MEMORANDUM

TO: Faculty Senate

FROM: Jack Kirby

DATE: April 7, 2015

SUBJECT: Curriculum Proposal #14-15-12, Revision #3

                Criminal Justice Program

                FINAL FACULTY SENATE APPROVAL ON MARCH 10, 2015

        This proposal received final Faculty Senate approval on March 10, 2015 with one revision requested. The revision has been made, which was changing a course number from CRIM 4410 to CRIM 4412.

C: Dr. Christina Lavorata
                Dr. Deanna Shields
                Dr. Joshua L. Smallridge
                Ms. Leslie Lovett
                Ms. Cheri Varkonda

FAIRMONT STATE UNIVERSITY

MEMORANDUM

TO: Faculty Senate

FROM: Jack Kirby

DATE: February 4, 2015

SUBJECT: Curriculum Proposal #14-15-12, REVISION #2

                Criminal Justice Program

        I recommend approval of the attached Revision #2, Curriculum Proposal #14-15-12.
This proposal requests multiple changes to the criminal justice program, including deletion and
creation of courses, status changes of courses, general studies requirements changes, as well as
other changes.

C: Dr. Christina Lavorata
                Dr. Deanna Shields
                Dr. Joshua L. Smallridge
                Ms. Leslie Lovett
                Ms. Cheri Varkonda

MEMORANDUM

TO: Curriculum Committee
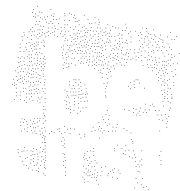
FROM: Jack Kirby

DATE: January 7, 2015

SUBJECT: Curriculum Proposal #14-15-12, REVISION #1

               Criminal Justice Program

     I recommend approval of the attached Revision #1, Curriculum Proposal #14-15-12. This proposal requests multiple changes to the criminal justice program, including deletion and creation of courses, status changes of courses, general studies requirements changes, as well as other changes.

C: Dr. Christina Lavorata
               Dr. Deanna Shields
               Dr. Joshua L. Smallridge
               Ms. Leslie Lovett
               Ms. Cheri Varkonda

MEMORANDUM

TO: Curriculum Committee

FROM: Jack Kirby

DATE: November 5, 2014

SUBJECT: Curriculum Proposal #14-15-12

     I recommend approval of the attached Curriculum Proposal #14-15-12. This proposal requests multiple changes to the criminal justice program, including deletion and creation of courses, status changes of courses, general studies requirements changes, as well as other changes.


C: Dr. Christina Lavorata
                Dr. Deanna Shields
                Dr. Joshua L. Smallridge
                Ms. Leslie Lovett
                Ms. Evie Brantmayer
                Ms. Cheri Varkonda

PREPARING CURRICULUM PROPOSALS

INSTRUCTIONS

Draft your proposal in accordance with the guidelines below and the format shown on the following pages. Should any item under the several headings not pertain to your proposal, write N/A. **Number the second and subsequent pages of your proposal.**

Supply the preliminary information about the proposal as indicated below:

PROPOSAL NUMBER: Leave this space blank. A number will be assigned to the proposal by the Associate Provost.

SCHOOL: Enter the name of the College or School (e.g., *Liberal Arts*), Department (e.g., Language and Literature), and Program (e.g., English).

PREPARER/CONTACT PERSON: Enter the name of the person who prepared the proposal and his/her telephone extension number.

COPIES OF MEMOS SENT TO AFFECTED DEPARTMENTS: Attach these to the back of your proposal.

LETTERS OF SUPPORT FROM DEANS OF AFFECTED DEPARTMENTS: If the Curriculum Committee requests these letters, attach them to the back of your proposal.

DATE SUBMITTED: The Curriculum Committee meets on the fourth Tuesday of each month. **Proposals are due in the Office of the Associate Provost on or before the second Tuesday of the month.**

REVISION SUBMISSION DATE: If changes are required to the original proposal, enter the date the proposal was resubmitted.

IMPLEMENTATION DATE REQUESTED: Enter the first day of the semester (or summer term) and year in which the proposed curriculum change(s) would take effect.

CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number:	14/15/12
School/Department/Program:	Liberal Arts/ Social Science/ Criminal Justice
Preparer/Contact Person:	Joshua L. Smallridge
Telephone Extension:	4740
Date Originally Submitted:	11/4/2014
Revision (Indicate date and label it Revision #1, #2, etc.):	Revision # 3
Implementation Date Requested:	Fall 2015

I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

Multiple revisions to the criminal justice program are suggested in this proposal. Including:
- Deletion of 12 CJ elective courses.
- Creation of 4 new CJ electives.
- Removal of CJ elective concentrations.
- Require CRIM 4425, increasing the number of CJ required classes by 3 credit hours. Three hours of free electives will be removed from the program to keep the total hours at 120.
- Change CRIM 2220 to CRIM 3311 with a title and catalog description change.
- Multiple changes to general studies requirements.
- Change title and course description of CRIM 4410. Due to both being changed a new course number will also be created. The new course will be 4412.
- Make CRIM 3399 and CRIM 4401 and 4411 repeatable. In addition, change the title of CRIM 4410, CRIM 2220 and CRIM 4411.
- Change status of CRIM 2202 Principles of Criminal Law from required to elective.
- Change status of CRIM 3340 from elective to required and change the title.
- Change the wording regarding the required 21 hours of Social and Behavioral Science Credits for our program.

II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

A. Deletion of course(s) or credit(s) from program(s)

- The following elective courses will be deleted from the program/catalog:
    1. CRIM 4440 – Internet Forensics – 3 hrs
    2. CRIM 4445 – Advanced Computer Forensics Investigation Seminar – 3 hrs
    3. CRIM 4430 – Computer Forensics II – 3 hrs
    4. CRIM 3345 – Computer Forensics I – 3 hrs
    5. CRIM 3315 – Digital Seizure and Analysis – 3 hrs
    6. CRIM 3300 – Criminalistics – 3 hrs
    7. CRIM 3350 – Group Techniques – 3 hrs
    8. CRIM 2266 – Sex Crimes – 3 hrs
    9. CRIM 2256 – Homicide Investigations – 3 hrs

10. CRIM 2255 – Law of Corrections – 3 hrs
11. CRIM 2215 – Introduction to Private Security – 3 hrs
12. CRIM 1199 – Special Topics – 3 hrs.

- Three credit hours of free electives will be removed from the program. This deletion is being made because we are increasing the number of required CJ classes by 3 credit hours.
- We are removing the concentration requirement for CJ electives. The number of required criminal justice electives will remain the same.
- We will change the title of CRIM 2220 – "Juvenile Justice Process", to "Juvenile Justice". In addition, this class will be changed to a 3300 level course. With the new course number CRIM 3311. The CRIM 2220 and newly created CRIM 3311 will be counted as equivalent. Students may count the CRIM 2220 course for CRIM 3311 to fulfill the upper level CJ elective requirement.
- CRIM 4410 – Research in Criminal Justice is to be replaced with CRIM 4412 Research in the Social Sciences. These two classes will be counted as equivalent. Students who need CRIM 4410 to graduate may take CRIM 4412 to fulfill the requirement.

Total hours deleted.   No net change
to total hours
required.

B. Addition of course(s) or credit(s) from program(s)

- Add BISM 1200 as a recommended option for our students under the General Studies Attribute for Tech Literacy.
- Made changes to general studies requirements under attributes ID, IE, IF, III, IV, V, VI, VIIB, VIIC, and VIII to allow more options with the listed courses presented as recommendations. See Appendix B.
- Require CRIM 4425 (Evaluation of the CJ System) and CRIM 4412 (Research in the Social Sciences), formerly CRIM 4410, as major requirements. Currently, students have a choice between the two. This increases the required Criminal Justice credit hours by three. Making the making the total number of CJ elective hours required 30 (See Appendix B).

Total hours added.   No net change
in hours for the
program.

C. Provision for interchangeable use of course(s) with   program(s)

- N/A

D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

- Change the Title of CRIM 4410 from Research in Criminal Justice to Research in the Social Sciences. The course description will be changed slightly to reflect this change. Because of these changes a new course number is also requested. The new course number should be CRIM 4412. See Appendix H. These two classes will be counted as equivalent. Students who need CRIM 4410 to graduate may take CRIM 4412 to fulfill the requirement.

E. Other changes to existing courses such as changes to title, course number, and elective or required status.

- We will change the title of CRIM 2220 – Juvenile Justice Process, to Juvenile Justice. In addition, this class will be changed to a 3300 level course, with the new course number CRIM 3311. See Appendix E. These two classes will be considered equivalent.

- Change the title and course description for CRIM 4410 (Research in Criminal Justice). Due to these changes the course number must also be changed. The new course number and name will be CRIM 4412 (Research in the Social Sciences). This class will be equivalent to CRIM 4410. The only difference is the change in name and description to make the course more inviting for non CJ majors who are required to take the course.
- Require CRIM 4425 (Evaluation of the CJ System) and CRIM 4412 (Research in the Social Science), formerly CRIM 4410 (Research in Criminal Justice) as major requirements. Currently, students have a choice between the two. This increases the required Criminal Justice credit hours by three. Making the total number of CJ elective hours required 30 (See Appendix B).
- Change title of CRIM 4411 from Field Practicum to Internship and make the class repeatable up to 12 credit hours.
- Make CRIM 4401 (Independent Study) repeatable up to 12 credit hours.
- Make CRIM 3399 (Special Issues in Criminal Justice) repeatable up to 12 credit hours.
- Change status of CRIM 2202 Principles of Criminal Law from required to elective.
- Change status of CRIM 3340 Laws of Arrest Search and Seizure from elective to required. In addition, change the title of the course to Criminal Procedure.
- Remove CRIM 2215 as a prerequisite for CRIM 3325 Analysis of Security Operations.
- Change the wording and requirements regarding the required 21 hours of Social and Behavioral Science Credits for our program.
  - Currently the catalog states "Student must choose 21 hours from any upper level (2200-4400) courses in Geography, History, National Security and Intelligence, Political Science, Philosophy, Psychology, or Sociology EXCLUDING "introduction to" courses and 1000/2000-level history courses. Courses must be chosen from at least three disciplines. Students interested in pursuing a criminal justice master's degree must include PSYC 2240 Statistics, and CRIM 4410 Research in Criminal Justice."
  - This will be changed to "Student must choose 21 hours of 2200-4400 courses in Geography, History, National Security and Intelligence, Political Science, Philosophy, Psychology, or Sociology. Courses must be chosen from at least three disciplines. It is highly recommended that students interested in pursuing a criminal justice master's degree include PSYC 2240/SOCY 2240."

F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

- CRIM 3302: Criminal Justice Spanish, 3 hrs, no prerequisites, FSU owned, elective.
- CRIM 3306: Scientific Basics of Fingerprints, 3hrs, no prerequisites, FSU owned, elective.
- CRIM 3311: Juvenile Justice , 3hrs, no prerequisites, FSU owned, elective.
- CRIM 3375: Victimology , 3hrs, no prerequisites, FSU owned, elective.
- CRIM 3380: Mock Trial, 3hrs, no prerequisites, FSU owned, elective.
- CRIM 4412: Research in the Social Sciences, PR: ENGL 1108. Junior or Senior status. This is a writing intensive class, FSU owned, required for CJ.

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

- See Appendix C – G.

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

- See Appendix C – G.

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

- See Appendix C – G.

G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

- This proposal does not change the number of hours required to finish the major. It remains 120. However, the changes outlined in this proposal increase the number of required CJ courses by 3 credit hours. To keep the program at 120 hours we have removed 3 credit hours from the free elective requirement.

III. **RATIONALE FOR THE PROPOSAL.**
A. **Quantitative Assessment**: Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

- In preparation for seeking specialized certification, two independent external reviewers were contracted to evaluate the program. They outlined several steps we need to take to pursue accreditation. One of their suggestions was to remove the concentrations from the program. A copy of the external review is attached as Appendix I.

B. **Qualitative Assessment**: Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

- Deletion of the twelve elective courses listed in section IIA of this proposal - After multiple meetings the criminal justice faculty has determined that the twelve classes listed in section IIA should be removed from the catalog. The removal of these classes lines up with recommendations of an external review of our program (See Appendix I). The removal of these classes will free faculty to focus on courses that line up with ACJS accreditation requirements. In addition, many of the removed classes were part of our computer forensics concentration. Our external reviewers suggested that we remove this concentration (See Appendix F) and focus on creating a relevant minor. Due to lack of interest from students, many of the classes listed have never been taught at FSU. We will work with students straddling between versions of the program on a case by case basis.

- Change the Title, description and course number of CRIM 4410 (Research in Criminal Justice) to CRIM 4412 (Research in the Social Sciences) – CRIM 4410 is currently a required class for Criminal Justice, Political Science, and National Security and Intelligence majors. The content of the class has always been presented with a broad social science approach rather than focusing *specifically* on criminal justice. The title and course description change will better reflect the material covered. Because both the title and description were changed a new course number must also be requested. Students who have taken CRIM 4410 in the past should not take CRIM 4412 as the classes are equivalent.

- <u>Require CRIM 4425 (Evaluation of the CJ System) and CRIM 4412 (Research in the Social Sciences), formerly CRIM 4410, as major requirements</u> – This change is necessary in order to improve our ability to monitor student progress toward stated program learning outcomes and goals. Currently, students may choose either CRIM 4425 or 4410 to fulfill the writing intensive requirement for our program. CRIM 4425 represents the capstone experience for the criminal justice program. In the past, the majority of students have chosen to take CRIM 4410. With many students not taking CRIM 4425 our ability to assess program learning outcomes is severely limited. Requiring both classes will ensure that all students take CRIM 4425.

- <u>Change title of CRIM 4411 from Field Practicum to Internship and make the class repeatable with a limit of 12 credit hours</u>– We often have students do internships with multiple agencies. For this reason, we want to make this repeatable. The name change is requested to make the nature of the course clearer to students.

- <u>Make CRIM 4401, Independent Study, repeatable with a limit of 12 credit hours</u> – We have had some students take multiple independent study courses pursuing unique research interest in each.

- <u>Change status of CRIM 2202 Principles of Criminal Law from required to elective</u> – After reviewing ACJS accreditation requirements the faculty agreed that CRIM 3340 satisfies requirements for accreditation better than CRIM 2202. Thus, it was decided that CRIM 3340 should replace CRIM 2202 as a required class.

- <u>Change status of CRIM 3340 Laws of Arrest Search and Seizure from elective to required. In addition, change the title of the course to Criminal Procedure</u> - After reviewing ACJS accreditation requirements the faculty agreed that CRIM 3340 satisfies requirements for accreditation better than CRIM 2202. Thus, it was decided that CRIM 3340 should replace CRIM 2202 as a required class. The new class title is requested to more clearly demonstrate the link between the course and ACJS accreditation requirements.

- <u>Change the requirements regarding the required 21 hours of Social and Behavioral Science Credits for our program</u> – We are changing the wording here to provide more options for our students.

- <u>Creation of new classes (CRIM 3302: Criminal Justice Spanish, CRIM 3306: Scientific Basics of Fingerprints, CRIM 3311: Juvenile Justice, CRIM 3375: Victimology, CRIM 3380: Mock Trial)</u> – Each course listed except for Juvenile Justice has been offered multiple times as CRIM 3399: Special Topics. In past offerings, each of these courses has proven to be popular. It was determined in meetings with all CJ faculty that the material covered in the Juvenile Justice class is more appropriate at the 3000 level.

- <u>Changes to general studies requirements</u> – We want to give our students more options when it comes to general studies. The current set up is to limiting and could hinder timely graduation of our majors.

IV.   Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature

V.   Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.
N/A

VI.   ADDITIONAL COMMENTS.

Appendix A
B.S. Degree in Criminal Justice
Current Program

Required Major Courses	HRS
CRIM 1100	3
CRIM 1101	3
CRIM 2202	3
CRIM 2206	3
CRIM 2240	3
CRIM 2250	3
CRIM 2295	3
CRIM 3320	3
CRIM 4410	3
Or 4425	

TOTAL Required Major Courses		27
Major Electives		36
Law Enforcement or Corrections Concentration	Must include a minimum of 12 hours of 3300-4400 level courses. See catalog for full list of available classes under each concentration.	15
Social and Behavioral	Student must choose 21 hours from any upper level (2200-4400) courses in Geography, History, National Security and Intelligence, Political Science, Philosophy, Psychology, or Sociology EXCLUDING "introduction to" courses and 1000/2000-level history courses. Courses must be chosen from at least three disciplines. Students interested in pursuing a criminal justice master's degree must include PSYC 2240 Statistics, and CRIM 4410 Research in Criminal Justice.	21
Minor Electives		0

TOTAL HOURS FOR MAJOR	63

Required General Studies Courses	
Attribute IA – Critical Analysis	3
English 1108	
Attribute IB – Quantitative Literacy	3
MATH 1107 or higher in IB	
Attribute IC – Written Communication	3
ENGL 1104	
Attribute ID - Teamwork	X
CRIM 2295	
Attribute IE – Information Literacy	IA
ENGL 1108	
Attribute IF – Technology Literacy	3

	ENGL 1109	
Attribute IG – Oral Communication		3
	COMM 2200 or 2201 or 2202	
Attribute III - Citizenship		3
	POLI 1103	
Attribute IV - Ethics		X
	CRIM 2295	
Attribute V - Health		2
	PHED 1100	
Attribute VI - Interdisciplinary		III
	POLI 1103	
Attribute VIIA - Arts		3
	Art 1120 or MUSI 1120 or THEA 1120 or INTR 1120	
Attribute VIIB - Humanities		3
	HIST 2211, 2212, or 2213	
Attribute VIIC – Social Sciences		X
	Major Course – CRJU 2202- 2212-3310- or any other	
Attribute VIID - Natural Science		4
	Any course in VIID	
Attribute VIII – Cultural Awareness		VIIB
	HIST 2211, 2212, or 2213	
Additional General Studies hours		

TOTAL UNIQUE GENERAL STUDIES HOURS	**30**

TOTAL FREE ELECTIVES	**27**

TOTAL HOURS	**120**

Required Major Courses		HRS	
CRIM 1100		3	
CRIM 1101		3	
CRIM 2206		3	
CRIM 2240		3	
CRIM 2250		3	
CRIM 2295		3	
CRIM 3320		3	
CRIM 3340		3	
CRIM 4412		3	
CRIM 4425		3	
TOTAL Required Major Courses			30
Total Required Electives			36
CRIM Electives	A Criminal Justice elective is any Criminal Justice course not listed as required for the major. Must include a minimum of 12 hours of 3300-4400 level courses.	15	
Social and Behavioral Electives	Student must choose 21 hours of 2200-4400 courses in Geography, History, National Security and Intelligence, Political Science, Philosophy, Psychology, or Sociology. Courses must be chosen from at least three disciplines. It is highly recommended that students interested in pursuing a criminal justice master's degree include PSYC 2240/SOCY 2240.	21	
Minor Electives			0
TOTAL HOURS FOR MAJOR			**66**

Required General Studies Courses		
Attribute IA – Critical Analysis		3
English 1108		
Attribute IB – Quantitative Literacy		3
MATH 1107 or higher in IB		
Attribute IC – Written Communication		3
ENGL 1104		
Attribute ID - Teamwork		X
CRIM 2295* or any course in ID		
Attribute IE – Information Literacy		IA
ENGL 1108* or any course in IE		

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Attribute IF – Technology Literacy		3
	ENGL 1109* or BISM 1200* or any course in IF	
Attribute IG – Oral Communication		3
	COMM 2200 or 2201 or 2202	
Attribute III - Citizenship		3
	POLI 1103* or any course in III	
Attribute IV - Ethics		X
	CRIM 2295* or any course in IV	
Attribute V - Health		2
	PHED 1100* or any course in V	
Attribute VI - Interdisciplinary		III
	POLI 1103* or any course in VI	
Attribute VIIA - Arts		3
	Art 1120 or MUSI 1120 or THEA 1120 or INTR 1120	
Attribute VIIB - Humanities		3
	HIST 2211*, 2212*, or 2213* or any course in VIIB	
Attribute VIIC – Social Sciences		3
	Major Course – POLI 2200*, 2201*, or 2203* or any other course in VIIC	
Attribute VIID - Natural Science		4
	Any course in VIID	
Attribute VIII – Cultural Awareness		VIIB
	HIST 2211*, 2212*, or 2213* or any course in VIII	
Additional General Studies hours		
	*Starred courses are recommended choices. They represent one path toward degree completion. Choosing a different course may result in more than 120 hours to graduate and may adjust the number of free electives needed to graduate.	
TOTAL UNIQUE GENERAL STUDIES HOURS		**33**
TOTAL FREE ELECTIVES		**21**
TOTAL HOURS		**120**

CRIM 3302   Criminal Justice Spanish .... **3 hrs**

Course Description:

The need for law enforcement personnel who can communicate in Spanish is ever increasing. The purpose of this course is to introduce and refine skills in Spanish to facilitate communication between criminal justice personnel and Spanish-speaking clients. In this course students learn and practice survival-level words, phrases, questions and commands necessary to effectively communicate with Spanish speakers in law enforcement and corrections settings.

Learning Outcomes and Methods of Assessment:
Students will be able to:
1. Ask basic questions and give basic instructions unique to the criminal justice field
2. Comprehend responses and recognize basic questions, requests and threats.
3. Write basic reports and fill out criminal justice documents using Spanish.
4. Examine a variety of dangers faced by law enforcement and corrections personnel in their daily jobs and determine how the use of Spanish can improve officer safety.

Learning Outcome	Method of Assessment	Satisfactory Performance Standards
1	Oral/written quizzes, exams, and/or assignments	Satisfactory student performance will be indicated by 70% minimum on quizzes, exams, or assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
2	Oral/written quizzes, exams, and/or assignments	Satisfactory student performance will be indicated by 70% minimum on quizzes, exams, or assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
3	Oral/written quizzes, exams, and/or assignments	Satisfactory student performance will be indicated by 70% minimum on quizzes, exams, or assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
4	Oral/written quizzes, exams, and/or assignments	Satisfactory student performance will be indicated by 70% minimum on quizzes, exams, or assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.

Course Outline

     I.   Introduction/ Foundations
          A. Greetings
          B. Spanish Alphabet
          C. Numbers
          D. Days of the Week
          E. Months

     II.   Interacting with the Public I
          A. Hispanic Culture
          B. Identifying Oneself as a Police Officer
          C. Basic Fact Finding Questions
          D. Interview Techniques
          E. Description of Suspects
          F. Locations

     III.   Interacting with the Public II
          A. Non-verbal Behaviors
          B. Grammatical Shortcuts
          C. Street Slang and Curse Words
          D. Strategies for Working with a Limited Spanish vocabulary

     IV.   Spanish for Handling Index Crimes
          A. Murder
          B. Rape
          C. Robbery
          D. Assault
          E. Burglary
          F. Larceny
          G. Motor-Vehicle Theft
          H. Arson

     V.   Spanish for Handling Other Common Crimes
          A. Traffic Stops, Traffic Control, Traffic Accidents
          B. DUI
          C. Domestic Violence
          D. Gang-Related Crimes
          E. Hate Crimes
          F. Human Trafficking
          G. Vice

     VI.   Spanish for Correctional Settings
          A. Jails
          B. Prisons
          C. Probation and Parole
          D. Community-Based Programs

CRIM 3306   **Scientific Basics of Fingerprints**.. **3 hrs**

Course Description:

This course will introduce students to the basic fingerprint pattern types and classification formulas: The Henry System and the NCIC classification. Students will receive comparison training, which consists of determining if a current fingerprint submission is Ident with the master fingerprint card, and provide hands-on training in the proper procedures for recording legible fingerprints.

Learning Outcomes and Methods of Assessment:
1. Students will be able to identify the three general pattern types and classify them.
2. Students will analyze fingerprints to determine if they are from the same source.
3. Students will explain and apply the ACE-V Methodology.
4. Students will be able to explain and recognize the three levels of detail in Ridgeology.
5. Students will explain the Persistence and Uniqueness of friction ridges.
6. Students will take a set of legible fingerprints and be able to provide a quality review.
7. Students will be able to explain the difference between a tenprint and latent print.

Learning Outcome	Method of Assessment	Satisfactory Performance Standards
1	**Quizzes:** Multiple choice, True/False, fill in the blank.	Satisfactory student performance will be indicated by 60% minimum on quizzes, exams, or assignments. Satisfactory class performance will be indicated by 75% of the class meeting this threshold.
2	**Essays:** APA format written assignments, (group & individual assignments).	Satisfactory student performance will be indicated by 60% minimum on quizzes, exams, or assignments. Satisfactory class performance will be indicated by 75% of the class meeting this threshold.
3	**Discussions:** Students will explain their theory and how they reached it.	Satisfactory student performance will be indicated by 60% minimum on quizzes, exams, or assignments. Satisfactory class performance will be indicated by 75% of the class meeting this threshold.
4	**Project:** Midterm and final will involve multiple choice, true/false; fill in the blank, and analyzing fingerprint images to determine if they came from the same source.	Satisfactory student performance will be indicated by 60% minimum on quizzes, exams, or assignments. Satisfactory class performance will be indicated by 75% of the class meeting this threshold.

Course Outline

I.   What are Fingerprints?
   A. Explain why fingerprint history is so important.
   B. Understand the origin of friction ridge identification is buried deep in the past of the Orient.
   C. Discuss the changes in fingerprints from 1855 B. C. to today.
   D. Outline the early pioneers and understand their significance to fingerprint identification.
   E. Provide handouts of the early pioneers and their contribution to fingerprints.
   F. Hands-on participation in recording a set of legible fingerprints.

II.   The Discovery of Fingerprint Identification
   A. What is the purpose of fingerprint identification?
   B. What is the Methodology for Friction Ridge Impressions Examination?
   C. Discussion of the three levels of detail in Ridgeology.
   D. Why Fingerprints?
   E. Understand and apply the ACE-V Methodology.
   F. Understand the Persistence and Uniqueness of friction ridges.
   G. Explain the difference between a tenprint and latent print.

III.   Measuring Fingerprints: An Overview
   A. Describe the three general pattern types and percentage frequency of each.
   B. How are fingerprints related to our culture?
   C. Outline the differences between tenprint and latent prints?
   D. Explain the ACE-V Methodology.
   E. What are the two basic factors in fingerprint identification?
   F. Give the three available decisions when analyzing fingerprints.
   G. Discuss if fingerprints aren't analyzed correctly what the possible outcome is.
   H. Discuss how an incorrect decision could possibly affect someone life.
   I. Discussion of how important fingerprint identification is.

CRIM 3311   **Juvenile Justice** .... **3 hrs**

Course Description:

This course addresses definitions of delinquent behavior, contributing social problems, adolescence as a subculture, the philosophy and practice of adjudication process for juveniles and treatment procedures.

Learning Outcomes and Methods of Assessment:
1.   Identify and contrast types of delinquent behavior in juveniles.
2.   Identify the history, philosophy, and practice of adjudication process for juveniles.
3.   Evaluate and assess treatment procedures for juveniles following the adjudication process.
4.   Identify contributing social problems and appraise adolescence as a subculture.

Learning Outcome	Method of Assessment	Satisfactory Performance Standards
1	Exam with Essay *and/or* Written Assignment.	Satisfactory student performance will be indicated by 70% minimum on quizzes, exams, or assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
2	Quiz, Exam.	Satisfactory student performance will be indicated by 70% minimum on quizzes, exams, or assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
3	Written Assignment *and/or* Major Group Project.	Satisfactory student performance will be indicated by 70% minimum on quizzes, exams, or assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
4	Quiz, Exam, *and/or* Written Assignment.	Satisfactory student performance will be indicated by 70% minimum on quizzes, exams, or assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.

Course Outline
    I.   History of the Juvenile System
          A. The Hammurabi Code to Chancery Courts to Cook County, Illinois
          B. The Decade-Long Turn of the Century Struggle to Create the First Juvenile Court
          C. The Child Savers Foot the Bill and the Court Proves Itself in a Probationary Period
          D. Twenty-Five Years Expands Juvenile Courts to Every State

    II.   Institutions for Juveniles
          A.   House of Refuge
          B. *Parens Patriae*
          C. Reform Schools/Industrial Schools

III.   Juvenile Case Law
       A. *Kent v. U.S.*
       B. *In re Gault*
       C. *In re Winship*
       D. *McKeiver v. Pennsylvania*
       E. *Roper v. Simmons*
       F. The Warren Court: Giving Juveniles Rights or Criminalizing the Juvenile Court

IV.   From Prevention to Punishment, the Evolution of the Juvenile Court in America
       A. The *Parens Patriae* Model Falls from Favor
       B. Due Process and Juvenile Justice
       C. Current Trends
       D. Future Directions of the System

V.   Current Issues in Juvenile Justice
       A. Juvenile Waiver and Jurisdictional Issues
       B. Juvenile Life Without Possibility of Parole
       C. Comparative Juvenile Justice
       D. Juveniles in Adult Institutions
       E. Juvenile Boot Camps
       F. Alternative Programs for Youthful Offenders

VI.   The Influence of Politics and the Media on Juvenile Justice
       A. Understanding the Politicization of Criminal Justice and Juvenile Justice Policy
       B. Media Portrayal of Juvenile Offenders and Subcultures
       C. The Myriad Subcultures of Adolescence in the Modern Era
       D. Conservative and Liberal Ideologies and Their Respective Effects on Juvenile Justice in America

CRIM 3375 **Victimology** .... **3 hrs**

Course Description:

This course will introduce students to the issues and legislation regarding victims of crime. Topics include theories of victimology, victim-witness compensation and future directions in identifying and treating victims.

Learning Outcomes and Methods of Assessment:
1. Students will be able to identify the issues and legislation relevant to victimology, historically and at present.
2. Students will explain theories of victimization and conflicts and cooperative efforts between victims and those working in the criminal justice system.
3. Students will compare and contrast theories of victim precipitation.
4. Students will analyze the current state of victimology in the United States and assess needs for future research and application.

Learning Outcome	Method of Assessment	Satisfactory Performance Standards
1	**Quizzes:** Multiple choice, True/False, Fill in the blank format	Satisfactory student performance will be indicated by 60% minimum on quizzes, exams, or assignments. Satisfactory class performance will be indicated by 75% of the class meeting this threshold.
2	**Essays:** APA format written projects	Satisfactory student performance will be indicated by 60% minimum on quizzes, exams, or assignments. Satisfactory class performance will be indicated by 75% of the class meeting this threshold.
3	**Discussions:** Students will offer ideas and analyze those of others	Satisfactory student performance will be indicated by 60% minimum on quizzes, exams, or assignments. Satisfactory class performance will be indicated by 75% of the class meeting this threshold.
4	**Project:** Midterm and final will involve applying material to a case study scenario and/or an applied field assignment in working with victims	Satisfactory student performance will be indicated by 60% minimum on quizzes, exams, or assignments. Satisfactory class performance will be indicated by 75% of the class meeting this threshold.

Course Outline
      IV.   What Is Victimology?

A. Explain how early society handled victim problems.
B. Understand the meaning of retribution and restitution.
C. Discuss the change from a victim justice system to a criminal justice system.
D. Outline the early interest in victim typologies.
E. Provide an overview of the broad topics victimologists study.

V.   The Rediscovery of Crime Victims
A. Account for the attention paid to victim precipitation.
B. Summarize what Wolfgang found out about homicide victims.
C. Report on Amir's victim precipitation study.
D. Evaluate the reaction to Amir's victim precipitation study.
E. Critique the shortcomings that underlie victim precipitation.
F. List the areas that fall under " general victimology."
G. Talk about the victim movement and tell how it increased public interest in crime victims

VI.   Measuring Victimization: An Overview
A. Describe three major data sources for measuring crime.
B. Explain what the UCR does.
C. Outline the advantages and disadvantages of the UCR.
D. List the contents of the Index Offenses.
E. Differentiate personal from property offenses.
F. Give a definition of the dark figure of crime.
G. Discuss NIBRS and give advantages NIBRS provides beyond the UCR.
H. Specify what a victimization survey is.
I. Outline the four generations of victimization surveys.
J. Summarize and criticize the findings from the 1967 NORC survey.
K. Explain how memory decay affects victim surveys.

CRIM 3380   **Mock Trial**... **3 hrs**

Course Description:

This course is designed to teach students of the American trial process through a participatory study of trial practice in the United States. Students will learn legal ethics and courtroom decorum, substantive law, trial procedures and advocacy skills through practice sessions and courtroom simulation. The development of speaking and critical thinking skills will be a focus of the course. The culminating event for the class will be the trial of a hypothetical case in a courtroom.

Learning Outcomes and Methods of Assessment:

Course Outcome	Direct assessment measure	Satisfactory performance standard
Upon successful completion of this course, students will be able to:	Student performance with respect to this outcome will be measured by:	Satisfactory student performance on the direct assessment measure will consist of:
1. Demonstrate real world knowledge of the trial process through experiential learning including courtroom decorum.	Practice sessions of a trial and the culminating event of mock trial in a courtroom with each student participating as either an attorney, witness or support member of the trial team. During each practice session and the mock trial each student will be graded by the instructor on a pass/fail basis of knowledge of the relevant law, knowledge of the facts of the simulated case, and courtroom decorum.	Participation in practice sessions and the mock trial and a passing grade for each of the categories of knowledge of relevant law, knowledge of the facts of the simulated case and courtroom decorum.
2. Find and apply legal principles applicable to the trial process and to a simulated legal problem.	A series of research problems (8-10 depending on the pace of the class) designed to teach the student how to find concepts of law and apply those concepts to specific aspects of a simulated legal case.	Completion of each assignment with a passing grade of 60% or better.
3. Develop and apply analytical and communication skills in the legal research	A combination of the research problems noted above and instructor grading on a pass/fail basis for courtroom performance and decorum.	Completion of each assignment with a passing grade of 60% or better and passing grade as assigned by the instructor for courtroom performance.

and courtroom setting.

Course Outline
I. The Trial Process

    A. Opening Statements
        1. Elements
        2. Structure
        3. Examples

    B. Direct Examination
        1. Introduction
        2. Elements
        3. Structure
        4. Hearsay

    C. Exhibits

    D. Cross Examination
        1. Introduction
        2. Elements
        3. Structure
        4. Examples

    E. Closing Arguments
        1. Introduction
        2. Elements
        3. Structure
        4. Examples

II. Effective Arguments
    A. Persuasive Techniques
    B. Credibility

III. The Law
    A. Finding the Law
        1. Supreme Court Reporters
            a. Official Reports
            b. Supreme Court Reports
            c. Lawyers Edition
        2. West Reporters
            a. Understanding the division of State Court Reporters
            b. Key Number System
            c. Federal Court Reporters
        3. West Digests of Cases
        4. Computerized Legal Research

a. Lexis/Nexis
  1. State Codes
  2. Case Law
  3. Administrative Rules & Regulations
b. WestLaw
  1. State Codes
  2. Case Law
  3. Administrative Rules & Regulations
c. Findlaw
d. Other Sources

B. Reading the Law
  a. Understanding the meaning of statutory provisions
    1. Annotations
    2. Legislative history
  b. Case Law Analysis (Reading & Interpreting Case Law)
    1. Briefing Cases
    2. Interpreting & Understanding Judicial Opinions

Old Course Description
CRIM 4410   **Research in Criminal Justice** .... **3 hrs**

Course Description:

Students will explore the interaction of theory, research, and practice in the criminal justice field, the purposes and limits of research; introduction to research design, data collection, analytic techniques, data processing resources and preparation of research reports.
 PR: ENGL 1108. Junior or Senior status. This is a writing intensive class.

New Course Descriptions
CRIM 4412   **Research in the Social Sciences** .... **3 hrs**

Course Description:

Students will explore the interaction of theory, research, and practice, the purposes and limits of research; introduction to research design, data collection, analytic techniques, data processing resources and preparation of research reports. (Formerly CRIM 4410).
 PR: ENGL 1108. Junior or Senior status. This is a writing intensive class.

Note: This class is equivalent to CRIM 4410. Students should not take the course if they have already taken it as CRIM 4410.

Learning Outcomes and Methods of Assessment:

Course Outcome	Direct assessment measure	Satisfactory performance standard
Upon successful completion of this course, students will be able to:	Student performance with respect to this outcome will be measured by:	Satisfactory student performance on the direct assessment measure will consist of:
To develop and recognize the fundamentals of social science inquiry, the link between theory, research, and causation.	Quantitative tests containing short answer, multiple choice, true/ false, short answer, and essay questions.	The Marjory of students will receive a 70% or above on the test measuring this outcome
To recognize and incorporate different approaches to research design, which includes experiments, quasi-experimental design, survey research, case studies, field	Write a research proposal incorporating literature review, design, ethical considerations and limitations. (See the attached document for directions and expectations).	The Marjory of students will receive a 70% or above on the research proposal.

research, content analysis, and secondary analysis.		
To identify the ethical considerations in conducting research.	. Write a research proposal incorporating literature review, design, ethical considerations and limitations. (See the attached document for directions and expectations).	The Marjory of students will receive a 70% or above on the research proposal.

Course Outline

  I. Research Methods Foundations
      A. Research Vocabulary
      B. Variables
      C. Hypotheses
      D. Validity in Research
      E. Conceptualizing

  II. Sampling
      A. External Validity
      B. Sampling Terminology
      C. Probability Sampling

  III. Measurement
      A. Construct Validity
      B. Threats to Validity
      C. Reliability
      D. Levels of Measurement

23 February 2011

Deanna Shields, Dean
College of Liberal Arts
1201 Locust Avenue
Fairmont State University
Fairmont, WV 26554

Dear Dean Shields:

Thank you for the opportunity to serve as external reviewers for the Criminal Justice Program at Fairmont State University. The review provided us with the opportunity to meet with administrators, faculty and students at Fairmont State and learn about both the Program and the University.

Once you and others have had the opportunity to review and consider our report, we will make ourselves available to answer any questions or elaborate on any points as needed.

Sincerely,

Lucy Hochstein, Ph.D.   Robert Mutchnick, Ph.D.
Department of Criminal Justice   Department of Criminology
Radford University   Indiana University of Pennsylvania
Radford, VA 24142   Indiana, PA 15705

23 February 2011

Site Visit Report for Criminal Justice Program, Fairmont State University

Submitted By: Lucy Hochstein
                         Department of Criminal Justice
                         Radford University
                         Radford, VA 24142

                         Robert Mutchnick
                         Department of Criminology
                         Indiana University of Pennsylvania
                         Indiana, PA 15705

Date of Site Visit: 16-17 February 2011

Documents Reviewed: Self-Study Program Review for Bachelor of Science in Criminal Justice
                         Self-Study Program Review for Masters of Science in Criminal Justice

Individuals Interviewed: Dr. Maria Rose, Provost and Vice President for Academic Affairs
                         Dr. Van Dempsey, Interim Graduate Dean
                         Ms. Thelma Hutchins, Director of the Libraries
                         Dr. Deanna Shields, Dean of College of Liberal Arts
                         Department of Criminal Justice Faculty
                                 Ann Bartolo, M.A.
                                 Jennifer Myers, Ph.D.
                                 Diana Noone, Ph.D.
                                 Lennie Shaw, M.S., J.D.
                                 Charles Shields, J.D.
                         Department of Criminal Justice Students (Undergraduate and Graduate)
                                 Josh 1
                                 Josh 2
                                 Mike
                                 Deidre
                                 Tyler
                                 Ashley
                                 Mariah

Undergraduate Program Review:

For nearly thirty years the Fairmont State University Criminal Justice Program's B.S. program has successfully prepared students for work in the field of criminal justice and graduate studies. The program offers three concentrations: law enforcement, corrections, and digital forensics. Current faculty are dedicated to programmatic and student success, and possess a rich combination of educational background and professional experience that provides resources for teaching needed courses and is appreciated by students for career insight and networking. An Advisory Board composed of working professionals from the federal, state, and local levels along with adjunct faculty and students has been in place since the 1980s. This board helps ensure that the curriculum is responsive to societal change, developments in the field, and changing technology.

The separation agreement creating Pierpont Community and Technical College has placed severe strain on the Criminal Justice B.S. program creating programmatic issues that preclude certification by the Academy of Criminal Justice Sciences. Intermingling PCTC and FSU criminal justice courses has created questionable academic standards in PCTC courses and FSU courses taught by PCTC faculty. This co-mingling of FSU and PCTC courses and instructors prevents accurate assessment of FSU courses. Numerous courses listed as current are offered sporadically, especially PCTC courses cross listed as FSU courses. Additionally, PCTC has the ability to constrain FSU curriculum change. For example, when FSU created a 300 level Criminal Justice ethics course PCTC required that it be changed to a 200 level course to support the PCTC curriculum, when the course is, at minimum, a junior level offering. Also, PCTC has partial control over FSU course scheduling. PCTC can require that FSU offer certain courses in a particular semester to meet the needs of the PCTC Criminal Justice associate degree program.

According to Provost Maria Rose, issues related to the PCTC separation agreement could be resolved through the use of three strategies: 1) Changing the prefix for Criminal Justice undergraduate program courses so it differs from that listed in the separation agreement and currently used by PCTC would prevent PCTC from being able to force curriculum and schedule changes on the Criminal Justice program; 2) Evaluating PCTC courses to determine those that meet FSU Criminal Justice academic standards would identify PCTC courses rigorous enough to meet the standards of the B.S. degree; and 3) Creating an articulation agreement with PCTC to clarify which PCTC courses will transfer for credit in the B.S. Criminal Justice program will provide accurate information for PCTC students wishing to transfer to the B.S. degree program. The provost has indicated that these strategic modifications will be supported by FSU President Thomas Krepel. The changes would allow FSU Criminal Justice courses to be accurately assessed, and allow self determination of courses, course scheduling, and programmatic requirements. If faculty decide to make these changes and still are interested in pursuing certification, it is recommended that they engage in an internal discussion ahead of time so they can make changes in accordance with ACJS certification standards.

The Criminal Justice curriculum would benefit from eliminating the three concentrations: law enforcement, corrections, and digital forensics. Eliminating these concentrations would remove a number of courses from the curriculum, allowing remaining courses to be offered more regularly. According to faculty, the law enforcement and corrections concentrations lock students into a set program that may not meet their interests as they approach graduation. Also, students are selected for criminal justice positions regardless of their concentration, as employers are interested in their Criminal Justice degree, not their concentration. The digital forensics concentration was suggested by the Advisory Board, and fills a crucial need within the Criminal Justice system. Changing this concentration to an interdisciplinary minor would provide students with stronger credentials, since employers recognize a degree more than a concentration. Creating digital forensics as an interdisciplinary minor by including the FSU Computer Science discipline, and perhaps others, would expand course offerings, allow courses to be offered regularly, ease the teaching burden somewhat for Criminal Justice faculty, build bridges across the university, and increase opportunities for Criminal Justice students.

At this time ETS has been contracted to assess student learning in Criminal Justice courses. Since ETS' tests are not able to account for state to state and program to program variations, it is suggested that faculty develop a pre and post test for students as a more accurate gauge of programmatic achievement. Previous dissatisfaction with pre and post assessment can be overcome by distributing the pretest in a first semester introductory course and the posttest during a senior level capstone course.

Issues related to faculty resources also challenge certification. Certification requires a 1:30 faculty to student ratio, which is now approximately 1:80. Faculty members currently advise 80-85 undergraduate students and teach four courses each semester, which does not allow adequate time for professional development. Additionally, the University does not provide adequate resources for professional development. The required two-thirds of full-time undergraduate faculty do not hold earned doctorates (PhD) in Criminal Justice or a closely related discipline. At this time the Dean of the College of Liberal Arts serves as director of both the Criminal Justice Program and the Criminal Justice graduate program.

Faculty workload could be eased somewhat by having the program's two graduate assistants advise all undergraduate students. Students with exceptional issues could be sent to their advisor of record for guidance and resolution. The University should provide greater resources, such as travel funds, graduate assistantships, and internal grants as identified by faculty, to encourage professional development. New faculty positions should be added so the faculty to student ratio meets certification standards. Faculty recruited for new Criminal Justice Program positions should have criminal justice or closely related doctoral (PhD) degrees. Recruiting at the American Society of Criminology annual meeting, held in each November, may gain more qualified candidates, as this is early in the hiring season. Given the dearth of faculty to fill leadership positions, it might be advantageous to include these obligations in position descriptions when hiring new faculty. For example, the current search could require the new faculty member to serve as graduate program director for their first three or five years at FSU.

Criminal Justice Program faculty are committed to their undergraduate program and student success. They have been stymied in this regard by the current separation agreement with PCTC. Only by divorcing the associates and bachelors programs into discrete entities and institutions can the B.S. degree program maintain its strong position in the region. Faced with the demands of the PCTC program and increased undergraduate enrollment FSU Criminal Justice faculty have little ability to create curriculum changes or resources to engage in professional development activities that keep the program current. Needed changes, such as elimination of rarely scheduled courses and program concentrations, remain hostages of the PCTC separation agreement, and prevent ACJS certification. Eliminating program concentrations and creating a digital forensics minor will create a tighter program that is more beneficial for students. Other issues that must be addressed before certification can be accomplished are reduction of the faculty to student ratio and increased resources for faculty professional development. It appears that in this time of financial constraints, FSU seems financially situated to support these changes, while the backing of the Provost and President will ensure a positive outcome for separation from the PCTC program and needed curriculum changes. Certification required assessment will be possible with the removal of the influence of PCTC on curriculum offerings, and the addition of locally created pre and post tests. Given these changes it appears the undergraduate program could qualify for certification within a few years.