | 91 | 73 |
| *10* | 91 | 92 | 91 | 92 | 83 | 92 | 100 | 91 | 82 | 92 | 91 | 73 |
| *11* | 91 | 92 | 91 | 92 | 83 | 100 | 100 | 91 | 82 | 92 | 91 | 73 |
| *12* | 91 | 92 | 91 | 92 | 83 | 100 | 100 | 91 | 82 | 92 | 91 | 82 |
| *13* | 91 | 100 | 91 | 92 | 83 | 100 | 100 | 100 | 91 | 92 | 91 | 82 |
| *14* | 100 | 100 | 91 | 92 | 83 | 100 | 100 | 100 | 91 | 92 | 91 | 82 |
| *15* | 100 | 100 | 91 | 92 | 92 | 100 | 100 | 100 | 91 | 100 | 91 | 82 |
| *16* | 100 | 100 | 91 | 92 | 92 | 100 | 100 | 100 | 91 | 100 | 100 | 91 |
| *17* | 100 | 100 | 91 | 92 | 92 | 100 | 100 | 100 | 91 | 100 | 100 | 91 |
| *18* | 100 | 100 | 100 | 100 | 92 | 100 | 100 | 100 | 91 | 100 | 100 | 91 |
| *19* | 100 | 100 | 100 | 100 | 92 | 100 | 100 | 100 | 100 | 100 | 100 | 91 |
| *20* | 100 | 100 | 100 | 100 | 92 | 100 | 100 | 100 | 100 | 100 | 100 | 91 |
| *21* | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 91 |
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CRJ 100 Fall 2009

Ch 1 Ch 2 Ch 3 Ch 4 Ch 5 Ch 6 Ch 7 Ch 8 Ch 9 Ch 10 Ch 11

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2 75 69 73 63 63 55 73 41 65 56 19

3 80 69 73 69 69 73 80 88 71 81 56

4 80 75 75 75 75 80 87 88 71 81 63

5 80 75 75 75 75 80 87 88 82 81 63

6 85 81 87 75 75 87 87 88 82 88 69

7 85 81 87 81 75 87 87 88 82 88 69

8 90 81 87 81 81 87 87 88 82 88 69

9 90 88 87 88 81 93 93 94 82 94 75

10 95 88 87 88 81 93 93 94 86 94 75

11 95 88 93 88 81 93 93 94 88 94 81

12 100 93 93 88 81 93 93 94 88 94 81

13 100 94 93 88 88 93 93 94 88 94 81

14 100 94 93 88 88 93 93 94 88 94 81

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**Appendix 5**

**CJ Intro Ch 3**

**True/False**

\_\_\_\_ 1. The defense of mental incompetence focuses on the defendant’s mental state at the time of the crime.

\_\_\_\_ 2. The legal and psychological tests for insanity are essentially the same.

\_\_\_\_ 3. Voluntary intoxication is usually a defense to criminal actions.

**Multiple Choice**

\_\_\_\_ 4. The main objective of a civil trial is to

|  |  |  |  |
| --- | --- | --- | --- |
| a. | punish a wrongdoer. | c. | deterrence |
| b. | protect society. | d. | seek just compensation |

\_\_\_\_ 5. Which of the following refers to a traditional body of early unwritten legal precedents created from everyday English social customs, rules and practices?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| a. | common law | b. | law of the land | c. | case law | d. | statutory law |

\_\_\_\_ 6. What term describes the type of crime that involves an action or other conduct that is a step toward the intended commission of another offence?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| a. | treason | b. | precedent | c. | inchoate | d. | postulates |

\_\_\_\_ 7. Murder, motor vehicle theft, and robbery all fall under what branch of modern law?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| a. | criminal | b. | administrative | c. | civil | d. | common |

\_\_\_\_ 8. Which type of law regulates the processing of an offender by the criminal justice system?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| a. | criminal law | b. | administrative law | c. | procedural law | d. | civil law |

\_\_\_\_ 9. Which of the following elements of crime means “guilty mind”?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| a. | *mens rea* | b. | *actus reus* | c. | *stare decisis* | d. | *corpus delicti* |

\_\_\_\_ 10. Which of the following types of law is based on the assumption that acts injure not just individuals, but society as a whole?

|  |  |  |  |
| --- | --- | --- | --- |
| a. | criminal law | c. | procedural law |
| b. | administrative law | d. | civil law |

\_\_\_\_ 11. Which of the following is not a procedural defense?

|  |  |  |  |
| --- | --- | --- | --- |
| a. | double jeopardy | c. | prosecutorial misconduct |
| b. | collateral estopple | d. | alibi |

\_\_\_\_ 12. Which of the following violations is not a misdemeanor?

|  |  |  |  |
| --- | --- | --- | --- |
| a. | trespassing | c. | petty theft |
| b. | robbery | d. | disorderly conduct |

\_\_\_\_ 13. What term describes that a society must be governed by established principles to maintain order?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| a. | *stare decisis* | b. | inchoate | c. | codification | d. | rule of law |

\_\_\_\_ 14. Which type of law has replaced common law in the United States?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| a. | statutory law | b. | procedural law | c. | administrative law | d. | natural law |

\_\_\_\_ 15. Which criminal defense denies that the defendant committed the act itself?

a. alibi b. insanity c. excuse d. entrapment

Appendix 6

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | CRJ 309 Fall 2010 | | |  | CRJ 309 Spring 2010 | | | | CRJ 309 Spring 2009 | | | |
| Student | Quiz | Final | Course |  | Quiz | Final | Course |  | Quiz | Final | Course |  |
| 1 | 47 | 0 | 49 |  | 94 | 0 | 52 |  | 72 | 63 | 75 |  |
| 2 | 65 | 39 | 62 |  | 75 | 71 | 77 |  | 70 | 63 | 73 |  |
| 3 | 76 | 76 | 78 |  | 79 | 77 | 81 |  | 77 | 64 | 77 |  |
| 4 | 90 | 77 | 86 |  | 74 | 77 | 79 |  | 79 | 64 | 78 |  |
| 5 | 74 | 78 | 78 |  | 87 | 77 | 87 |  | 86 | 68 | 84 |  |
| 6 | 84 | 79 | 85 |  | 78 | 79 | 76 |  | 82 | 69 | 83 |  |
| 7 | 72 | 80 | 81 |  | 72 | 81 | 80 |  | 66 | 69 | 74 |  |
| 8 | 88 | 81 | 88 |  | 77 | 81 | 79 |  | 81 | 72 | 82 |  |
| 9 | 77 | 81 | 83 |  | 87 | 81 | 88 |  | 82 | 73 | 86 |  |
| 10 | 81 | 83 | 85 |  | 91 | 83 | 88 |  | 88 | 74 | 87 |  |
| 11 | 88 | 85 | 89 |  | 65 | 84 | 77 |  | 84 | 74 | 84 |  |
| 12 | 81 | 85 | 87 |  | 88 | 87 | 90 |  | 85 | 77 | 85 |  |
| 13 | 94 | 87 | 93 |  | 73 | 87 | 83 |  | 80 | 77 | 83 |  |
| 14 | 80 | 88 | 84 |  | 84 | 87 | 87 |  | 91 | 78 | 91 |  |
| 15 | 96 | 89 | 90 |  | 88 | 90 | 71 |  | 83 | 78 | 85 |  |
| 16 | 72 | 89 | 80 |  |  |  |  |  | 80 | 79 | 83 |  |
| 17 | 92 | 92 | 91 |  |  |  |  |  | 89 | 81 | 88 |  |
| 18 | 87 | 95 | 86 |  |  |  |  |  | 82 | 82 | 85 |  |
| 19 | 88 | 98 | 93 |  |  |  |  |  | 80 | 83 | 86 |  |
| 20 |  |  |  |  |  |  |  |  | 75 | 84 | 81 |  |
| 21 |  |  |  |  |  |  |  |  | 92 | 84 | 91 |  |
| 22 |  |  |  |  |  |  |  |  | 90 | 89 | 91 |  |
| 23 |  |  |  |  |  |  |  |  | 92 | 90 | 92 |  |
| 24 |  |  |  |  |  |  |  |  | 91 | 94 | 91 |  |
| 25 |  |  |  |  |  |  |  |  | 91 | 95 | 93 |  |