

Program Review

**Criminal Justice Bachelor of Arts**

**College of Liberal Arts**

**November 2008**



**MARSHALL UNIVERSITY**

# Program Review

## Marshall University

Date: October 23, 2008

Program: Bachelor of Arts degree, Criminal Justice  
Degree and Title

Date of Last Review: 2003

### Recommendation

Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation

Code (#):

1. Continuation of the program at the current level of activity; or
2. Continuation of the program with **corrective action**: Corrective action will apply to programs that have deficiencies that the program itself can address and correct. **Progress report due by November 1 next academic year**; or
3. Identification of the program for **resource development**: Resource development will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. **Progress report due by November 1 next academic year**; or
4. Continuation of the program at the current level of activity, with the designation as a program of excellence (See Series 11 Statement from the Policy Commission); or
5. Discontinuance of the program (Procedures outlined in HEPC Administrative Bulletin 23).

**Rationale for Recommendation:** (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

#3 Recommendation: \_\_\_\_\_ Date: 1/14/09  
Signature of person preparing the report: Margaret Phipps Brown

#3 Recommendation: \_\_\_\_\_ Date: 1/14/09  
Signature of Program Chair: Margaret Phipps Brown

#3 Recommendation: \_\_\_\_\_ Date: 1/14/09  
Signature of Academic Dean: David J. Pittenger

Recommendation: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only)

Recommendation: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of President, Faculty Senate/ Chair, Graduate Council:

Recommendation: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of the Provost and Senior Vice President for Academic Affairs:

Recommendation: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of the President:

Recommendation: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Chair, Board of Governors:

# College/School Dean's Recommendation

Deans, please indicate your recommendation and submit the rationale.

**Recommendation:** Continuation of the program with resource development for funds to support certification from Academy of Criminal Justice Studies (ACJS) and expansion of faculty positions.

**Rationale:**

The design of the Criminal Justice major represents the best of the liberal arts tradition. The study of criminal behavior within a single academic program represents the confluence for many disciplines including History, Sociology, Philosophy, Political Science, and Psychology. Before the existence of a Criminal Justice major, each discipline examined criminal behavior as a subspecialty of the program. During the past few decades, the level of scholarship and discourse within each discipline grew to the point to justify a separate academic major. Therefore, Criminal Justice has as its foundation a history of bringing together many disciplinary lenses. Criminal Justice is, however, more than the sum of its parts. Criminal Justice is now a coherent program of study that allows students to contemplate a vexing human behavior.

The Criminal Justice program at Marshall University is noteworthy as it has developed a truly interdisciplinary program of study. Not only do students study criminal behavior from the perspective of the humanities and social studies, students also have the opportunity to incorporate perspectives and skill sets from biology, computer science, and chemistry. In total, students received a balanced education that helps them develop as independent thinkers and prepares them to be productive members of the community and successful at the careers they wish to pursue.

As this report documents, the department attracts a sizable number of majors. Those who are "new freshman" appear to be typical college students, as measured by their average ACT scores and high school GPAs. The department is second only to Psychology in terms of the total number of majors and ratio of students to faculty. In addition, the department is the eighth largest producer of student credit hours in the university. The department has also been active in revising its curriculum. These changes have increased the breadth of courses available to students. In addition, the department is expanding its course offerings for students wishing to focus their education on legal studies specifically.

Another notable change has been the addition of a new faculty line in the program and two strategic hires. Bringing new faculty to the department ensures the vitality of the program. Specifically, the department hired two senior criminologists who bring with them a wealth of experience, strong teaching skills, robust programs of research, and strong ties with various professional organizations. The expansion of the intellectual capital of the department will allow the program to continue its efforts to provide superior training for students and to plan for the long term growth of the program.

At this time, I believe that it is in the best interest for the department to receive sufficient funding to allow it to become certified by the Academy of Criminal Justice Studies (ACJS). Having this certification provides the department, college, and university many benefits. First, certification is always an important affirmation of the

quality of an academic program and the contributions the faculty have made to the creation of a coherent program of study. Such certification is also a useful leverage to attract highly qualified students to the program.

A second benefit is that such certification provides the department and college with the opportunities to receive external consultation regarding the growth and direction of the program. Such consultation should allow the department to develop a long-term plan to have controlled growth as it continues to meet student demand. In addition, the consultation will help the department consider the appropriateness for expanding its undergraduate programs with additional areas of specialization and expanding its graduate programs.

The certification will verify the need to expand the size of the faculty. Currently the department must make use of an extraordinarily large number of adjunct faculty. Although adjunct faculty often provide a quality educational experience combined with various "real world" perspectives, it is not advisable to depend on adjuncts to teach core courses or large portions of academic programs. Because of the current student:faculty ratios, Criminal Justice faculty are hard pressed to maintain meaningful programs of research. Such scholarship enhances the reputations of faculty and the department. Equal to the teaching load is the advising load. Again, the department is being asked to do much with little.

The request for these resources is not made casually and reflects a review of the needs for Criminal Justice in comparison to other academic programs in the College of liberal arts. Furthermore, my endorsement for additional institutional resources comes with a request of the department to continually review its academic program to find academic areas of concentration best supported with limited resources while reducing the emphasis on other tracks that displace resources.

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Signature of the Dean

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Date

## I. PROGRAM DESCRIPTION for Criminal Justice, B.A.

Date of last Review: 2003.

The Criminal Justice Department at Marshall University provides undergraduate students with high quality criminal justice education to prepare them for future success in (1) public service; (2) graduate or law school; or (3) the private sector. A unique contribution of the Criminal Justice Department is the development of students' intellectual abilities in critical thinking, research, language and communication, and problem solving through a broad-based, theoretical approach to the study of law and the legal system, and the practical realities of how social, economic, and political contexts influence the roles of professionals, practitioners, and the operation of the criminal justice system. The Criminal Justice Department is also committed to (1) applied and basic research, (2) leadership in public service to the community, (3) educating students in forensic applications and technological integration, and (4) developing insight into multicultural and global issues.

The Criminal Justice Department sponsors two student organizations: the Omega Gamma Chapter of Alpha Phi Sigma, the National Criminal Justice Honor Society, and the Alpha Omega Chapter of the American Criminal Justice Association – Lambda Alpha Epsilon. The department sponsors an annual awards reception that recognizes scholarly and professional achievement.

The mission of the Criminal Justice Department is to prepare students for careers, career advancement, and advanced study in *law enforcement, adjudication of law, corrections, theoretical criminology, juvenile justice, qualitative and quantitative research methods, applied ethics, human diversity, and administration*. Our faculty assists students to develop *knowledge, skills, and attitudes* necessary to evaluate, understand, and resolve complex problems related to crime and criminal behavior, and prepares them to positively contribute to the functioning of various criminal justice agencies. We serve students in the local region through classroom courses and students around the world through online courses.

These activities fit within the University's mission statement to "provide . . . high quality undergraduate . . . education appropriate for the state and region," and to "provide students an opportunity to use their knowledge . . . and critical thinking skills to make their communities better places in which to live." Faculty members within the department strive to "actively engage and mentor students in scholarly . . . endeavors" and to "remain current in their fields of expertise and incorporate that expertise in the educational process." (Marshall University, Mission of the University). The Criminal Justice Department also provides "specialized instruction for undergraduate . . . students, enabling them to develop the intellectual and moral abilities to live autonomous, sensitive, productive lives." Faculty members and students strive to "continue to use [their] expertise in the service of others." (Marshall University, College of Liberal Arts Mission Statement). Students are encouraged to think critically and develop a knowledge base that will enable them to become productive and responsible members of society.

## **II. ACCREDITATION INFORMATION: None.**

The Criminal Justice Department is not accredited at this time. However, certification standards were adopted by the Academy of Criminal Justice Sciences (ACJS) in May, 2005. The Criminal Justice Department strives to follow ACJS standards. A copy of the Review Process and Certification Standards is attached to this report as Appendix A.

## **III. PROGRAM STATEMENT on Adequacy, Viability, Necessity and Consistency with Mission.**

### **A. ADEQUACY.**

**1. Curriculum.** With regard to undergraduate Criminal Justice programs, the ACJS certification standards provide that program requirements be based upon “clearly defined and articulated learning objectives, including a mastery of the knowledge, methods of inquiry, and intellectual skills pertinent to the study of the causes, consequences, and responses to crime and its interrelatedness to other areas of inquiry. In addition, baccalaureate degree programs must demonstrate that six content areas are substantively addressed in the curriculum. Those content areas are: (1) administration of justice, (2) corrections, (3) criminological theory, (4) law adjudication, (5) law enforcement, and (6) research and analytic methods. Certification standards also require “a systematic examination of the issues of diversity in criminal justice,” a variety of elective courses, internship opportunities for upper level students, and “a balance of general education, required and elective courses in criminal justice and in related fields (cognates), and unrestricted electives wherever possible.

The curriculum in the Criminal Justice Department is consistent with the ACJS certification standards. Education goals established by Criminal Justice faculty include critical thinking as well as oral and written communication. The ethical application of concepts and diversity issues are stressed throughout the curriculum. The curriculum covers each of the six substantive areas identified by ACJS certification standards, and ongoing curriculum revision continues to ensure comprehensive and up-to-date coverage of the diverse subject matter within Criminal Justice.

Several new courses were approved for delivery in the 2003-2004 academic year. They include:

- CJ 326 – Computer Crime
- CJ 400 – Applied Ethics in Criminal Justice
- CJ 401 – Teaching and Training in Criminal Justice
- CJ 406 – Race, Ethnicity, Gender, and Crime
- CJ 426 – Civil Liability Issues in Criminal Justice
- CJ 440 – Criminal Justice Response to Domestic Violence, and
- CJ 492 – Senior Seminar

In addition, one course, Advanced Legal Research and Writing, has been changed from CJ 301 to CJ 423, based upon the academic rigor of the course.

A candidate for the bachelor’s degree in Criminal Justice must fulfill the general and specific requirements of the University and the College of Liberal Arts. These include:

- 6 hours of English 101 and 102

- 12-hour sequence of a foreign language (Arabic, French, German, Greek, Japanese, Latin, Portuguese, and Spanish)
- 3 hours of Communication 103
- 3 hours of Fine Arts (THE 112, MUS 142, or ART 112)
- 3 hours of Classics, Philosophy, or Religious Studies
- 6 hours of Literature
- 3 hours of Mathematics (MTH 121 or higher)
- 3 hours of Computer skills
- 15 hours of Social Sciences, including hours from 3 separate disciplines (Criminal Justice, Economics, Geography, History, Political Science, Psychology, Sociology/Anthropology, and Women's Studies)
- 12 hours of Natural Science, including 4 hours of Integrated Science
- 12-15 hour minor
- 3 hours of Multicultural studies
- 6 hours of International studies
- 3 hours of a Writing Intensive course
- a Capstone course
- a minimum of 128 hours at the 100 level or above, and
- a minimum of 48 upper division hours.

In addition to the requirements of the University and the College of Liberal Arts described above, Criminal Justice majors must select one concentration area (either Professional Studies or Legal Studies). Students within the Professional Studies concentration must select one specialization, such as Law Enforcement, Corrections, Forensic Science, Juvenile Justice, Victims' Rights and Services, or Security Management. Courses designed to fulfill the students' concentrations are designated by students and approved by each student's advisor.

#### *Professional Studies Area of Concentration*

The Professional Studies concentration prepares students to work in Criminal Justice or to attend graduate school. Students must complete 36 hours including CJ 200 (Introduction to Criminal Justice), CJ 211 (Introduction to Law Enforcement), CJ 231 (Introduction to Corrections), CJ 322 (Criminal Law), CJ 325 (Juvenile Justice), CJ 404 (Theoretical Criminology), a course in statistics, plus 18 additional hours of Criminal Justice electives. These requirements remain essentially unchanged since the last program review.

#### *Legal Studies Area of Concentration*

The Academy of Criminal Justice Sciences includes Law Adjudication, which includes "criminal law, criminal procedures, prosecution, defense, and court procedures and decision-making," as a required content area of education for baccalaureate programs in Criminal Justice. (ACJS Certification Standards, Appendix A). The American Bar Association has endorsed and encouraged the study of the law and the justice system by undergraduate college and university students as essential to "maintaining and improving our constitutional democracy." (American Bar Association, Division for Public Education, <http://www.abanet.org/publiced/pedbrochure.pdf>). The purpose of undergraduate legal education is quite distinct from a law school education. Legal studies at the undergraduate level seeks to introduce students to the legal thought process, various sources of the law, and problem analysis and resolution

techniques employed by the legal profession. Law content is delivered as a necessary tool employed by criminal justice professionals in the performance of their responsibilities.

The Legal Studies option has also been used by students in the Dual Degree program. Those students obtain an AAS degree in the Legal Studies program from the Marshall Community and Technical College, which is ABA approved, and a BA degree in Criminal Justice – Legal Studies from Marshall University. These highly qualified graduates are desirable in law offices as paraprofessionals because they have mastered both the “hands on” curriculum in the AAS program and the critical thinking skills provided by the BA degree. Employer feedback continues to indicate a demand for and satisfaction with students with these degrees.

The Legal Assisting/Legal Studies Dual Degree program will continue to allow students holding an associate degree in Legal Assisting from the Marshall Community and Technical College to apply designated credits toward a baccalaureate degree in Criminal Justice with a Legal Studies concentration. A formal articulation agreement is currently being pursued.

The current required course sequence includes: LAS 101 – General Law I, LAS 102 – General Law II, LAS 211 – Legal Research I, LAS 212, Legal Research II, CJ 200 – Introduction to Criminal Justice, CJ 322 – Criminal Law, CJ 323 – Criminal Procedure, CJ 421 – Corrections and the Law, CJ 422 – Law of Evidence, CJ 423 – Advanced Legal Research and Writing. Through the 2008-2009 academic year, the Legal Studies concentration required twelve hours of course work from the Legal Assisting Program in Marshall Community & Technical College. Since the department will not be able to require courses not offered by the university beginning in the 2009 – 2010 academic year, two new classes – CJ 220 (Introduction to the Legal Process) and CJ 223 (Introduction to Legal Research & Writing) – have been developed for approval. These new classes, together with identified classes, already in the Criminal Justice curriculum, will take the place of the Legal Assisting course requirements.

#### *Capstone Requirement*

All Criminal Justice students complete a Capstone Requirement, which consists of a writing requirement that is incorporated into a required course, and 135 hours of community service. For Professional Studies students, the capstone is incorporated into CJ 404 (Theoretical Criminology). For Legal Studies students, the capstone is incorporated into CJ 423 (Advanced Legal Research & Writing). The capstone experiential component may be completed through CJ 490 (Internship) or outside a student’s course work.

A course, CJ 492 Senior Seminar, was developed within the Criminal Justice curriculum specifically for the purpose of the capstone. However, the new course is designed to be taught in relatively small sections by full time faculty members. At the present time, the department does not have sufficient full time faculty members to offer the course.

#### *Collaboration with other Departments*

Since the last program review, the Criminal Justice Department and the Integrated Science and Technology Department have collaborated to create two interdisciplinary minors. The first is in Digital Forensics. This track includes twelve hours selected from courses listed in Appendix B.

A Criminal Justice faculty member collaborated in the development of these computer courses and team teaches IST 446 – Introduction to Digital and Multimedia Evidence – with an Integrated Science and Technology faculty member, both online and in the class room. A Criminal Justice faculty member will also develop and deliver IST 447 Search and Seizure Techniques in Digital and Multimedia Evidence – in the Spring 2008 semester. Students are encouraged to develop a plan in cooperation with Criminal Justice and Integrated Science and Technology faculty to assure that coursework coincides with students' career goals.

The second available minor is in Forensic DNA Applications. This minor includes twelve hours selected from courses listed in Appendix B. As in the Digital Forensics minor, students are encouraged to develop a plan in cooperation with Criminal Justice and Integrated Science and Technology faculty to assure that coursework coincides with students' career goals.

These minors are available to Criminal Justice students and were designed to assure that students are exposed to cutting edge technology prior to graduation from college so that they are competitive in the job market. At this time, there are no data available concerning the number of students who have selected one of these minors.

The Criminal Justice Department also serves as a minor for Integrated Science students. Criminal Justice courses of particular interest to Integrated Science students include CJ 312 (Criminal Investigation), CJ 323 (Criminal Procedure), and CJ 326 (Computer Crime).

Forensic Chemistry majors are required to take six hours in Criminal Justice: CJ 314 – Crime Scene Investigation and either CJ 323 – Criminal Procedure or CJ 422 – Law of Evidence. Print Journalism and Mass Communications majors are required to take CJ 200 – Introduction to Criminal Justice. Faculty members from the Criminal Justice and Safety Departments are working together to identify courses in both departments to constitute a certificate in Business & Industrial Safety for undergraduate students.

#### *Planning for the Future.*

In anticipation of this review, the faculty members of the Criminal Justice Department have evaluated the curriculum and requirements for the major within the department and will propose changes within the 2008-2009 academic year. The proposed changes are considered timely in light of the relatively new ACJS certification standards and separation of Marshall University from the Marshall Community and Technical College, which affected Criminal Justice students with an area of emphasis in Legal Studies. After considering many factors, Criminal Justice faculty members have agreed to propose a change in the requirements for majors in Criminal Justice.

The current required/elective course work for both Professional Studies and Legal Studies students is detailed in Appendix I. The proposed required/elective course work for Professional Studies students in Criminal Justice would begin in the Fall 2009 semester. A list of current and proposed required/elective courses is contained in Appendix C. The proposal eliminates the necessity of students taking an undergraduate statistics course out of the department. Instead, students would be required to take CJ 302 (Research Methods in Criminal Justice), which will provide exposure to both methodology and basic statistical analysis of data.

The proposed required/elective course work for Legal Studies students in Criminal Justice would begin in the Fall 2009 semester. A list of current and proposed required/elective courses is contained in Appendix C.

The need for the increased number of required courses in Criminal Justice – Legal Studies was created by the unavailability of courses from the Community and Technical College, effective in the Fall 2009 semester.

The increased number of required courses in both areas of concentration is consistent with the certification standards of the Academy of Criminal Justice Sciences. It has been made possible by the addition of a sixth full time faculty member. This allows the department to assure that the required courses will be available frequently enough to allow students to fulfill the requirements in a timely fashion. It will, however, limit the number of elective offerings in the department.

## **2. Faculty.**

Marshall's Criminal Justice Department currently has six full-time faculty positions. This number represents an increase of one full-time, tenure track position since the last program review. All six positions are currently filled with tenured or tenure track faculty members.

Six tenure track faculty members (100%) hold terminal degrees. Four members have a Ph.D. in Criminal Justice or Criminology, one has a Ph.D. in Adult Education with a cognate in Criminal Justice, and one (17%) has a J.D. Four full time faculty members (67%) are tenured. The two tenure track faculty members (33%) were hired in the preceding academic year and began working at Marshall in the Fall 2008 semester. Three tenured and tenure track faculty members (50%) have experience as professionals in the field of Criminal Justice as well.

The composition of the faculty is consistent with the minimum standards of education required by ACJS. All tenured and tenure track faculty members have been granted graduate faculty status at Marshall University. The four tenured faculty members each have completed Writing across the Curriculum (WAC) training, and three (50%) are WAC-certified instructors. Two new faculty members plan to complete the training and certification within their first two years at Marshall.

Full time Criminal Justice faculty members have published and presented extensively during the period of this program review, as indicated on their Faculty Data Sheets in Appendix II. Faculty members have been active in developing courses for electronic delivery. Dr. Kimberly DeTardo Bora has received two teaching awards. The Pickens queen Teaching Award in 2006 and the College of Liberal Arts Teaching Award in 2007, and is the immediate past president of the West Virginia Criminal Justice Educators' Association (2005-2007). Dr. Gordon Crews has been elected Executive Director and Secretariat of the Southern Criminal Justice Association for the period 2008-2011. Dr. Dhruva Bora has developed a Study Abroad program in Criminal Justice and travelled with students in three of the past four summers to countries in Europe. Dr. Angela Crews currently serves on the editorial board of the Journal of Criminal Justice Education (2007-2010) and has served as Associate Editor of the American Journal of Criminal Justice since 2003. Dr. Samuel Dameron completed six and one-half years of service as the Associate Dean of the College of Liberal Arts in

2007. Professor Margaret Phipps Brown has served as Assistant Prosecuting Attorney in Cabell County, West Virginia since 1988.

During the five year period of this review, the Criminal Justice Department has conducted a search for at least one full time position each year. The Department has lost four full time faculty members to resignation, hired four one-year temporary faculty members, hired five full time permanent faculty members, and experienced one failed search. At this time, the department has six full time tenured or tenure track faculty members, with no full time openings for the first time in nine years.

#### *Part Time Faculty and Reallocated Time*

The Criminal Justice Department uses nineteen part-time faculty positions per academic year. Four of those positions are for reassigned time for the department Chair and the Graduate Director, who each receive three hours of reassigned time per semester. Reassigned time for the department Chair is consistent with ACJS minimum standards.

The department has also granted an undergraduate academic advisor three hours of reassigned time per semester for the 2007-2008 and 2008-2009 academic years. The department did not receive any extra part time faculty positions for the undergraduate academic advisor position. The use of an undergraduate academic advisor was approved by the Dean of the College of Liberal Arts. After a year of using an undergraduate academic advisor, faculty members assessed the use of this position and determined that a single academic advisor could not get to know the large number of advisees and was concerned that students were less likely to consult with faculty members about career advising. Therefore, the use of a single undergraduate academic advisor will be discontinued in the 2009-2010 academic year, when all faculty members will assume individual academic advising loads again.

With the approval of the Interim Dean of the College of Liberal Arts, two new tenure track faculty members are carrying a three course load during the Fall and Spring semesters of the 2008-2009 academic year. The reassigned time for these two new faculty members is being absorbed by the department and is designed to provide the new faculty members an opportunity to become oriented to Marshall University while continuing work on their respective research agendas.

During the 2007-2008 academic year, full time faculty members delivered 65% and part time faculty members delivered 35% of courses taught in the Fall and Spring semesters. Effective in the 2009-2010 academic year, with the addition of a full time faculty member, full time faculty members will deliver 70% of courses offered in an academic year (fall and spring semesters only). Part time faculty members will deliver 30% of courses offered in an academic year. This distribution is up substantially from the ratio of full time to part time delivery (61%:39%) at the time of the last program review.

Part time faculty members possess either a master's degree in Criminal Justice, a J.D. degree, or both.

Chronic problems of attracting and retaining qualified faculty members continued for most of the time period of this review. The department was able to attract and hire two new faculty members during the 2008-2009 academic year. At this time, all full time faculty positions are filled with either tenured or tenure track individuals. Faculty data sheets for full- and part-time faculty are contained in Appendix II.

### 3. Students.

a. Entrance Standards: All students in the Bachelor of Arts degree in Criminal Justice must meet the entrance standards for Marshall University and the College of Liberal Arts. There are no specific entrance requirements for a student to declare a major in Criminal Justice. General requirements for the university include a high school diploma or GED diploma and an overall grade point average of at least 2.0 (C average); a composite score of at least 19 on the ACT or a combined score (verbal + math) of at least 910 on the SAT; and completion of the 1990 Board of Trustees course requirements. The Board of Trustees course requirements are 4 years of English (including courses in grammar, composition, literature); 3 years of social studies (including U.S. history); 2 years of college prep math (Algebra I or higher); and 2 years of laboratory science (from biology, chemistry, physics, and other courses with a strong laboratory science orientation).

b. Entrance Abilities. Marshall University's Office of Institutional Research has provided the following information about ACT scores, SAT scores and high school grade point averages for new freshmen in the undergraduate degree program in Criminal Justice over the last five years.

Semester	Number of New Freshmen	Number with ACT	ACT Score Mean	Number with SAT	SAT Verbal Mean	SAT Math Mean	High School GPA
Fall, 2003	61	54	22.4	21	505.2	506.2	3.30
Spring, 2004	7	3	21.3	0			2.95
Fall, 2004	45	35	21.9	18	530.0	511.7	3.24
Spring, 2005	1	1	18.4	0			3.28
Fall, 2005	58	49	21.3	18	200.0	512.2	3.26
Spring, 2006	3	3	20.7	0			3.23
Fall, 2006	58	49	20.9	12	485.8	500.0	3.08
Spring, 2007	3	1	20.0	1	550.0	560.0	3.39
Fall, 2007	39	33	21.6	13	499.2	494.6	3.24
Spring, 2008	4	3	19.0	1	520.0	480.0	2.64

Marshall University's Office of Institutional Research has provided the following information about ACT scores, SAT scores and high school grade point averages for new transfers in the undergraduate degree program in Criminal Justice over the last five years.

Semester	Number of New Freshmen	Number with ACT	ACT Score Mean	Number with SAT	SAT Verbal Mean	SAT Math Mean	High School GPA	Prior College GPA
Fall, 2003	11	5	19.4	0			3.25	2.62
Spring, 2004	9	6	18.5	1	490.0	450.0	2.93	3.25
Fall, 2004	15	9	19.2	1	470.0	400.0	3.20	2.86
Spring, 2005	8	5	19.4	1	640.0	660.0	2.96	2.67
Fall, 2005	19	10	17.8	4	460.0	437.5	2.75	2.75
Spring, 2006	6	3	19.3	1	420.0	490.0	3.22	2.86
Fall, 2006	13	6	19.5	0			3.19	2.73
Spring, 2007	4	2	17.5	0			3.13	2.18

Fall, 2007	7	4	17.3	1	550.0	530.0	1.78	2.92
Spring, 2008	6	4	18.5	0			2.73	2.33

c. Exit Abilities. No licensure exam is administered to graduating Criminal Justice students at Marshall University; therefore, no such data are available. The mean cumulative grade point average of graduating Criminal Justice majors over the last five years was provided by the Office of Institutional Research and is shown below.

Graduation Year	Number	Mean GPA
2003-04	54	2.90
2004-05	70	2.96
2005-06	54	2.96
2006-07	78	2.96
2007-08	59	2.96

A new assessment program has been developed for the Criminal Justice Department that will measure knowledge in required content areas. Details are contained in section 5, *infra*.

#### 4. Resources.

a. Financial. The vast majority of the financial support for the Criminal Justice Department is state funding. Other support has come from off-campus student fees associated with the joint Master of Science degree program with Fairmont State University, which formally ended after the Spring 2005 semester, when Fairmont State was approved to offer its own master's degree without further assistance from Marshall. Financial support consists predominantly of salaries for full-time faculty, an administrative aide, part-time faculty, and graduate assistants, as well as tuition waivers for graduate assistants. The Department currently employs six full-time faculty members, part-time faculty members to teach nineteen courses per academic year, and three graduate assistants per academic year. This represents an increase of one full time faculty member and one graduate assistant position since the last program review. Graduate assistants do not teach courses for the department. Rather, they are assigned to assist faculty with research, grading, and occasional class coverage.

In addition, the department has received an annual current expense allotment. The allotment for 2007-08, the last academic year included in this review, was \$11,000.00. This represents an increase from the allotment in the 2002-03 academic year, which was \$9,423.00.

If this program were terminated as a major, it is reasonable to assume that students seeking a degree in Criminal Justice would leave Marshall to attend a Criminal Justice degree program at a college or university accessible to them. Undergraduate programs in Criminal Justice are available at several colleges and universities in West Virginia and surrounding states. This would result in the immediate loss of over 300 undergraduate students at Marshall. Six full time faculty positions would be eliminated, eight offices in Smith Hall would be vacated, and two class rooms and one seminar room would no longer be assigned to the Criminal Justice Department.

b. Facilities. The Criminal Justice Department presently utilizes offices for six full-time faculty members, one administrative aide; one room for the copier, mail distribution, and a graduate assistant. One seminar room is used to house the Criminal Justice Library, graduate assistants, and mail distribution for part time faculty members.

Classes are delivered in two classrooms. The department currently uses twelve desktop computers. Full-time faculty member and the administrative aide are assigned one computer and printer each. The remaining five computers are for use by graduate assistants, part-time faculty, and students.

Library holdings are primarily located at the new Drinko Library and the Morrow Library on campus. All students have access to extensive literature in each area of concentration through Marshall's library holdings and electronic databases. The addition of WESTLAW and Lexis/Nexis in 2003 has assisted students who want to complete research in the legal area. Faculty members have contributed several hundred volumes, journals, and research in various formats to a small, departmental library. The Criminal Justice library holdings are catalogued on a computer database to assist access to these holdings.

## **5. Assessment Information.**

### **a. Principal elements.**

The Criminal Justice Department's assessment plan involves annual assessments of student outcomes, alumni surveys, employer feedback, annual faculty evaluation, and student evaluation of faculty. Development of objectives, tools, and standards for the assessment of student outcomes has undergone dramatic revision during the past calendar year. Those assessments of student outcome that have been previously prepared indicate a satisfactory level of achievement by Criminal Justice students. Plans for future assessment are described below.

In an effort to encourage and facilitate continuous feedback from alumni, the department has initiated use of its web page to enable alumni to complete an alumni survey and to provide information to the department. The alumni web page is located at <http://www.marshall.edu/criminal-justice/alumniinfo.htm>. Alumni survey data are reported in section d. Graduate and Employer Satisfaction, below.

In addition to the department's own efforts to collect alumni feedback, the Office of Assessment and Program Review (OAPR) provided information gathered from students who received a B.A. in Criminal Justice during the years 2005, 2006, and 2007. Questionnaires are mailed to graduating students along with their diplomas and collected by the OAPR, analyzed, and distributed to individual departments. A total of 35 responses were received from bachelor's level alumni in this time frame. Information from analysis of the responses indicates that respondents were basically satisfied with the quality of their educational experiences at Marshall. Eleven respondents (31%) had been accepted or planned to attend a higher level educational program. The continued placement of students in graduate education would indicate that the undergraduate program is preparing students to continue their education, both at Marshall and at other institutions.

A longitudinal survey of the class of 2000 collected in 2005 by the Office of Assessment and Program Review produced ten responses. All ten respondents indicated that they would recommend the Criminal Justice Department and Marshall University to prospective students. Five respondents had completed a master's degree (4) or a Ph.D. (1). Responses indicated that respondents were generally satisfied with the quality of education and faculty experienced in the Criminal Justice Department at Marshall.

Each year, a number of graduating students are accepted into graduate programs, including law school. The number of placements in graduate and law school varies from five to ten each year.

Faculty members are evaluated based upon peer observation, chair observation, annual reports of faculty, and student evaluations of faculty. In addition, faculty members are evaluated annually for merit based salary increases, based upon departmental guidelines.

The internship director maintains contact with internship agencies, many of which are employers of department alumni. In addition, as alumni provide information about their employers and give permission to contact those employers, department faculty make contact with those employers by phone to receive feedback and recommendations.

#### *Planning for the Future*

Faculty members in the Criminal Justice Department have recently collaborated to develop a new assessment model. This model should be fully implemented by the 2009-2010 academic year. Faculty members have agreed upon a new mission statement, goals, and objectives, which are contained in Appendix D.

The objectives will be operationalized using a Course/Outcomes Matrix provided by the Office of Program Review and Assessment at Marshall University. First, each objective will be considered with the courses required by both the Professional Studies and Legal Studies options within Criminal Justice: CJ 200 (Introduction to Criminal Justice), CJ 302 (Research Methods in Criminal Justice), CJ 322 (Criminal Law), CJ 325 (Juvenile Justice), CJ 400 (Applied Ethics in Criminal Justice), and CJ 490 (Internship). Then, an Assessment of Student Outcomes: Component/Course/Program Level chart will be developed for purposes of the yearly assessment.

Assessment tools include pretest/posttest, quizzes, examinations, research papers, and student presentations. These are incorporated into the courses required of all Criminal Justice majors and can be evaluated at the conclusion of each semester in which one or more sections of any required course is taught. Assessment of knowledge is being pilot tested during the 2008-2009 academic year.

A new exit survey has been developed by the department. It will be distributed to seniors as they apply for graduation in the College of Liberal Arts office, commencing in the Fall 2008 semester.

b. Summary Information. Chart I Assessment Summary is attached to the Appendices of this report.

c. Assessment Data are Used to Improve the Program.

Assessment by faculty members, students, alumni, and employers has been considered with regard to the following changes, which have improved the program:

- Faculty assessment of course syllabi has led to agreement that part time and adjunct faculty members should be included in the first department faculty meeting of the semester. In addition, course syllabi for multiple sections of the same course will be unified for each semester.
- Faculty assessment of the use of one faculty member as the undergraduate academic advisor for all majors was used to determine that one advisor could not maintain the advising load, so advisees will be distributed among all full time faculty members, beginning in the Fall 2009 semester.

- In response to feedback from students and alumni, a Study Abroad program has been developed for Criminal Justice students. One faculty member has led students on a trip abroad in three of the last four summers.
  - Faculty assessment of the curriculum has led to consensus that part time and adjunct faculty members should only teach “split” 400/500 level courses occasionally, when a full time faculty member is not available and the part time or adjunct faculty member brings special expertise to the class-room.
  - In response to feedback from students and employers, the collaboration between Criminal Justice and the Integrated Science and Technology department has extended the number of offerings in the field of digital forensics.
- d. Graduate and Employer Satisfaction.

The Criminal Justice Department conducts an outcome assessment utilizing alumni surveys, alumni contacts, and employer feedback. To encourage and facilitate continuous feedback from alumni, the department has initiated use of its web page to enable alumni to complete an alumni survey and to provide information to the department. The alumni web page is located at <http://www.marshall.edu/criminal-justice/alumniinfo.htm>.

During the summer of 2003, the alumni survey was posted on the department’s web page and is now available for continuous feedback by alumni about the Criminal Justice Department. In the summer of 2008, the department sent a postcard to alumni with complete address information collected by the Alumni Office. The postcards asked alumni to visit the web page and complete the alumni survey. Since the last program review, responses have been received from 99 alumni (88 undergraduate, 11 graduate) from 18 states and the District of Columbia, most during the late summer and fall of 2008. Data from the survey have been loaded by graduate assistants into SPSS for analysis. The alumni survey is located at <http://www.marshall.edu/criminal-justice/Alumni/alums02.htm>. A copy of the alumni survey is provided in Appendix E.

Analysis of the data from alumni surveys provided the following information:

- Alumni who graduated from 1975 to 2009 responded to the survey.
- 99% of respondents were satisfied or very satisfied with course content.
- 92% of respondents were satisfied or very satisfied with the overall quality of instruction.
- 92% of respondents agreed or strongly agreed with the statement “my Criminal Justice courses increased my understanding of conceptual bases of the criminal justice process.”
- 85% of respondents agreed or strongly agreed with the statement “my degree in Criminal Justice provided me with an excellent pre-professional education.”
- Courses most frequently identified by respondents as beneficial to them include: Legal Research and Writing, Theoretical Criminology, Criminal Law, and Terrorism.
- 61% of respondents indicated that they were currently employed in a criminal justice position.
- 51% of respondents indicated that they had obtained a master’s degree (32), doctoral degree (2), or law degree (15).

The Criminal Justice alumni web page also provides an opportunity for alumni to share information about what they are doing and where they are employed. Responses

from alumni are retained and evaluated to determine whether those alumni who provide information are employed in a position related to criminal justice. Those responses are also used to assess whether alumni have completed additional education programs. The alumni information page is located at <http://www.marshall.edu/criminal-justice/aluminfo.htm>. A copy of the alumni information page is provided in Appendix F.

Through the Criminal Justice web page, alumni are also given the opportunity to have their emails posted by year of graduation in order to facilitate contact among classmates. All alumni are encouraged to maintain contact with the department and its faculty via the web page or other means.

The Office of Program Review and Assessment administers Graduating Senior Surveys. Results from this comprehensive survey are then shared with individual departments. The results for Criminal Justice students are reviewed by faculty to determine the level of graduating student satisfaction.

## **6. Previous Reviews.**

The last program review resulted in the following statement by the Dean of the College of Liberal Arts:

Marshall University recommends the continuation of the B.A. in Criminal Justice and identifies this program for further development through additional college/institutional commitment.

Since the last program review, during the 2007-2008 academic year, the department received one additional full time tenure track position from the College of Liberal Arts. In addition, the department has received one new graduate assistant position from the College of Liberal Arts.

## **7. Strength/Weaknesses.**

The department's primary strength is in its commitment to students and excellence in education. Faculty members interact exceptionally well with students and work collaboratively to provide quality in education. In addition, the department's reputation in the field remains positive.

The allocation of a sixth full time tenure track position is positive, and reflects the commitment of the College of Liberal Arts to the development of the department's full potential. The department has also received adequate support in the form of graduate assistantships; however, the future of graduate assistantships appears to be in doubt, given statements from the administration that the number of tuition waivers may be cut.

The Criminal Justice department and its curriculum clearly have something to offer many students at Marshall University, not just its own majors and minors.

There is no question that the turnover in full time faculty has created problems. The lack of continuity in faculty members from year to year has created a less than stable tone for students. In addition, constant searches for full time faculty members have been a substantial drain on existing faculty resources.

Other weaknesses include the need for additional full time faculty members, faculty turnover, and limited office and storage space. While the department did receive one additional full time faculty member during the last year of the program review period, that one additional position is not sufficient to permit the department to offer courses in its curriculum in a timely fashion. Faculty members frequently teach 3 or 4

different course preparations per semester. Over the last five years, the consistent need to recruit faculty has been a drain on faculty resources. The renovation of the seventh floor of Smith Hall resulted in the loss of important space for storage of departmental files and materials. It was difficult to negotiate a space for the new faculty position and, when one was located, the office is removed from those of other full time faculty members. Finally, the department has only two classrooms assigned to it, each with 39 seats. This makes it difficult to limit the number of lower level courses taught by offering larger sections.

## **B. VIABILITY.**

**1. Off-Campus Classes.** The Criminal Justice Department did not offer any undergraduate off-campus courses during the last two years.

**2. Service courses.** Criminal Justice courses at Marshall University predominantly served Criminal Justice majors over the last five years. One Criminal Justice course, CJ 412/512 (Community Relations) was designated as a multicultural course that fulfills the multicultural requirement included in the Marshall Plan. CJ 406 has been approved as a course that will count toward a Women's Study Minor. All Criminal Justice courses are appropriate electives to meet part of the 15-hour Social Sciences requirement for all students in the College of Liberal Arts and in the W. Page Pitt School of Journalism and Mass Communications. In addition, Print Journalism majors were required to complete CJ 200, Introduction to Criminal Justice. CJ 325 (Juvenile Justice) has been offered twice as a Service Learning Course – once in the Spring of 2005 and once in Spring 2008. Further explanation is provided in Appendix IV.

**3. Articulation Agreements.** The Department maintains articulation agreements with Southern West Virginia Community College and West Virginia University – Parkersburg, which offer associate degrees in Criminal Justice, to assist graduates of those programs in completing a Bachelor of Arts degree in Criminal Justice. In addition, the Department participates in a Dual Degree Program in Legal Assistant/Criminal Justice – Legal Studies with Marshall's Community and Technical College. An articulation agreement is also being finalized between the Criminal Justice Department and the Legal Assisting Department in the Marshall Community and Technical College, for use beginning in the Fall 2009 semester.

**4. Program Course Enrollment.** Program course enrollment over the last five years, which has been provided by the Office of Institutional Research, is described in Appendix V.

**5. Program Enrollment.** Program enrollment data over the last five years, as provided by the Office of Institutional Research, are contained in Appendix VI.

**6. Enrollment Projections.** Demand for education in Criminal Justice has remained steady over the past five years. There is every reason to believe that the demand will continue into the foreseeable future. Numerous local, state, and federal Criminal Justice agencies recruit Criminal Justice majors on Marshall's campus. And inclusion of Criminal Justice courses as part of the Social Sciences requirements for the

College of Liberal arts and for the W. Page Pitt School of Journalism and Mass Communications will definitely increase demand for the courses from non-majors.

### **C. NECESSITY.**

**1. Advisory Committee.** The Criminal Justice Department does not have an advisory committee at this time.

**2. Graduates.** Alumni feedback indicates that graduates of the Bachelor of Arts degree in Criminal Justice are highly employable within various areas of the Criminal Justice system, including positions in local, state, and federal law enforcement; court administration; local state, and federal institutional corrections; community corrections; juvenile justice; victim services; and private and institutional security. Starting salaries range from \$25,000 to \$45,000 per year.

**3. Job Placement.** The job placement rate for graduates of the Bachelor of Arts degree in Criminal Justice is quite high. Alumni surveys indicate that graduates of the program are highly satisfied with their employability as professionals in Criminal Justice and with the department's preparation for employment. Employer feedback is also highly favorable. Most alumni who have been in contact with the department indicate that they are working as professionals in the Criminal Justice system.

### **D. CONSISTENCY WITH MISSION.**

The Criminal Justice Department functions in a manner consistent with the stated mission of Marshall University. The Bachelor of Arts program in Criminal Justice promotes the mission of the University by providing a high quality undergraduate education to students and by ensuring the integrity of curriculum through rigorous standards and high expectations for student learning and performance. Students in the program perform well while in the program and as professionals in the Criminal Justice system after graduation. Faculty members within the Criminal Justice department have made and continue to make significant contributions through research and service to the community, state, and region.

**IV. REQUEST FOR RESOURCE DEVELOPMENT.** The Criminal Justice Department's Strategic Plan is included in the following pages.

**MARSHALL UNIVERSITY  
CRIMINAL JUSTICE DEPARTMENT  
STRATEGIC PLAN**

**VISION STATEMENT**

The Criminal Justice Department at Marshall University aspires to produce quality graduates who are fully prepared to serve the public in a professional manner. We seek to maintain the highest standards in delivering quality undergraduate and graduate education in the discipline by actively engaging students in the learning process.

**MISSION STATEMENT**

The Department of Criminal Justice prepares students for careers, career advancement, and advanced study in *law enforcement, adjudication of law, corrections, theoretical criminology, juvenile justice, qualitative and quantitative research methods, applied ethics, human diversity, and administration*. Our faculty assists students to develop *knowledge, skills, and attitudes* necessary to evaluate, understand, and resolve complex problems related to crime and criminal behavior, and prepares them to positively contribute to the functioning of various criminal justice agencies. We serve students in the local region through classroom courses and students around the world through online courses.

**Goal 1: Knowledge**

The Department of Criminal Justice will provide coursework and practical experience for students to acquire knowledge of law enforcement, law adjudication, corrections, theoretical criminology, juvenile justice, qualitative and quantitative research methods, applied ethics, human diversity, and administration.

*Objectives:*

- To increase students' knowledge of the role of law enforcement in the criminal justice system, the agencies, policies, practices, and procedures of law enforcement, and the interaction of law enforcement with other criminal justice components and with society.
- To increase students' knowledge of the adjudication of law including the creation, development, and application of law, the role of courts and attorneys in the justice process, protections for accused persons, and the interaction of the courts with other criminal justice components and with society.
- To increase students' knowledge of the role of corrections in the criminal justice system, the philosophies of punishment, the agencies, policies, practices, procedures of corrections, and the interaction of corrections with other criminal justice components and with society.
- To increase students' knowledge of criminological theory and its role in the analysis of criminal behavior and in the practice of

criminal justice, including the role of theory in the practice of law enforcement, the practice of law, adjudication, and sentencing, and in the practice of corrections.

- To increase students' knowledge of juvenile justice, including legal issues.
- To increase students' knowledge of qualitative and quantitative research methods, techniques of data analysis, and the relationship of research to the practice of law enforcement, law, and corrections.
- To increase students' knowledge of ethics and ethical issues in law enforcement, law, the court systems, and corrections.
- To increase students' knowledge of human diversity as it impacts, and is impacted by, the philosophy and practice of law enforcement, law, and corrections.
- To increase students' knowledge of the administration of law enforcement agencies, courts, and correctional agencies.

### **Goal 2: Skills**

The Department of Criminal Justice will provide opportunities for students to acquire and/or develop skills in critical thinking, ethical decision-making, oral and written communication, and quantitative reasoning.

#### *Objectives:*

- To develop and/or enhance their critical thinking skills related to the theory and practice of law enforcement, courts, and corrections.
- To develop and/or enhance the analytical skills necessary to recognize and evaluate situations in law enforcement, law and legal processes, and corrections that involve ethical issues and make ethical decisions.
- To improve students' written communication skills.
- To improve students' oral communication skills.
- To provide opportunities for students to develop and/or enhance their skills in understanding and evaluating information from quantitative studies.

### **Goal 3: Attitudes**

The Department of Criminal Justice will assist students to develop awareness, understanding, and appreciation of and sensitivity to the diverse nature of social problems and human interactions related to the philosophy and practice of criminal justice in a rapidly changing society.

#### *Objectives:*

- To develop and/or enhance students' understanding of and appreciation for human, social, and cultural diversity.
- To develop and/or enhance students' understanding of and ability to recognize the complex nature of social problems that relate to crime and to the practice of criminal justice.

- To provide opportunities for students to engage in discipline-appropriate activities within their communities that will supplement official, formal methods of criminal justice.

### **RESOURCES NEEDED**

To accomplish the mission of the Criminal Justice Department, additional resources are necessary. The primary resource required is funding to seek and obtain certification from the Academy of Criminal Justice Sciences (ACJS). The Academy of Criminal Justice Sciences (ACJS), an international organization established in 1963 to foster professional and scholarly activities in the field of Criminal Justice, established certification standards for Criminal Justice programs of higher education in May, 2005. According to ACJS, “[t]he goal of ACJS in adopting these Standards and implementing a Certification Review process is to measurably improve the quality of criminal justice education. The ACJS Certification is designed to evaluate evidence-based compliance with the Certification Standards.”

Acquisition of certification from ACJS would assure that Marshall’s Criminal Justice Department is recognized as a program with the standards associated with excellence in higher education in its discipline. Certification would represent an ongoing commitment by the department and the university to maintaining those high standards.

Certification is available for the BA degree and the MS degree in Criminal Justice. It is likely that certification of either or both degree programs would require additional resources being invested in the department, beyond those required for the application process. Primary among those may be the addition of new full time faculty positions for the department. Other additional resources could include additional office space and additional classroom space.

The department has expressed the need for additional full time faculty positions over a period of years and program reviews. It is not surprising, then, that the primary anticipated requirement for certification is additional full time faculty. The department has been forced to rely on a disproportionately high number of part time faculty members. While part time faculty members recruited by the department are both qualified and conscientious in their work, providing an average of 35% of curriculum with part time faculty members is far from ideal, even in the absence of certification standards. In addition, the current student faculty ratio for undergraduate students is 52 to 1. By definition, this limits the time faculty members have to interact with both graduate and undergraduate students.

It is not clear at this time that certification standards would require additional full time faculty members, and, if so, the number of faculty members that would be required for certification standards. What is clear is the need of the Criminal Justice Department for additional full time faculty members. A minimum of two new faculty members are requested by the Department at this time, to serve both the BA and MS degrees.

Benefits that would accrue from additional full time faculty members include a decrease in the student-faculty ratio, improved student-faculty interaction, an increase in the number of courses offered by full time faculty members, an increase in research and grant writing within the department, and assurance that courses necessary for student areas of emphasis can be offered on a more frequent basis.

Thus, the two primary resources identified by the faculty members of the department to implement its vision and missions statements are funding for ACJS certification of the BA and MS program, and two additional full time faculty members.

**Appendix I**  
**Required/Elective Course Work in the Program**

Degree Program: Criminal Justice, Professional Career Studies, B.A. Person responsible for the report: Margaret Phipps Brown

Courses Required in Major (By Course Number and Title)	Total Required Hours	Elective Credit Required by the Major (By Course Number and Title)	Elective Hours	Related Fields Courses Required	Total Related Hours
CJ 200 – Intro. to Criminal Justice	3	CJ Electives (to include an internship or 135 hours of community service to a criminal justice agency as part of the capstone experience)	18	Statistics (MTH 225, SOC, 345, PSY 223, or EDF 417)	3
CJ 211 – Intro. To Law Enforcement	3				
CJ 231 – Intro. To Corrections	3				
CJ 322 – Criminal Law	3				
CJ 325 – Juvenile Justice	3				
CJ 404 – Theoretical Criminology (writing/capstone)	3				
	<u>18</u>		<u>18</u>		<u>3</u>

Professional society that may have influenced the program offering and/or requirements: the Academy of Criminal Justice Sciences

**Appendix I**  
**Required/Elective Course Work in the Program**

Degree Program: Criminal Justice, Legal Studies, B.A. Person responsible for the report: Margaret Phipps Brown

Courses Required in Major (By Course Number and Title)	Total Required Hours	Elective Credit Required by the Major (By Course Number and Title)	Elective Hours	Related Fields Courses Required	Total Related Hours
CJ 200 – Intro. to Criminal Justice	3	None	0	LAS 101 –General Law I	3
CJ 322 – Criminal Law	3			LAS 102 – General Law II	3
CJ 323 – Criminal Procedure	3			LAS 211 – Legal Research & Writing I	3
CJ 421 – Corrections & the Law	3			LAS 212 Legal Research & Writing II	3
CJ 422 – Law of Evidence	3				
CJ 423 – Advanced Legal Research & Writing (writing/capstone)	3				
	<hr/> 18				

Professional society that may have influenced the program offering and/or requirements: the Academy of Criminal Justice Sciences

**Appendix II  
Faculty Data Sheet**  
(Summer 2003-Summer 2008)

Name: Dhruba J. Bora Rank: Associate Professor

Status (Check one): Full-time  Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_ Current MU Faculty: Yes  No \_\_\_\_\_

Highest Degree Earned: Ph.D. Date Degree Received: 5/2003

Conferred by: Indiana University of Pennsylvania

Area of Specialization: Criminology

Professional Registration/Licensure: None Agency: N/A

Years non-teaching experience	0
Years of employment other than Marshall	7
Years of employment at Marshall	4
Years of employment in higher education	11
Years in service at Marshall during this period of review	4

List courses you taught during the **final two years of this review**.

Year/Semester	Alpha Des. & No.	Title	Enrollment
Summer 2008	CJ 200 (web)	Introduction to Criminal Justice (web)	27
Summer 2008	CJ 316	Terrorism	20
Spring 2008	CJ 200.204	Introduction to Criminal Justice	39
Spring 2008	CJ 200.206 (web)	Introduction to Criminal Justice (web)	97
Spring 2008	CJ 480/580	SpTp: Crime and the Media	24/8
Spring 2008	CJ 656	Applied Statistics in Criminal Justice	9
Spring 2008	CJ 679	Problem Report	1
Fall 2007	CJ 200.103	Introduction to Criminal Justice	40
Fall 2007	CJ 200.104 (web)	Introduction to Criminal Justice (web)	99
Fall 2007	CJ 316	Terrorism	35
Fall 2007	CJ 480/580	SpTp: Comparative Criminal Justice Systems	9/9
Fall 2007	CJ 655	Research Methods in Criminal Justice	8
Summer 2007	CJ 200 (web)	Introduction to Criminal Justice (web)	28
Summer 2007	CJ 481/581	SpTp: Criminal Justice Study Abroad (Ireland)	12/1
Spring 2007	CJ 200.203 (web)	Introduction to Criminal Justice (web)	77
Spring 2007	CJ 302	Criminal Justice Research Methods	35
Spring 2007	CJ 340	Drugs and Crime	34
Spring 2007	CJ 656	Applied Statistics in Criminal Justice	12
Fall 2006	CJ 200.103	Introduction to Criminal Justice	40
Fall 2006	CJ 200.104 (web)	Introduction to Criminal Justice (web)	50
Fall 2006	CJ 316	Terrorism	36
Fall 2006	CJ 655	Research Methods in Criminal Justice	14
Summer 2006	CJ 200	Introduction to Criminal Justice	21

1) If your degree is not in your area of current assignment, please explain. N/A

**2) Activities that have enhanced your teaching and or research.**

ONLINE COURSE DESIGN AND DELIVERY STRATEGIES TO PROMOTE ACTIVE LEARNING. October 27, 2006, a faculty workshop sponsored by The Center for the Advancement of Teaching and Learning and the Faculty Committee for Online and Multimedia Instruction, Marshall University, Huntington, WV.

WRITING ACROSS THE CURRICULUM. October 13-14, 2006, a faculty workshop sponsored by the Marshall University Writing Across the Curriculum Office held in Cedar Lakes, WV.

WORLD REGIONS AND THE GLOBE. November 2-4, 2005 Twenty-fifth Annual FACDIS Conference/Workshops. Lakeview Resort and Conference Center, Morgantown, WV.

PROFESSIONAL GRANT PROPOSAL WRITING WORKSHOP- Coursework in Program Development and Evaluation, Professional Grant Writing, and Grant Research. October 27-29, 2004. University of Charleston, Charleston WV. Courses offered by The Grant Institute- Institute for Communication Improvement, Los Angeles, CA.

**3) Discipline-related books/papers published (provide a full citation).**

Dameron, S., DeTardo-Bora, K.A., & **Bora, D.J.** (2008, August). "An Assessment of Campus Security and Police Information on College/University Websites." *Security Journal*, 21(4).

**4) Papers presented at state, regional, national, or international conferences.**

**Bora, D.J.** (2008, March). "Criminal Justice Study Abroad: Not Just for International Studies or Political Science Students Anymore!" a paper presented at the Academy of Criminal Justice Sciences annual national meeting held in Cincinnati, OH.

**Bora, D.J.** (2007, November). "What do Jack the Ripper, Sir Robert Peel, the Police Nationale, and the IRA Have in Common?: They are all part of a Student Criminal Justice Study Abroad Seminar in Europe" a paper presented at the West Virginia Criminal Justice Educators Association annual state meeting held in Huntington, WV.

Dameron, S., DeTardo-Bora, K.A., & **Bora, D.J.** (2007, November). "The Clicks Study: How the Study Relates to the Internet as a Viable Source of Research Topics and Material" a paper presented at the West Virginia Criminal Justice Educators Association annual state meeting held in Huntington, WV.

**Bora, D. J.**, & DeTardo-Bora, K. A. (2006, March). "An Examination of the Media's Influence on Students' Decisions to Major in Criminal Justice" a paper presented at the Academy of Criminal Justice Sciences annual national meeting held in Baltimore, MD.

Dameron, S., DeTardo-Bora, K. A., & **Bora, D.J.** (2006, March). "An Assessment of Campus Security and Police Information on College/University Websites" a paper presented at the Academy of Criminal Justice Sciences annual national meeting held in Baltimore, MD.

Driscoll, L.N., **Bora, D.J.**, & DeTardo-Bora, K.A. (2005, August). "The Impact of the Weed & Seed Initiative in Wheeling, WV" a paper presented at the Community Development Office National Conference: Strengthening Communities, One Block at a Time held in Los Angeles, CA.

**Bora, D. J.** (2005, March). "The Differential Impact of the Four Branches of EI on Deviance Versus Measuring EI as a Composite Measure on Deviance" a paper presented at the Academy of Criminal Justice Sciences annual national meeting held in Chicago, IL.

Driscoll, L. N., **Bora, D. J.**, & DeTardo-Bora, K. A. (2003, November). "Evaluating the Effectiveness of the Federal Weed and Seed Initiative in East Wheeling, WV" a paper presented at the West Virginia Criminal Justice Educators Association annual state meeting held in Wheeling, WV.

**5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.**

- Academy of Criminal Justice Sciences [ACJS]
- National White Collar Crime Consortium [NWCCC]
- Southern Criminal Justice Association [SCJA]
- West Virginia Criminal Justice Educator's Association [WVCJEA] (Vice President 2006-2008, 1998-2000)
- WV Consortium for Faculty & Course Development in International Studies [FACDIS]

**6) Externally funded research grants and contracts you received.**

Evaluation of the Western Regional CASA (Court Appointed Special Advocate) Program (with Margaret Phipps Brown and Kimberly DeTardo-Bora). (2006, June). (Award \$750).

**7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.** N/A

**8) Community service as defined in the *Greenbook*.** N/A

## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Margaret Phipps Brown

Rank: Professor

Status (Check one): Full-time  Part-time  Adjunct

Current MU Faculty: Yes  No

Highest Degree Earned: Juris Doctor

Date Degree Received: 1979

Conferred by: Emory University

Area of Specialization: Law

Professional Registration/Licensure  Yes  Agency: WV State Bar

Years non-teaching experience 29

Years of employment other than Marshall 03

Years of employment at Marshall 26

Years of employment in higher education 26

Years in service at Marshall during this period of review 26

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2006/Summer A	CJ 322	Criminal Law	16
2006/Summer B	CJ 221	Intro to Criminal Courts	24
2006/Summer B	CJ 485	Independent Study	1
2006/Fall	CJ 322	Criminal Law	36
2006/Fall	CJ 322	Criminal Law	35
2006/Fall	CJ 423	Adv. Legal Res & Writing	20
2006/Fall	CJ 588	Independent Study	1
2006/Fall	CJ 603	Criminal Justice Planning	13
2007/Spring	CJ 221	Intro to Criminal Courts	44
2007/Spring	CJ 421/521	Corrections & the Law	23/4
2007/Spring	CJ 440/540	CJ Response to Dom Viol	18/6
2007/Spring	CJ 621	Adv Crim Law & Procedure	13
2007/Spring	FSC 776	Legal Court in Forensic	16
2007/Summer B	CJ 221	Intro to Criminal Courts	17
2007/Summer C	CJ 322	Criminal Law	13
2007/Summer C	CJ 485	Independent Study	1
2007/Summer D	CJ 485	Independent Study	2
2007/Fall	CJ 221	Intro to Criminal Courts	31
2007/Fall	CJ 322	Criminal Law	32
2007/Fall	CJ 322	Criminal Law	33
2007/Fall	CJ 423	Adv Legal Res & Writing	27
2007/Fall	CJ 485	Independent Study	1
2007/Fall	CJ 603	Criminal Justice Planning	10
2008/Spring	CJ 221	Intro to Criminal Courts	44
2008/Spring	CJ 326	Computer Crime	31

2008/Spring	CJ 421/521	Corrections & the Law	27/1
2008/Spring	CJ 486/586	Independent Study	1/2
2008/Spring	CJ 621	Adv Crim Law & Pro	10
2008/Spring	IST 446	Intro to Digital Evidence	5
2008/Summer 2	CJ 221	Intro to Criminal Courts	2
2008/Summer 5	CJ 322	Criminal Law	7

**NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.**

1) If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

- 2) Activities that have enhanced your teaching and or research.
  - Writing Across the Curriculum recertification.
- 3) Discipline-related books/papers published (provide a full citation).
  - (with Dr. Kimberly DeTardo-Bora and Dr. Dhruva J. Bora). West Virginia STOP Violence Against Women Project Evaluation FY 02. Charleston, WV: WV Division of Criminal Justice Services. Available at: <http://www.wvdcjs.com/justiceprograms/STOP/FY02Evaluation.pdf>.
  - (with Dr. Kimberly DeTardo-Bora and Dr. Dhruva Bora) Evaluation of the Court Appointed Special Advocate (CASA) Program of Boone, Cabell, Lincoln, Putnam, and Wayne Counties, West Virginia, 2006. Prepared for Kim Runyon Wilds, Program Director, Western Regional CASA.
- 4) Papers presented at state, regional, national, or international conferences.
  - Invited. West Virginia Children's Justice Task Force Conference, *Lessons learned: A review of research and experience in child protection*. Charleston, WV October 8, 2008.
- 5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
  - Member, West Virginia State Bar, 1979-present.
  - West Virginia Continuing Legal Education, Through the Eyes of a Child, Charleston, WV, July 16-17, 2008.
  - West Virginia Continuing Legal Education, Outlook, Adobe PDF & Mobile Lawyering, June 28-30, 2008.
  - West Virginia Children's Justice Task Force Conference, Charleston, WV, October 30-31, 2007.
  - West Virginia Coalition Against Domestic Violence Summit on Violence Against Women, Charleston, WV October 1-3, 2007.
  - National Advocacy Center, National District Attorneys Association, Identity Theft, Columbia, SC, September 19-25, 2005.
  - Marshall University Research Corporation, Writing Winning Grants workshop, Huntington, WV, November 18-19, 2005.
  - Marshall University Research Corporation, Locating Grant Funding workshop, Huntington, WV, November 11, 2005.
  - The Grant Institute, Grants 101: Professional Grantwriting Workshop, Charleston, WV, October 25-27, 2004.
  - Children's Justice Task Force, annual training The Multidisciplinary Team approach to Investigation and Resolution of Child Abuse in West Virginia, Charleston, WV, October 22-23, 2003.
  - National Advocacy Center, National District Attorneys Association, Annual Meeting: Traces of Evidence (Forensic Evidence), Columbia, SC, September 22-26, 2003.
  - West Virginia Prosecuting Attorneys Association, Fall 2003 meeting, Stonewall Lodge, WV, September 18-19, 2003.
- 6) Externally funded research grants and contracts you received.
- 7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8) Community service as defined in the *Greenbook*.
  - Assistant Prosecuting Attorney, Cabell County, West Virginia, 1988 – present.
  - Cabell County Prosecuting Attorney's Office, Arson Investigation and Mock Trial, 2004.
  - Marshall University Forensic Science program, Sexual Assault Nurse Examiner training and participation in mock trial, October, 2003, May, 2004, July, 2005, October, 2005.
  - *Brown v Board of Education* Panel Member for the Brown v Board of Education 50<sup>th</sup> Anniversary, Marshall University, 2004

**Appendix II  
Faculty Data Sheet**

**Name:** Angela D. Crews **Rank:** Associate Professor **Status:** Full-time  **Current MU Faculty:** Yes  No   
**Highest Degree Earned:** Ph.D. **Date Degree Received:** 1996 **Conferred by:** Indiana University of Pennsylvania  
**Area of Specialization:** Criminology **Professional Registration/Licensure:** N/A **Agency:** N/A  
**Years non-teaching experience:** 3 **Years of employment other than Marshall:** 25  
**Years of employment at Marshall:** 0 **Years of employment in higher education:** 14  
**Years in service at Marshall during this period of review:** 0

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2008/Spring	CJ120	Introduction to Corrections	32
	CJ692	Applied Statistics in CJ (Graduate)	10
	CJ693	Capstone (Graduate)	10
2007/Fall	CJ520	Research Methods (Graduate)	13
	CJ693	Capstone (Graduate)	10
	CJ120	Introduction to Corrections	28
	CJ110	Introduction to Law Enforcement	15
2007/Summer	CJ390/585	Global Systems of Justice	21
	CJ692	Applied Statistics in CJ (Graduate)	10
2007/Spring	CJ120	Introduction to Corrections	41
	CJ420	Probation, Parole & Community-Based Corrections	15
	CJ690	Directed Readings (Graduate)	9
	CJ693	Capstone (Graduate)	12
2006/Fall	CJ120	Introduction to Corrections	42
	CJ420	Probation, Parole & Community-Based Corrections	20
	CJ690	Directed Readings (Graduate)	15
	CJ693	Capstone (Graduate)	11

1) If your degree is not in your area of current assignment, please explain. N/A

2) Activities that have enhanced your teaching and or research.

- Participation each year in Southern Criminal Justice Association, Academy of Criminal Justice Sciences, American Society of Criminology annual conferences; Summer Grant-Writing Clinic (2004)

3) Discipline-related books/papers published (provide a full citation).

- West, A. (2008). Arab Americans. In R. Toth, G. Crews & C. Burton (Eds.), In the margins: Special populations and American justice, pp. 83-100. Upper Saddle River, NJ: Prentice-Hall.
- Crews, G. A. & Crews, A. D. (2008). In the margins: Special populations and American justice. Instructor's manual. Upper Saddle River, NJ: Prentice Hall Publishing Company.
- Crews, G. & West, A. (2006). Professional integrity in higher education: Behind the green curtain in the Land of Oz. American Journal of Criminal Justice, 30(2), 143-161.
- West, A. (2005). Horton the elephant is a criminal: Using Dr. Seuss to teach social process, conflict, and labeling theory. Journal of Criminal Justice Education, 16(2), 340-358.
- West, A. & Seiter, R. (2004). Social worker or cop? Measuring the supervision styles of probation and parole officers in Kentucky and Missouri. Journal of Crime and Justice, 27(2), 27-57.
- Holmes, R., West, A., and Holmes, S. (2004). Letters from convicted and alleged serial killers: A content analysis. In S.T. Holmes and R.M. Holmes (Eds.), Violence: A contemporary reader, pp. 193-210. Upper Saddle River, NJ: Prentice-Hall.
- West, A. (2003). Chicken Little, three blind men and an elephant, and "racial profiling": The collection, analysis, and interpretation of traffic stop data. Journal of Forensic Psychology Practice, 3(2), 63-77.
- Seiter, R. & West, A. (2003). Supervision styles in probation and parole: An analysis of activities. Journal of Offender Rehabilitation, 38(2), 57-75.
- West, A. & Dalley, L. (2003). Methodological yin and yang: Value of qualitative and quantitative research in social science. In R. Tewksbury & E. Mustaine (Eds.), Controversies in criminal justice research, pp. 43-64. Cincinnati: Anderson.
- West, A. (2003). Correctional administration and management. In J. Whitehead, J. Pollock, & M. Braswell (Eds.), Corrections: Exploring corrections in America, pp. 537-581. Cincinnati: Anderson.
- Zaitzow, B. & West, A. (2003). Doing time in the shadow of death: Women prisoners and HIV/AIDS. In S. Sharp (Ed.), The incarcerated woman: Rehabilitative programming in women's prisons, pp. 73-90. New York: Prentice-Hall
- Grossi, E., Vito, G., & West, A. (2003). Iowa City Police Department traffic stop data analysis: 2002. Submitted to Chief R.J. Winkelhake.
- Grossi, E., Vito, G., & West, A. (2003). Louisville Division of Police traffic stop data analysis: 2002. Submitted to Chief Robert White.
- Kirby, C., Grossi, E., & West, A. (2003). Louisville/Jefferson County gang free communities: Assessment report. In collaboration with the Jefferson County Department for Human Services. Submitted to the Office of Juvenile Justice and Delinquency Prevention.

4) Papers presented at state, regional, national, or international conferences.

- "Take the bus or get busted? The relationship of 'driving while suspended' to the availability of public transportation" (March 2008), (w/P. Amerine), Academy of Criminal Justice Sciences, Cincinnati, OH

- "Academic credit for police and correctional academy courses: The Criminal Justice Training Assessment (CJTA) approach" (March 2008), Roundtable participant (w/J. Greene, S. Cheurprakobkit, G. Crews, & P. Unnithan), Academy of Criminal Justice Sciences, Cincinnati, OH
- "One size fits all? Ghanaian law enforcement and the importation of American community policing" (March 2008), Co-panelist (w/G. Crews & K. Boye-Doe), Academy of Criminal Justice Sciences, Cincinnati, OH
- "Citizen and officer perceptions of community policing in Ghana: Policing of, by, and for the people, or just to the people?" (November 2007), Co-panelist (w/G. Crews), American Society of Criminology, Atlanta, GA
- "Convict criminology: Voices from prison" (November 2007), Discussant, American Society of Criminology, Atlanta, GA
- "The homeless with criminal histories: An exploratory examination of the relationships among release, reentry, residence, and recidivism" (March 2007), Co-panelist (w/G. Crews), Academy of Criminal Justice Sciences, Seattle, WA
- "U.S. and international youth subcultures, groups, and lifestyles: Societal and police response" (November 2006), Co-panelist (w/G. Crews), American Society of Criminology, Los Angeles, CA
- "Impact and perceptions of prison rape" (November 2006), Panel Chair, American Society of Criminology, LA, CA
- "A comparison of pursuit characteristics in urban and suburban police agencies: Policy and practice" (September 2006), Co-panelist (w/G. Crews & J. Stillwell), Midwestern Criminal Justice Association, Chicago, IL
- "Art imitates life: Violence and the music of metal and rap" (September 2006), Co-panelist (w/G. Crews), Southern Criminal Justice Association, Charleston, SC
- "I want a divorce: When the professional becomes personal in academics" (March 2006), Roundtable Moderator, Academy of Criminal Justice Sciences, Baltimore, MD
- "Metal music, mayhem & murder: Explaining youth participation in alternative groups & lifestyles" (November 2005), Poster Presentation (w/G. Crews), American Society of Criminology, Toronto, Ontario
- "Heavy to speed to death to black: An historical examination of metal music and its possible influences on the evolution of international anti-social youth behavior" (November 2005), Poster Presentation (w/G. Crews), Oklahoma Research Day, Edmond, OK
- "Blame it on Marilyn & the heroin: Music, mayhem, and youth involvement in alternative cultures and subcultures" (September 2005), Co-panelist (w/G. Crews), Southern Criminal Justice Association, Jacksonville Beach, FL
- "Smoke and mirrors: Measuring gang activity with school and police data" (March 2005), Panelist, Academy of Criminal Justice Sciences, Chicago, IL
- "Racial profiling: A multivariate analysis of traffic stop data" (March 2005), Co-panelist (w/Vito, Walsh, Grossi, and Higgins), Academy of Criminal Justice Sciences, Chicago, IL
- "Satisfaction survey of 2003 conference attendees, Nashville, TN" (September 2004), Panel Chair and Discussant, Southern Criminal Justice Association, Raleigh, NC
- "Sneetches & Turtles & Whos! Oh, my! Using Dr. Seuss to teach crime theory" (November 2003), Panelist, American Society of Criminology, Denver, CO
- "Satisfaction survey of 2002 conference attendees, Clearwater, FL" (September 2003), Panelist, Southern Criminal Justice Association, Nashville, TN

**5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations. See above for papers/panels (not sure how this differs from #4)**

- "Delinquency & democracy: Juvenile crime and violence in Turkey, the United States, and the United Kingdom" (June 2005) (w/G. Crews), 2005 Istanbul Conference on Democracy & Global Security (Istanbul, Turkey)
- Academy of Criminal Justice Sciences, Program Committee (2008, 2007, 2003), Region II Representative (2005-2006), Membership Committee (2003)
- American Society of Criminology, Member (1990-present)
- Southern Criminal Justice Association, Chair (Fundraising Cmte), Executive Board Member (2002-2005)

**6) Externally funded research grants and contracts you received.**

- Criminal Justice Training Assessment Data Project (\$20,000), Principle Investigator/Research Coordinator. National Institute of Justice grant to Excelsior College, Albany, NY (May 2007).

**7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.**

- Invited: "Using data from the Excelsior College Criminal Justice Training Assessment (CJTA) project" (December 3, 2007); 2007 CJTA Advisory Board Winter Meeting (San Diego, CA)
- Invited: "Delinquency & democracy: Juvenile crime and violence in Turkey, the United States, and the United Kingdom" (June 2005)(w/G. Crews): 2005 Istanbul Conference on Democracy & Global Security; Prime Minister Recep Erdogan & the Turkish National Police (Istanbul, Turkey)
- Invited: "Measuring and evaluating performance" (September 2004), Louisville (KY) Metropolitan Police Department Performance Appraisal Committee (Louisville, KY)
- "Measuring police performance" (March 2004), 2004 National Summit on Performance & Cost Management Innovations for Law Enforcement Agencies, The Performance Institute (Arlington, VA)
- "Measuring 'racial profiling'" (April 2003), Virginia Conference of Community Partnerships, Virginia Department of Criminal Justice Training (Williamsburg, VA)

**8) Community service as defined in the Greenbook.**

- Editorial Board, Journal of Criminal Justice Education (2007-2010)
- Advisory Board, Criminal Justice Training Assessment Project (2007-present)
- Associate Editor, American Journal of Criminal Justice (2003-present)
- Volunteer, American Friends Service Committee, Prisoner Visitation and Support Program (2004 – 2005)
- Consultant, Louisville Coalition for the Homeless (2000-2005)
- Consultant, Louisville Metropolitan Police Department (2000-2005)

**Appendix II  
Faculty Data Sheet**

Name: **Gordon A. Crews** Rank **Associate Professor** Status: Full-time **X** Current MU Faculty: **Yes**  
 Highest Degree Earned: **Ph.D.** Date Degree Received: **1995** Conferred by: **University of South Carolina**  
 Area of Specialization: **Education/Criminal Justice** Professional Registration/Licensure: **N/A** Agency: **N/A**

Years non-teaching experience **6**  
 Years of employment other than Marshall **24**  
 Years of employment at Marshall **Fall 08-present**  
 Years of employment in higher education **18.5**  
 Years in service at Marshall during this period of review **Fall 08-present**

List courses you taught during the final two years of this review.

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2008	CJ 200	Introduction to Criminal Justice	40
Fall 2008	CJ 200	Introduction to Criminal Justice	40
Fall 2008	CJ 312	Criminal Investigation	35

- 1) If your degree is not in your area of current assignment, please explain.** **N/A**
- 2) Activities that have enhanced your teaching and or research.**

I have attended the Southern Criminal Justice Association, Academy of Criminal Justice Sciences, and American Society of Criminology academic conference each and every year during this period (see below for presentations too).

- 3) Discipline-related books/papers published (provide a full citation).**

Crews, G. A. (April, 2008). Review of Crime punishment and justice: Selected Articles from a Scholarly Career (2007) by Ulla V. Bondeson. Canadian Journal of Criminology and Criminal Justice, 50(2), XX-XX. [[www.ccja-acjp.ca/en/cjcr200/cjcr285.html](http://www.ccja-acjp.ca/en/cjcr200/cjcr285.html)]

Crews, G. A. (2008). Prison riots. In V. N. Parrillo (Ed.), Encyclopedia of Social Problems, Volume 2, pp. 719-720. Thousand Oaks, CA: Sage Publications, Inc.

Toth, R. C., Crews, G. A., & Burton, C. E. (Eds.) (2008). In the margins: Special populations and American justice. Upper Saddle River, NJ: Prentice Hall Publishing Company. (ISBN: 0130284319/ 9780130284310)

Crews, G. A. (September, 2007). Review of Devils and Angels: Youth Policy and Crime (2005) by Julia Fionda. International Criminal Justice Review, 17(3), 258-259.

Crews, G. A., Purvis, J., & Hjelm, M. (2006). The emerging problem of preppie gangs in America. In B. Sims & P. Preston (Eds.), Handbook of juvenile justice: Theory and practice, 193-217. New York, NY: Taylor & Francis Group.

Crews, G. A., & West, A. D. (2006). Professional Integrity in Higher Education: Behind the Green Curtain in the Land of Oz. American Journal of Criminal Justice, 30(2), 143-161.

Stanko, S. C., Gillespie, W., & Crews, G. A. (2004). Living in prison: A history of the correctional system with an insider's view. Westport, CT: Greenwood Publishers. (ISBN: 0-313-31856-5)

Crews, G. A. (2003). Every day is Halloween: A goth primer for law enforcement. Forum: Law Enforcement Executive Journal, 3(3), pp. 165-182. Illinois Executive Institute, Western Illinois University.

- 4) Papers presented at state, regional, national, or international conferences.**

**One Size Fits All? Ghanaian Law Enforcement and Importation of American Community Policing** (w/ A. West Crews and K. Boye-Doe) 2008 Academy of Criminal Justice Sciences – Cincinnati, Ohio (March 2008)

**Citizen and Officer Perceptions of Community Policing in Ghana: Policing of, by, and for the People, or Just to the People?** (w/A. West Crews) 2007 American Society of Criminology – Atlanta, Georgia (November 2007)

**The Homeless with Criminal Histories: An Exploratory Examination of the Relationships among Release, Reentry, Residence, and Recidivism** (w/A. West Crews) 2007 Academy of Criminal Justice Sciences – Seattle, Washington (March 2007)

**U.S. and International Youth Subcultures, Groups, and Lifestyles: Societal and Police Response** (w/A. West Crews) 2006 American Society of Criminology – Los Angeles, California (November 2006)

**A Comparison of Pursuit Characteristics in Urban and Suburban Police Agencies: Policy and Practice** (w/A. West Crews & J. Stillwell) 2006 Midwestern Criminal Justice Association – Chicago, IL (September 2006)

**Art Imitates Life: Violence and the Music of Metal and Rap** (w/A. West Crews) 2006 Southern Criminal Justice Association – Charleston, SC (September 2006)

**I Want A Divorce: When the Professional Becomes Personal** (Roundtable w/A. West Crews, J. Rush, M. Dantzker, & R. Toth) 2006 Academy of Criminal Justice Sciences – Baltimore, Maryland (February 2006)

**Metal Music, Mayhem & Murder: Explaining Youth Participation in Alternative Groups & Lifestyles** (Poster Presentation w/A. D. West) 2005 American Society of Criminology – Toronto, Canada (November 2005)

**(Presidential Address) Academic and professional integrity: New snake oil in old bottles?** 2005 Southern Criminal Justice Association – Jacksonville Beach, FL (September 2005)

**Blame it on Marilyn & the Heroin: Music, Mayhem, and Youth Involvement in Alternative Cultures and Subcultures** (w/A. D. West) 2005 Southern Criminal Justice Association – Jacksonville Beach, FL (September 2005)

**Delinquency and Democracy** (w/A. D. West) The Istanbul Conference on Democracy and Global Security: An International Conference Organized by the Turkish National Police under the Auspices of the Prime Minister of Turkey His Excellency Mr. Recep Tayyip Erdogan – Istanbul, Turkey (June 2005)

**Goth Gestalt: A Comparative Study of Involvement and Societal Response in the U.S., Netherlands, Scandinavia, and Central Europe** (w/A. D. West) 2005 Northeastern Association of Criminal Justice Sciences Conference – Bristol, RI (June 2005)

**Roundtable: Regional Comparison Of Educational Attainment On Small Town Officers Self-Rated Stress Experiences** (w/Y. Scott & C. Burton) Panel Chair 2005 Academy of Criminal Justice Sciences Conference – Chicago, IL (March 2005)

**The Influence of Educational Attainment on Small-Town Police Officers' Self-Rated Stress Experiences** (w/Y. Scott & C. Burton) Panel Chair 2004 Northeastern Association of Criminal Justice Sciences Conference – Bristol, RI (June 2004)

**Law Enforcement Training and Academic Credit** (w/J. Green & M. McLeod) 2004 Northeastern Association of Criminal Justice Sciences Conference – Bristol, RI (June 2004)

**A Regional Comparison of American Police Officers' Education Level and Stress Experiences** (w/Y. Scott, C. Burton, and R. McKenna) Panel Chair 2004 Academy of Criminal Justice Sciences Conference – Las Vegas, Nevada (March 2004)

**5) Professional development activities.**

Southern Criminal Justice Association Academy of Criminal Justice Sciences American Society of Criminology

**6) Externally funded research grants and contracts you received.**

**“An Examination of the Indigenous and State-Administered Justice Systems of Ghana: The Issues of Crime, Justice, and Social Control”** Funding Agency: Washburn University's International Education Committee (International Faculty Travel Grant) Amount: \$1,200 (w/A. West Crews) (Funded: Fall 2006, \$1,200) Purpose: To conduct research in Accra and Cape Coast (Africa) and to develop lecture series, class topics, and publications, at Washburn University.

**“Criminal Justice & Sociology Endowed Lectureship”** Funding Agency: The GEO Group, Inc. Amount: \$25,000 (Funded: Fall 2005 with a match of \$25,000 from Cameron University) Purpose: To offer research and scholarly assistance not previously available to all faculty working on CJ and SOCY issues.

**"A Regional Comparison of American Police Officers' Education Level and Stress Experiences"** Funding Agency: Justice Studies Training & Research Institute Amount: \$60,000 (Funded: Fall 2004) Purpose: To conduct a study of police officer education level and stress experiences, initially concentrating on a comparison of midsized municipal police departments in RI and SC. Final report on file with the Justice Studies Training & Research Institute at Roger Williams University (RI)

**“Carl D. Perkins Vocational and Technical Education Grant”** Funding Agency: U.S. Department of Education Amount: \$100,000 (Funded: Fall 2003; Renewed: Fall 2004) Purpose: To implement revised *STREET LAW* curriculum in Rhode Island schools

**7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.**

Elected Executive Director and Secretariat of the Southern Criminal Justice Association, Summer 2008

**8) Community service as defined in the *Greenbook*.**

Site Council (Shawnee Heights High School) (2007-2008) 2006 NCAA Class II Super Regional Golf Tournament Volunteer (May 2006, OK) Waterfire Providence: Volunteer (Fall 2003- 2005, RI) Walterboro-Colleton County Chamber Of Commerce: 2003 Business Expo (March 2003, SC) Colleton County Rotary Club (February 2003, SC) Colleton Preparatory Academy Science Fair Judge (February 2003, SC).

## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Samuel L. Dameron, Ph.D. Rank: Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty: Yes  No

Highest Degree Earned: Doctor of Philosophy Date Degree Received: May 1987

Conferred by: Sam Houston State University

Area of Specialization: Criminal Justice

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience	0
Years of employment other than Marshall	4
Years of employment at Marshall	<u>23</u>
Years of employment in higher education	<u>27</u>
Years in service at Marshall during this period of review	<u>5</u>

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2006/Fall	CJ 488	Independent Study	2
2006/Fall	CJ 602	Law and Social Control	14
2007/Spring	CJ 604	Advanced Theory in Criminal Justice	11
2007/Fall	CJ 211	Introduction to Law Enforcement	40
2007/Fall	CJ 404	Theoretical Criminology (WAC)	21
2007/Fall	CJ 504	Theoretical Criminology	2
2007/Fall	CJ 585	Independent Study	1
2008/Spring	CJ 211	Introduction to Law Enforcement	40
2008/Spring	CJ 401	Teaching and Training in Criminal Justice	16
2008/Spring	CJ 410	Police Administration	10
2008/Spring	CJ 401	Teaching and Training in Criminal Justice	7
2008/Spring	CJ 510	Police Administration	2

**NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.**

1) If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

2) Activities that have enhanced your teaching and or research.  
WAC Certification Maintained (2003-2997)  
Associate Dean College of Liberal Arts (2003-200)  
E-Portfolios Workshop, Marshall University, August 9, 2007  
Academic Dean's Council

- Transfer Issues Committee  
 Veterans' Advising Committee  
 Outreach Roundtable  
 Summer School Taskforce  
 University Training Policy Procedure Maintenance Subcommittee  
 Concurrent Curriculum Committee  
 Marshall Commitment Committee  
 MU Bert Beta Tester  
 Orientation Committee  
 Parent Committee  
 Legal Assisting Advisory Council, Community and Technical College  
 Authored Chapter 7, Criterion 4B for the North Central accreditation  
 Taught UNI 101  
 Wrote One Year and Five Year Program Reviews, Program Justifications for the COLA Economics Degree  
 Dameron, S. L., & Terry, J. E. (2004). Safety on campus, presented at the CFO/COA Conference, Huntington, WV .
- 3) Discipline-related books/papers published (provide a full citation).  
 Dameron, S. L. (2005). *Criminal justice 2004-2005 update*. Boston: Pearson  
 Dameron, S. L. (2006). Academic spotlight on criminal justice. *Marshall Parents Magazine*, Spring 2006.  
 Dameron, S., DeTardo-Bora, K.A., & Bora, D.J. (In Press). An assessment of campus security and police information on college/university websites." *Security Journal* (MS# 08-10-06-177).
- 4) Papers presented at state, regional, national, or international conferences.  
 Dameron, S. L., DeTardo-Bora, K., and Bora, D. J. (2006). An assessment of campus security and police information on college/university websites. Paper presented at the Annual Meeting of the Academy of Criminal Justice Sciences, Baltimore, MD.
- 5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.  
 Academy of Criminal Justice Sciences, including Police and Security Sections  
 American Criminal Justice Association, Lambda Alpha Epsilon (ACJALAE)  
 American Society of Criminology  
 Police Marksman Association  
 West Virginia Criminal Justice Educators' Association  
 Police Administration Test for American Criminal Justice Association Lambda Alpha Epsilon (ACJA/LAE)  
 Region Conference (2003, 2005, 2006, 2007)  
 Police Administration Test for the National Conference of ACJA/LAE ( 2005, 2006, 2007, 2008)  
 President, Pi Rho Omicron Sigma Chapter of ACJA/LAE (2003-2007)  
 Regional Presidents' Handbook Editor ACJA/LAE (2003-2008)  
 Regional Presidents' Handbook Committee Chair ACJALAE (2003-2008), Presidents' Electronic Handbook, Adopted by the National Board of the ACJA/LAE  
 Webmaster for Region IV and the Alpha Omega Chapter of ACJA/LAE (2003-2008)  
 Webmaster for Pi Rho Omicron Sigma Chapter ACJA/LAE (2003-2007)  
 Attended the ACJS National Conference (2004, 2005, 2007, 2008)  
 Attended the Region IV Conference of the American Criminal Justice Association/Lambda Alpha Epsilon (2003, 2006-2008)  
 Reviewer for the *Journal of Criminal Justice Education* (2006)  
 Book Review for Wadsworth/Thompson, Bennett & Hess (2005)  
 Manuscript Proposal Reviewer for McGraw-Hill, *Police Administration* (2005)  
 Manuscript Proposal Review for Roxbury Publishing Company for "Criminal justice: Management: Theory and Practice in Justice Centered Organizations (2007)
- 6) Externally funded research grants and contracts you received.
- 7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.  
 Promotion External Reviewer for the St. John's University (2006)  
 Outstanding Teacher, College of Liberal Arts (2008)
- 8) Community service as defined in the *Greenbook*.  
 Support Enforcement Commission for the State of West Virginia (2003-2008)  
 Boy Scout Merit Badge College Counselor (2003, 2004, 2006, 2007)  
 Third Saturday Book Club Webmaster, Presenter (2003-2006),  
 Presentation on Office Security, Drinko Library 428, Marshall University, two sessions, 2005,  
 Brown v Board of Education Panel Moderator for the Brown v Board of Education 50<sup>th</sup> Anniversary, Marshall University, 2004.

## Appendix II

**Faculty Data Sheet**  
(for the period of this review)

Name: Kimberly A. DeTardo-Bora Rank: Associate Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty: Yes  No

Highest Degree Earned: Ph.D. Date Degree Received: 5/2003

Conferred by: Indiana University of Pennsylvania

Area of Specialization: Criminology

Professional Registration/Licensure None Agency: N/A

Years non-teaching experience 0  
 Years of employment other than Marshall 5  
 Years of employment at Marshall 4  
 Years of employment in higher education 9  
 Years in service at Marshall during this period of review 4

Year/Semester	Alpha Des. & No.	Title	Enrollment
Summer 2008	CJ 325	Juvenile Justice (web)	17
Summer 2008	CJ 490/590	Internship	15/0
Spring 2008	CJ 302	Criminal Justice Research Methods	24
Spring 2008	CJ 325	Juvenile Justice	36
Spring 2008	CJ 325	Juvenile Justice (web)	48
Spring 2008	CJ 490/590	Internship	13/1
Spring 2008	CJ 604	Advanced Theory in Criminal Justice	8
Fall 2007	CJ 325	Juvenile Justice (web)	43
Fall 2007	CJ 404/504	Theoretical Criminology	21/2
Fall 2007	CJ 404/504	Theoretical Criminology	21/1
Fall 2007	CJ 490/590	Internship	8/1
Fall 2007	CJ 602	Law and Social Control	13
Summer 2007	CJ 325 (web)	Juvenile Justice (web)	23
Summer 2007	CJ 490/590	Internship	20/0
Spring 2007	CJ 325	Juvenile Justice (web)	30
Spring 2007	CJ 406/506	Race, ethnicity, gender and crime	21/5
Spring 2007	CJ 490/590	Internship	28/0
Spring 2007	CJ 632	Community Corrections	12
Fall 2006	CJ 231	Introduction to Corrections	37
Fall 2006	CJ 404/504	Theoretical Criminology	34/0
Fall 2006	CJ 404/504	Theoretical Criminology	33/4
Fall 2006	CJ 433/533	Correctional Administration	27/6

1) If your degree is not in your area of current assignment, please explain. N/A

2) Activities that have enhanced your teaching and or research.  
 Writing Across the Curriculum certification (since Fall 2005)  
 Service Learning Training and Teaching (trained Fall 2004)

3) Discipline-related books/papers published (provide a full citation).

**DeTardo-Bora, K. A.** (in press). "Criminal Justice 'Hollywood Style': How Women in Criminal Justice Professions are Depicted in Prime-Time Crime Dramas." *Women and Criminal Justice*.

Dameron, S., **DeTardo-Bora, K.A.**, & Bora, D.J. (2008, August). "An Assessment of Campus Security and Police Information on College/University Websites." *Security Journal*, 21(4).

**DeTardo-Bora, K.A.** (2004, September). "Action Research in a World of Positivist-Oriented Review Boards." *Action Research*, 2(3), 239-255.

4) Papers presented at state, regional, national, or international conferences.

**DeTardo-Bora, K.A.** (2008, March). "The Female Police Officer: A Case Study of Several Generations" a paper presented at the Academy of Criminal Justice Sciences annual national meeting held in Cincinnati, OH.

**DeTardo-Bora, K.A.** (2007, November). "How Women in Criminal Justice Professions are Depicted in Prime-Time Television," a paper presented at the West Virginia Criminal Justice Educators Association annual state meeting held in Huntington, WV.

Dameron, S., **DeTardo-Bora, K.A.**, & Bora, D. (2007, November). "The Clicks Study: How the Study Relates to the Internet as a Viable Source of Research Topics and Material" a paper presented at the West Virginia Criminal Justice Educators Association annual state meeting held in Huntington, WV.

Bora, D. J., & **DeTardo-Bora, K. A.** (2006, March). "An Examination of the Media's Influence on Students' Decisions to Major in Criminal Justice" a paper presented at the Academy of Criminal Justice Sciences annual national meeting held in Baltimore, MD.

Dameron, S., **DeTardo-Bora, K. A.**, & Bora, D.J. (2006, March). "An Assessment of Campus Security and Police Information on College/University Websites" a paper presented at the Academy of Criminal Justice Sciences annual national meeting held in Baltimore, MD.

Driscoll, L.N., Bora, D.J., & **DeTardo-Bora, K.A.** (2005, August). "The Impact of the Weed & Seed Initiative in Wheeling, WV" a paper presented at the Community Development Office National Conference: Strengthening Communities, One Block at a Time held in Los Angeles, CA.

**DeTardo-Bora, K. A.** (2005, March). "The Nuances of Action Research: Little Things Matter" a paper presented at the Academy of Criminal Justice Sciences annual national meeting held in Chicago, IL.

Driscoll, L. N., Bora, D. J., & **DeTardo-Bora, K. A.** (2003, November). "Evaluating the Effectiveness of the Federal Weed and Seed Initiative in East Wheeling, WV" a paper presented at the West Virginia Criminal Justice Educators Association annual state meeting held in Wheeling, WV.

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

- Academy of Criminal Justice Sciences (ACJS)
- West Virginia Consortium for Faculty and Course Development in International Studies (FACDIS)
- National White Collar Crime Research Consortium (NWCCRC)
- West Virginia Criminal Justice Educators' Association (WVCJEA), President 2005
- Vice-President 2004, Second-Vice President 2003
- Southern Criminal Justice Association (SCJA)

November 2007-"Theoretical Explanations for Heinous Crimes I." (panel facilitator), the West Virginia Criminal Justice Educators' Association annual state meeting held in Huntington, WV.

November 2005-"Criminal Behavior," (panel facilitator), the West Virginia Criminal Justice Educators' Association annual state meeting held in Parkersburg, WV.

6) Externally funded research grants and contracts you received.

Evaluation of the Western Regional CASA (Court Appointed Special Advocate) Program (with Margaret Phipps Brown and Dhruba J. Bora). (2006, June). (Award \$750).

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

- Marshall University College of Liberal Arts Outstanding Teacher, Spring 2007
- Marshall University Pickens Queen Teaching Award, Spring 2006

8) Community service as defined in the *Greenbook*. N/A

## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Kelly D. Ambrose Rank: Instructor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty: Yes  No

Highest Degree Earned: M.S./J.D. Date Degree Received: 1988/1991

Conferred by: Marshall University/The Ohio State University

Area of Specialization: Criminal Justice/Law

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience 22  
 Years of employment other than Marshall 22  
 Years of employment at Marshall 6  
 Years of employment in higher education 6  
 Years in service at Marshall during this period of review 4

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2006/Fall	CJ 426/526-101	Civil Liability Issues CJ	25/7
2007/Spring	CJ 400/500-101	Applied Ethics in CJ	24/6

**NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.**

1) If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

- 2) Activities that have enhanced your teaching and or research.
- 3) Discipline-related books/papers published (provide a full citation).
- 4) Papers presented at state, regional, national, or international conferences.
- 5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- 6) Externally funded research grants and contracts you received.
- 7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8) Community service as defined in the *Greenbook*.

## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Jeffrey Bella Rank: Instuctor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty: Yes  No

Highest Degree Earned: MS Date Degree Received: 5/03

Conferred by: Marshall University

Area of Specialization: Criminal Justice

Professional Registration/Licensure\_Probation Dept\_Agency: WV Supreme Court of Appeals, Wayne County

Years non-teaching experience	7
Years of employment other than Marshall	7
Years of employment at Marshall	2
Years of employment in higher education	0
Years in service at Marshall during this period of review	2

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
Spring/2007	CJ/325-201	Juvenile Justice	35
Spring/2007	CJ 325-202	Juvenile Justice	35
Fall/2007	CJ 231-102	Intro to Corrections	21
Spring/2008	CJ 325-202	Juvenile Justice	27

**NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.**

1) If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

- 2) Activities that have enhanced your teaching and or research.
- 3) Discipline-related books/papers published (provide a full citation).
- 4) Papers presented at state, regional, national, or international conferences.
- 5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- 6) Externally funded research grants and contracts you received.
- 7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8) Community service as defined in the *Greenbook*.

**Appendix II  
Faculty Data Sheet**  
(for the period of this review)

Name:   Kerrie Cathcart   Rank:   Associate Graduate Faculty  

Status (Check one): Full-time    Part-time   X   Adjunct    Current MU Faculty: Yes   X   No   

Highest Degree Earned:   Master of Science, Forensic Science   Date Degree Received:   May 1999    
  Master of Science, Criminal Justice     December 2005  

Conferred by:   Marshall University  

Area of Specialization:   Forensic Science & Criminal Justice  

Professional Registration/Licensure    Agency:   

Years non-teaching experience   9    
Years of employment other than Marshall   3    
Years of employment at Marshall   3    
Years of employment in higher education   3    
Years in service at Marshall during this period of review   3  

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
06/Fall	FSC 606	Crime Scene & Death Investigation (Team taught, 60%)	15
07/Fall	FSC 606	Crime Scene & Death Investigation (Team taught, 80%)	20
08/Spring	FSC 650	Advanced Crime Scene Investigation	9
08/Spring	CJ 314	Crime Scene Investigation	35

**NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.**

**1) If your degree is not in your area of current assignment, please explain.**

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

**2) Activities that have enhanced your teaching and or research.**

I'm currently a police officer with the Huntington Police Department assigned to midnight shift patrol. In addition to responding to calls, I process crime scenes (photography, sketching, and evidence processing) that occur on shift. I also assist the crime scene unit in major homicides. Prior to becoming a police officer, I worked as a Criminalist with the State of Alaska Crime Lab responding to crime scenes throughout the state. In the lab I worked as a latent print examiner processing, developing, and identifying latent prints. I provided testimony as an expert witness when requested. I also taught crime scene investigation at the State Police Academy in Sitka, AK.

## Appendix II Faculty Data Sheet

(for the period of this review)

Name: \_\_\_\_\_ Christopher D. Dean \_\_\_\_\_ Rank: \_\_\_\_\_ Instructor \_\_\_\_\_

Status (Check one): Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct  Current MU Faculty: Yes \_\_\_\_\_ No \_\_\_\_\_

Highest Degree Earned: \_\_\_\_\_ J. D. \_\_\_\_\_ Date Degree Received: \_\_\_\_\_ 1998 \_\_\_\_\_

Conferred by: \_\_\_\_\_ University of Akron School of Law \_\_\_\_\_

Area of Specialization: \_\_\_\_\_ Criminal Justice/Law \_\_\_\_\_

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience \_\_\_\_\_ 10 \_\_\_\_\_  
 Years of employment other than Marshall \_\_\_\_\_ 10 \_\_\_\_\_  
 Years of employment at Marshall \_\_\_\_\_ 4 \_\_\_\_\_  
 Years of employment in higher education \_\_\_\_\_ 4 \_\_\_\_\_  
 Years in service at Marshall during this period of review \_\_\_\_\_ 4 \_\_\_\_\_

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2006/Fall	CJ 422/522-101	Law of Evidence	36/4
2007/Spring	CJ 323-202	Criminal Procedure	36

**NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.**

1) If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

- 2) Activities that have enhanced your teaching and or research.
- 3) Discipline-related books/papers published (provide a full citation).
- 4) Papers presented at state, regional, national, or international conferences.
- 5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- 6) Externally funded research grants and contracts you received.
- 7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8) Community service as defined in the *Greenbook*.

## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Alfred E. Ferguson Rank: Instructor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty: Yes  No

Highest Degree Earned: J.D. Date Degree Received: 1962

Conferred by: West Virginia University School of Law

Area of Specialization: Law

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience	46
Years of employment other than Marshall	46
Years of employment at Marshall	20
Years of employment in higher education	20
Years in service at Marshall during this period of review	1

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2007/Fall	CJ 200-107	Intro to Criminal Justice	39
2008/Spring	CJ 323-201	Criminal Procedure	36

**NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.**

1) If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

- 2) Activities that have enhanced your teaching and or research.
- 3) Discipline-related books/papers published (provide a full citation).
- 4) Papers presented at state, regional, national, or international conferences.
- 5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- 6) Externally funded research grants and contracts you received.
- 7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8) Community service as defined in the *Greenbook*.

## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Robert S. Jarell Rank: Instructor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty: Yes  No

Highest Degree Earned: J.D. Date Degree Received: 1994

Conferred by: Capital University School of Law

Area of Specialization: Criminal Justice/Law

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience 14  
 Years of employment other than Marshall 14  
 Years of employment at Marshall 12  
 Years of employment in higher education 12  
 Years in service at Marshall during this period of review 4

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2007/Fall	CJ 422/522-101	Law of Evidence	31/4
2008/Spring	CJ 323-202	Criminal procedure	34

**NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.**

1) If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

- 2) Activities that have enhanced your teaching and or research.
- 3) Discipline-related books/papers published (provide a full citation).
- 4) Papers presented at state, regional, national, or international conferences.
- 5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- 6) Externally funded research grants and contracts you received.
- 7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8) Community service as defined in the *Greenbook*.

## Appendix II Faculty Data Sheet

(for the period of this review)

Name: \_\_\_\_\_ Menis Ketchum \_\_\_\_\_ Rank: \_Chairman of BOG\_\_\_\_\_

Status (Check one): Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct  Current MU Faculty: Yes \_\_\_ No \_\_\_

Highest Degree Earned: \_\_\_\_\_ J.D. \_\_\_\_\_ Date Degree Received: \_\_\_June, 1967\_\_\_\_\_

Conferred by: \_\_\_West Virginia University School of Law\_\_\_\_\_

Area of Specialization: \_\_\_\_\_ Law \_\_\_\_\_

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience \_\_\_\_\_ 41 \_\_\_\_\_

Years of employment other than Marshall \_\_\_\_\_ 41 \_\_\_\_\_

Years of employment at Marshall \_\_\_\_\_ 0 (Volunteer) \_\_\_\_\_

Years of employment in higher education \_\_\_\_\_ 6 \_\_\_\_\_

Years in service at Marshall during this period of review \_\_\_\_\_ 6 \_\_\_\_\_

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2007/Fall	CJ 200-106	Into to Criminal Justice	28

**NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.**

1) If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

- 2) Activities that have enhanced your teaching and or research.
- 3) Discipline-related books/papers published (provide a full citation).
- 4) Papers presented at state, regional, national, or international conferences.
- 5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- 6) Externally funded research grants and contracts you received.
- 7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8) Community service as defined in the *Greenbook*.

## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Anthony Mancini Rank: Instructor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty: Yes  No

Highest Degree Earned: M.S. Date Degree Received: May, 1997

Conferred by: Marshall University

Area of Specialization: Criminal Justice

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience 11  
 Years of employment other than Marshall 11  
 Years of employment at Marshall 8  
 Years of employment in higher education 8  
 Years in service at Marshall during this period of review 3

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2007/Fall	CJ 231-101	Intro to Corrections	40
2008/Spring	CJ 231-201	Intro to Corrections	41

**NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.**

1) If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

- 2) Activities that have enhanced your teaching and or research.
- 3) Discipline-related books/papers published (provide a full citation).
- 4) Papers presented at state, regional, national, or international conferences.
- 5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- 6) Externally funded research grants and contracts you received.
- 7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8) Community service as defined in the *Greenbook*.

## Appendix II Faculty Data Sheet

(for the period of this review)

Name: \_\_\_\_\_ Leah Sneed Mulcay \_\_\_\_\_ Rank: \_\_\_ Instructor \_\_\_\_\_

Status (Check one): Full-time \_\_\_\_\_ Part-time  Adjunct \_\_\_ Current MU Faculty: Yes \_\_\_\_\_ No \_\_\_

Highest Degree Earned: \_\_\_\_\_ M.S. \_\_\_\_\_ Date Degree Received: \_\_\_ May, 2006 \_\_\_

Conferred by: \_\_\_\_\_ Marshall University \_\_\_\_\_

Area of Specialization: \_\_\_\_\_ Criminal Justice/Professional Studies \_\_\_\_\_

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience	___0___
Years of employment other than Marshall	___0___
Years of employment at Marshall	___1___
Years of employment in higher education	___1___
Years in service at Marshall during this period of review	___1___

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall/2007	CJ 241-101	Victims of Crime	20
Spring/2008	CJ 200-205	Intro to Criminal Justice	41

**NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.**

1) If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

- 2) Activities that have enhanced your teaching and or research.
- 3) Discipline-related books/papers published (provide a full citation).
- 4) Papers presented at state, regional, national, or international conferences.
- 5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- 6) Externally funded research grants and contracts you received.
- 7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8) Community service as defined in the *Greenbook*.

## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Walter Stroupe Rank: Assistant Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty: Yes  No

Highest Degree Earned: Ed.D. Date Degree Received: May, 2003

Conferred by: Marshall University

Area of Specialization: Leadership Studies, Education Administration

Professional Registration/Licensure  Certified Law Enforcement Officer Agency: LET

Years non-teaching experience	<u>23</u>
Years of employment other than Marshall	<u>4</u>
Years of employment at Marshall	<u>2</u>
Years of employment in higher education	<u>41/2 full time, 10 part time</u>
Years in service at Marshall during this period of review	<u>1/1/2</u>

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall/2006	CJ 401/501-101	Teaching & Training in CJ	26/10

**NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.**

1) If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

- 2) Activities that have enhanced your teaching and or research.
- 3) Discipline-related books/papers published (provide a full citation).
- 4) Papers presented at state, regional, national, or international conferences.
- 5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- 6) Externally funded research grants and contracts you received.
- 7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8) Community service as defined in the *Greenbook*.

## Appendix II Faculty Data Sheet

(for the period of this review)

Name: James Terry Rank: Instructor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty: Yes  No

Highest Degree Earned: M.S. Date Degree Received: May, 1988

Conferred by: Marshall University

Area of Specialization: Criminal Justice/Law Enforcement

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience 21  
 Years of employment other than Marshall 0  
 Years of employment at Marshall 21  
 Years of employment in higher education 21  
 Years in service at Marshall during this period of review 3

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2006/Fall	CJ 211-102	Into to Law Enforcement	41
2007/Spring	CJ 312-201	Criminal investigation	35

**NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.**

1) If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

- 2) Activities that have enhanced your teaching and or research.
- 3) Discipline-related books/papers published (provide a full citation).
- 4) Papers presented at state, regional, national, or international conferences.
- 5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- 6) Externally funded research grants and contracts you received.
- 7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8) Community service as defined in the *Greenbook*.

## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Joan C. Wheeler Rank: Instructor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty: Yes  No

Highest Degree Earned: M.S. Date Degree Received: May, 1989

Conferred by: Marshall University

Area of Specialization: Criminal Justice/ Law Enforcement

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience 25  
 Years of employment other than Marshall 25  
 Years of employment at Marshall 17  
 Years of employment in higher education 17  
 Years in service at Marshall during this period of review 3-1/2

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2006/Fall	CJ 490/590-101	Internship	11/0

**NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.**

1) If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

- 2) Activities that have enhanced your teaching and or research.
- 3) Discipline-related books/papers published (provide a full citation).
- 4) Papers presented at state, regional, national, or international conferences.
- 5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- 6) Externally funded research grants and contracts you received.
- 7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8) Community service as defined in the *Greenbook*.

## Appendix IIa Graduate Assistant Data Sheet

GTA Name	Course No.	Course Name	Year 1 20__ - 20__			Year 2 20__ - 20__			Year 3 20__ - 20__			Year 4 20__ -20__			Year 5 20__ -20__					
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp			
	(e.g. 101)																			
N/A																				

Complete graduate teaching assistant's name; course number and course name taught; indicate enrollment in the semesters taught.

*Expand table as needed.*

### Appendix III Off-Campus Classes

Note: List courses offered at locations other than the Huntington Campus, or the South Charleston Campus. Please include the courses offered in the past 2 years.

Year	Location	Courses Offered	Enrollment

*Expand table as needed.*

## Appendix IV Service Courses

Course Number	Course Name	Year 1 2003 - 2004			Year 2 2004 - 2005			Year 3 2005 - 2006			Year 4 2006 - 2007			Year 5 2007 - 2008		
		Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
(e.g. 101)																
200	Introduction to Criminal Justice			77	18	160	125	21	123	122	18	121	80		185	160
200	Introduction to Criminal Justice											50	77	28	99	97
211	Introduction to Law Enforcement		119	120		111	73		84	80		75	81	13	78	79
221	Introduction to Criminal Courts		108	42			52		22		24		50	18	36	50
221E	Introduction to Criminal Courts															
231	Introduction to Corrections			61		75	43		79	80		67	77	18	61	78
231	Introduction to Corrections															
241	Victims of Crime			39			39					40			20	
241E	Victims of Crime															
280	Special Topics:															41
300	Administration of Criminal Justice			22			25			21					35	
301	Advanced Legal Research		28			33			28							
302	Research Methods in CJ			20			16			30			35			24
311	Police Administration I		41													
316	Terrorism			35		41			36			36			35	
321	Criminal Justice Administration		123													
322	Criminal Law		84	75	12	86			74	31	18	73		13	68	
323	Criminal Procedure						80		34	50			71			70

325	Juvenile Justice			82			81			78	19		100	23	43	104
326	Computer Crime															35
331	Probation and Parole			37						40					35	
332	Correctional Rehabilitation					40							34			
340	Drugs and Crime					40							34			
351	Principles of Crime Prevention			31						42						35
400	Applied Ethics in CJ												25			
401	Teaching and Training in CJ											26				16
402	Seminar in Crime Prevention															
404	Theoretical Criminology	18	37			53			44				67			61
406	Race, Ethnicity, Gender & Crime												21			
410	Police Administration					9										10
412	Community Relations					17										
413	Business & Industrial Security								30							
421	Corrections and the Law			54			33			32			26			30
422	Law of Evidence		75			72			61				36			61
423	Advanced Legal Research Writing												26			27
426	Civil Liability Issues in CJ												25			
432	Correctional Institutions					21										
433	Correctional Administration		34										27			
440	CJ Response to Domestic Violence												23			
453	Seminar in Crime Prevention														17	

480	SP TP: Civil Liability			28												
480	SP TP: Corrupt Crime						29									
480	SP TP: Domestic Violence								30							
480	SP TP: Crime & the Media										27					24
480	SP TP: Comparative CJ Systems														9	
481	SP TP: Instr Training & Dev		9													
481	SP TP: Tchg & Training in CJ						6									
481	SP TP: CJ Study Abroad												12			
482	SP TP: Women & CJ System						32									
482	SP TP: Mediation Techniques								22							
483	SP TP: Computer Crime & Law							22	15							

<sup>1</sup>Indicates courses added to the curriculum Spring 2004.

<sup>2</sup>Indicates courses deleted from the curriculum after Fall 2003.

\* Indicate all courses other than the service courses here. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the **number of independent study students enrolled**, but **DO NOT** include individual names or the titles of the independent studies.

## Appendix V Program Course Enrollment

Course Number	Course Name	Required/ Elective	Year 1 2003-2004			Year 2 2004-2005			Year 3 2005-2006			Year 4 2006-2007			Year 5 2007-2008		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
312	Criminal Investigation	Elective		41			43		17	35	36		33	35			35
314	Crime Scene Investigation <sup>1</sup>	Elective			40			40			37			39			35
413	Business & Industrial Security	Elective								30							
450	Business & Industrial Security	Elective														17	
485	Independent Study	Elective			4			1				2			3	1	
486	Independent Study	Elective							1								1
487	Independent Study	Elective				1											
488	Independent Study	Elective											2				
490	Internship	Elective	24	8	22	20	15	20	25	13	13	15	11	28	20	8	13
495H	Readings for Honors in CJ	Elective															

<sup>1</sup>Indicates courses added to the curriculum Spring 2004.

\* Indicate all courses other than the service courses here. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the **number of independent study students enrolled**, but **DO NOT** include individual names or the titles of the independent studies.

## Appendix VI Program Enrollment

Students	Year 1 2003-2004	Year 2 2004-2005	Year 3 2005-2006	Year 4 2006-2007	Year 5 2007-2008
New Students Admitted	81	69	71	79	60
Principal Majors Enrolled Area of Emphasis 1: Professional Studies	199	216	230	250	219
Principal Majors Enrolled Area of Emphasis 2: Legal Studies	122	131	115	98	102
Principal Majors Enrolled Area of Emphasis 3: Law Enf./Corr.	26	8	5	2	1
Principal Majors Enrolled No Area of Emphasis	32	33	28	20	16
Second Majors Enrolled*	9	8	8	9	13
Third Majors Enrolled:**					
Other Areas of Emphasis (i.e., education specialization majors)					
Minors***	1	2	3	2	2
<b>Grand Total of Students Enrolled in the Program</b>	<b>389</b>	<b>398</b>	<b>389</b>	<b>381</b>	<b>353</b>
<b>Graduates of the program</b>	<b>54</b>	<b>70</b>	<b>54</b>	<b>78</b>	<b>61</b>

\*If known. This information is not completely accurate at this time, as students often do not declare a second major until the junior evaluation or the student has her/his primary major in another college.

\*\*On occasion you may have a student enrolled in your program who is declaring your program as a 3<sup>rd</sup> major.

\*\*\*If known. This information is not completely accurate at this time, as students often do not declare minors until the junior evaluation or senior application for graduation.

# Chart I

## Assessment Summary Marshall University

### Assessment of Student Outcomes: Component/Course/Program Level

Component Area/Program/Discipline: Criminal Justice, B.A.

YEAR: 2008-2009

Component / Course / Program Level					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
Upon completion of the B.A. program in Criminal Justice, students will be able to:  1. Describe and apply basic criminal justice information and concepts					
	CJ faculty teaching CJ 200, 302, 322, 325, 400, 490	Test questions from relevant courses	Mean score of at least 80% on relevant test questions in each information area	Not assessed in 2007-2008	Questions are being developed to embed in all required CJ courses in 2008-09 AY. Pre-test/post-test is being piloted in one course in Fall 2008
	CJ faculty teaching CJ 404 and CJ 423	Relevant senior comprehensive exam questions	Mean evaluation score of 2.8 on a four-point scale on relevant comprehensive examination	Not assessed in 2007-2008	Senior comprehensive exam is being piloted in Fall 2008 semester
	Department and College of Liberal Arts	Relevant questions from the senior exit surveys administered by CoLA upon application for graduation	Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome	Not assessed in 2007-2008	New senior survey is in place for graduating seniors, effective Fall 2008

Component / Course / Program Level					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
2. Demonstrate critical thinking and problem solving skills relevant to criminal justice	Department Chair	Relevant questions from alumni surveys	Mean rating of at least 4 (satisfied) on five-point satisfaction scale on survey questions related to this outcome	88/99 respondents (92%) were satisfied or very satisfied with their knowledge of the conceptual bases of the criminal justice process	Alumni survey is posted online, so assessment continues
	Department Chair	Relevant questions from employer surveys	Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome	Not assessed in 2007-2008	Employers identified from alumni surveys will be surveyed in 2008-09 AY
	CJ faculty teaching CJ 200,302,322,325, 400, 490	Test questions from relevant courses	Mean score of at least 80% on relevant test questions in each information area	Not assessed in 2007-2008	Questions are being developed to embed in all required CJ courses in 2008-09 AY
	CJ faculty teaching CJ 404 and 423	Relevant senior comprehensive exam questions	Mean evaluation score of 2.8 on a four-point scale on relevant comprehensive examination	Not assessed in 2007-2008	Senior comprehensive exam has been developed and is being piloted in Fall 2008 semester
	CJ faculty teaching CJ 404 and 423	Written and oral reports of original research	Mean evaluation score of 2.8 on a four-point scale on each section of the research document scoring rubric pertaining to writing	In CJ 404, 40/52 (77%) passed the upper division writing requirement. In CJS 423, 15/26 (58%) passed the upper division writing requirement. Data for oral reports of research are not available.	Writing requirements are being structured in all CJ courses and part time faculty will be advised of the need to emphasize original research and written and oral communication skills

Component / Course / Program Level					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
3. Use appropriate social science and/or legal research and skills and resources to complete original research in criminal justice	Department Chair and College of Liberal Arts	Relevant questions from senior exit surveys administered by CoLA upon application for graduation	Mean rating of at least 4 (satisfied) on five-point satisfaction scale on survey questions related to this outcome	Not assessed in 2007-2008	New senior survey is in place for graduating seniors, effective Fall 2008
	Department Chair and OAPR	Relevant questions from alumni surveys collected by OAPR from students who graduated 2005, 2006, and 2007	Mean rating of at least 4 (satisfied) on five-point satisfaction scale on survey questions related to this outcome	29/35 (83%) agreed or strongly agreed that they had developed critical thinking skills.	
	Department Chair	Relevant questions from employer surveys	Mean rating of at least 4 (satisfied) on five-point satisfaction scale on survey questions related to this outcome	Not assessed in 2007-2008	Employers identified from alumni surveys will be surveyed in 2008-09 AY
	CJ faculty teaching CJ 404 and CJ 423	Conduct original research and report findings in a research document	Mean evaluation score of 2.8 on a five-point scale on each section of the research document	In CJ 404, 40/52 (77%) passed the upper division writing requirement. In CJS 423, 15/26 (58%) passed the upper division writing requirement. Data for oral reports of research are not available.	Writing requirements are being structured in all CJ courses and part time faculty will be advised of the need to emphasize original research and written and oral communication skills
	Department Chair and College of Liberal Arts	Relevant questions from the senior exit surveys administered by CoLA upon application for graduation	Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome	Not assessed in 2007-2008	New senior survey is in place for graduating seniors, effective Fall 2008

Component / Course / Program Level					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
4. Effectively communicate in both oral and written formats using discipline-appropriate vocabulary and dialogue	Department Chair and OAPR	Relevant questions from alumni surveys collected by OAPR from students who graduated 2005, 2006, and 2007	Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome	35 respondents rated the development of their ability to write effectively at 1.86/5	
	Department Chair	Relevant questions from employer surveys	Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome	Not assessed in 2007-2008	Employers identified from alumni surveys will be surveyed in 2008-09 AY
	CJ faculty teaching CJ 404 and 423	Research papers/documents	Mean evaluation score of 2.8 on a four-point scale on each section of the research document scoring rubric pertaining to writing	In CJ 404, 40/52 (77%) passed the upper division writing requirement. In CJS 423, 15/26 (58%) passed the upper division writing requirement. Data for oral reports of research are not available.	Writing requirements are being structured in all CJ courses and part time faculty will be advised of the need to emphasize original research and written and oral communication skills
	CJ faculty teaching CJ 404 and 423	Relevant senior comprehensive exam questions	Mean evaluation score of 2 on a four-point scale on relevant comprehensive examination	Not assessed in 2007-2008	Senior comprehensive exam has been developed and is being piloted in Fall 2008 semester
	CJ faculty teaching CJ 200, 302, 322,322, 325, 400, 490	Oral presentation of research	Mean rating of 2 (satisfactory) on a three-point scale (3 being exemplary)	Not assessed in 2007-2008	Oral presentation of research will be built into at least two courses required by all CJ majors

Component / Course / Program Level					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
5. Recognize and apply ethical principles of the discipline in regard to research, use of sources, collaboration with colleagues, and principled decision/policy making	Department Chair and OAPR	Relevant questions from senior exit surveys collected by OAPR from students who graduated 2005, 2006, and 2007	Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome	29/35 (83%) of respondents agreed or strongly agreed that they had developed the ability to write effectively. 27/29 (77%) of respondents agreed or strongly agreed that they had developed the ability to express themselves effectively through speaking.	
	Department Chair	Relevant questions from employer surveys	Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome	Not assessed in 2007-2008	Employers identified from alumni surveys will be surveyed in 2008-09 AY
	CJ faculty teaching CJ 400	Conduct original research and report findings in a research document and complete class assignments	Mean evaluation score of 2.8 on a four-point scale on each section of the research proposal scoring rubric pertaining to writing and designated class assignments	Not assessed in 2007-2008	Rubrics and designated assignments are being developed in 2008-09 AY. CJ 400 will be a required course for all CJ majors beginning Fall 2009.
	CJ faculty teaching CJ 404 and CJ 423	Relevant senior comprehensive exam questions	Mean evaluation score of 2 on a four-point scale on relevant comprehensive examination	Not assessed in 2007-2008	Senior comprehensive exam has been developed and is being piloted in Fall 2008 semester

Component / Course / Program Level					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
6. Successfully enter into discipline-appropriate employment as a professional in criminal justice or, if desired, continue education in graduate and/or law school	Department Chair	Relevant questions from employer surveys	Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome	Not assessed in 2007-2008	Employers identified from alumni surveys will be surveyed in 2008-09 AY
	Department Chair and College of Liberal Arts	Relevant questions from the senior exit surveys administered by CoLA upon application for graduation	Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome	Not assessed in 2007-2008	New senior survey is in place for graduating seniors, effective Fall 2008
	Department Chair and OAPR	Relevant questions from alumni surveys collected by OAPR from students who graduated 2005, 2006, and 2007	Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome	57/94 (61%) respondents indicated they are not working in a criminal justice related profession. 82/96 (85%) of respondents agreed or strongly agreed that they received an excellent pre-professional education in the CJ Department at Marshall. 50/99 (51%) respondents had obtained a higher degree above their bachelor's degree.	

Component / Course / Program Level					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
7. Demonstrate comprehension of discipline-appropriate technology, including computer hardware and software	Department Chair	Relevant questions from employer surveys	Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome	Not assessed in 2007-2008	Employers identified from alumni surveys will be surveyed in 2008-09 AY
	CJ faculty teaching CJ 404 and 423	Relevant senior comprehensive exam questions	Mean evaluation score of 2 on a four-point scale on relevant comprehensive examination	Not assessed in 2007-2008	Senior comprehensive exam has been developed and is being piloted in Fall 2008 semester
	Department Chair and College of Liberal Arts	Relevant questions from senior exit surveys administered by CoLA upon application for graduation	Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome	Not assessed in 2007-2008	New senior survey is in place for graduating seniors, effective Fall 2008
	Department Chair and OAPR	Relevant questions from alumni surveys collected by OAPR from students who graduated 2005, 2006, and 2007	Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome	30/35 (86%) of respondents agreed or strongly agreed that they had increased their competency in basic computer operations. 20/35 (57%) agreed or strongly agreed that they had received training in computers and technology that was appropriate for my major field.	Faculty members will review and consider ways in which computer applications relevant to CJ can be made available in courses.

**Component / Course / Program Level**

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
	Department Chair	Relevant questions from employer surveys	Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome	Not assessed in 2007-2008	Employers identified from alumni surveys will be surveyed in 2008-09 AY

Office of Assessment & Program Review

April 8, 2008

Margaret Phipps Brown, Chair  
Criminal Justice  
COLA

Dear Peggy,

This letter will document that the Office of Assessment did not receive an annual assessment report for the BA in Criminal Justice for the academic year 2006 – 2007. I would be happy to work with you as you develop your assessment plan. I can be reached at 62987 or at [reynoldm@marshall.edu](mailto:reynoldm@marshall.edu)

Sincerely,



Mary E. Reynolds  
Interim Director of Assessment

C: Dr. Donna Spindel, Interim Dean, COLA

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Office of Program Review and Assessment  
Academic Affairs  
Marshall University  
Huntington, WV 25755-2003

To: Peggy Brown, Chair, Department of Criminal Justice  
From: Bob Edmunds, Coordinator for Program Review and Assessment  
Date: July 13, 2006

**Yearly Assessment Report for: BA Criminal Justice**

Thank you for submitting the Yearly Assessment Report for the program. Please use the information in this report to guide your assessment activities during AY 2006-2007

The Yearly Assessment Report for documenting AY 2005-2006 assessment activities is due by October 3, 2006. If the program is scheduled for a program review during the 2006-7 academic year, the Program Review will suffice as the documentation of assessment activities and no separate report will be due.

**Reviewer summary of yearly assessment report:**

What follows is a brief critique of the report you submitted for the academic year 2004-2005. In most cases the report has been reviewed by members of the University Assessment Committee.

Yearly Assessment Report Critique	
I. a. Program goals:	Program goals were not stated. No narrative accompanied the chart.
b. Learning outcomes and data collection:	The learning outcomes were stated. Outcomes 4 and 5 probably are not well stated. These are more program goals rather than outcomes. While it is a good thing if all of the graduates find employment or attend graduate school, this is probably not a real function of the program. Providing the competencies necessary for each of these goals is the essential part of what the program should be doing. Summary data were provided.
c. Results:	General statements were provided as to faculty action, but at some point, the program should make the changes and then test the changes to see if there is any difference.
II. BOT Initiative #3:	None listed. This office is not sure if there is any such test on the market.
III. Plans for current year:	Encourage faculty to revise course requirements.
IV. Assistance needed:	None stated
V. Lessons learned:	None stated

**Review of the Assessment Summary Chart "Marshall University: Assessment of Student Outcomes."**

This chart will help the program and the University Assessment Committee monitor a program's patterns of evidence. Please remember that a program does not have to assess every outcome every year; however, within a 3-4 year period of time all program objectives must be evaluated, results analyzed, and actions taken (feedback loop) documented.

The unit provided an assessment summary chart. The program student academic achievement outcomes were listed but may be so broadly cast as to be difficult to measure. Two of the outcomes fit more into the category of program goals than as measurable learning outcomes. Specific measuring instruments should be identified with

accompanying data. The feedback loop is loosely described and, therefore, needs to be more specific with particular interventions determined by the faculty. In some cases, specific changes may be delayed pending collection of more data.

#### Efficacy of Assessment:

Programs are evaluated in terms of the development of measurable learning outcomes, the use of viable assessment measures, and the implementation of an effective feedback loop. The current report has been evaluated based on these categories. This year the report shows program scores from 2000-2001 to the present.

Scores					
Categories	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
I. Learning Outcomes	1	2	1		2
II. Assessment Measures	2	2	2		2
III. Feedback Loop	1	2	2		2
Total Overall Score:	4	6	5.3		6
Level of Implementation (efficacy of assessment)	2	2	2	No Report	2

Score Ranges	
Score Ranges 0-3 in each of the three categories	A score of 0 indicates minimum activity in the category
	A score of 1 indicates that a program is in the beginning stages of assessment
	A score of 2 indicates that a program is making progress toward implementing a viable assessment program
	A score of 3 indicates that a program is in the maturing stages of its assessment program

Levels of Implementation Efficacy of Assessment	
A total overall score between 0 and 3 indicates	Level 1: the program is in the beginning stages of its assessment of student academic achievement
A total overall score between 4 and 6 indicates	Level 2: the program is making progress toward implementing a viable assessment program
A total overall score between 7 and 9 indicates	Level 3: the program is in the maturing stages of continuous improvement of student academic achievement

#### Interpretation:

The unit has listed the learning outcomes. Two of the outcomes are more programmatic goals than learning outcomes and need to be revisited. Learning outcomes should indicate measurable student academic achievement. Goal #3 could be divided into several more easily measurable outcomes. The unit has some measures (both direct and indirect) in place. The unit should expand the number of measuring instruments it uses and specifically state what they are and how they are used to determine student competence.

#### Recommendations:

The unit has an assessment process in place and should revise several of its outcomes, specify particular measuring instruments and then show how the results are being used to improve student learning in the unit.

**General Comments:**

Thanks so much for continuing to aid Marshall in its ongoing assessment efforts.

Enclosure

Office of Program Review & Assessment

July 29, 2005

Dr. Margaret Phipps Brown, Chair  
Department of Criminal Justice  
Marshall University

**SUBJECT: Yearly Assessment Reports for BA Criminal Justice, MS Criminal Justice**

Dear Peggy:

The Office of Program and Review did not receive a copy of the yearly assessment reports for the programs in Criminal Justice for the academic year 2003-2004. Marshall University's assessment plan requires that all programs participating in the 5 year program review process prepare an annual assessment report.

The yearly assessment reports for the programs in Criminal Justice will be due on October 3, 2004 which will cover the 2004-2005 academic year. Please be sure to include a narrative section as well as an Assessment Summary Chart.

If you need assistance with these reports please contact this office.

Sincerely,



Robert F. Edmunds  
Coordinator for Program Review and Assessment

Office of Program Review & Assessment

04

To: Dr. Peggy Brown, Chair, Department of Criminal Justice  
From: Bob Edmunds, Coordinator for Program Review and Assessment  
Date: August 12, 2004

Subject: Yearly Assessment Report, BA, Criminal Justice

1. Thank you for submitting the Yearly Assessment Report for the program. Please use the information in this report to guide your assessment activities during AY 2004-2005.

2. What follows is a brief critique of the report you submitted for the academic year 2002-2003.

I. a. Program goals:	Program goals were not mentioned. Most likely no changes have been made.
b. Learning outcomes and data collection:	The outcomes were listed. Data have been collected.
c. Results:	The results were listed for the various assessment tools.
II. BOT Initiative #3:	There is no national standard available. The program is working on setting standards based on student performance and professional society activity.
III. Plans for current year:	Preparing a Course/Outcomes Matrix
IV. Assistance needed:	For OPRA to provide feedback.
V. Lessons learned:	The need to make sure that course outcomes and teaching methods are in line with the student outcomes.

3. Review of the Assessment Summary Chart "Marshall University: Assessment of Student Outcomes."

This chart will help the program and the University Assessment Committee monitor a program's patterns of evidence. Please remember that you do not have to assess every outcome every year; however, within a 3-4 year period of time all program objectives must be evaluated, results analyzed, and actions taken (feedback loop) documented.

The chart is present. Thanks. The program has been actively engaged in the assessment process. Data have been collected and analyzed. Action taken has been noted. Keep up the good work. As you measure student academic achievement over the years, trends will become apparent and standards and benchmarks can be established against which future classes can be measured. It should take several years to accumulate enough data with which to be confident in making programmatic decisions.

4. Efficacy of Assessment:

As Marshall approaches its ten year self-study by the North Central Association's Higher Learning Commission, programs will be measured in terms of their efficacy of assessment. Programs are evaluated in terms of the development of measurable learning outcomes; the use of viable assessment measures and the implementation of an effective feedback loop. The current report has been evaluated based on these categories. Scores can range from 0-3 in each category. Overall total scores ranging from 1-3 indicate that the program is in the Beginning Stages of developing a viable assessment program. Overall scores ranging from 4-6 indicate that a program is making progress toward implementing a viable assessment program and overall scores ranging from 7-9 indicate that a program is in the maturing stages of continuous improvement. All programs should be in Level 2 (overall score 4-6) (Making progress toward implementing a viable assessment program) or Level 3 (overall score 7-9) (Maturing stages of continuous improvement) by May 2005.

Scores:	
I. Learning Outcomes	1
II. Assessment Measures	2
III. Feedback Loop	2
Overall Score:	5.3

Interpretation: The program has achieved an overall score of 5.3 which places it at Level 2 of the NCA/HLC efficacy of assessment. I'm not sure why one reviewer checked the learning objectives block at level 0. However, the program has a set of learning outcomes which, although somewhat general, relate to the discipline. I feel that the program is in Level 2 and making progress toward implementing a viable assessment program. As the program gathers more evidence more effective decisions can be made and the program can reflect on the data to make effective changes in the program.

5. Recommendations:

The program should continue with its current activities. All outcomes do not have to be measured every semester or every year. The program could divide the outcomes into perhaps 3 units and assess them over a 3 year period of time. It would be a good idea for the program to look at its program outcomes/course objectives matrix and refine the points of assessment. A thoughtful analysis of course objectives, program objectives and student performance will help significantly.

6. General Comments:

It is imperative that programs keep a record of their assessment activities and have this information available for the NCA/HLC site committee if requested.

7. Thanks so much for continuing to aid Marshall in its ongoing assessment efforts.

Enclosures

# Appendix A

The Academy of Criminal Justice Sciences (ACJS), an international organization established in 1963 to foster professional and scholarly activities in the field of Criminal Justice, established certification standards for Criminal Justice programs of higher education in May, 2005. According to ACJS, “[t]he goal of ACJS in adopting these Standards and implementing a Certification Review process is to measurably improve the quality of criminal justice education. The ACJS Certification is designed to evaluate evidence-based compliance with the Certification Standards.”

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**Academy of Criminal Justice Sciences**  
Certification Standards for College/University  
Criminal Justice Baccalaureate Degree Programs

Adopted by ACJS Executive Board: May 2, 2005  
Amended October 28, 2005

For Further Information Contact:  
ACJS Executive Director: Dr. Mittie D. Southerland  
1525 State Route 2151  
Melber, KY 42069  
E-mail: [ExecDir@acjs.org](mailto:ExecDir@acjs.org)  
Phone: (270) 674-5697  
Web: [www.acjs.org](http://www.acjs.org)

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## **ACJS Program Certification Review Process**

1. A regionally accredited college or university interested in initiating the Certification Process must be an institutional member of ACJS for at least one year prior to the application. Active institutional membership must be maintained throughout the review process and following Certification. (The requirement regarding length of institutional membership may be waived at the discretion of the ARC Chair and the ACJS Executive Director until 2007.)
2. The institution submits a letter of intent to pursue ACJS Program Certification (from the institutional president or chief academic officer), a completed application, and a three to five page statement describing the type of program, future program plans, and a timetable estimating completion dates of the self-study and anticipated on-site review. The self-study is an arduous year-long process of reflection about and examination of the criminal justice program and its outcomes. The self-study results in a document and all the associated evidence that demonstrates the extent to which the program meets or exceeds the certification standards.

The application will include statements by the applicant that:

- a. the ACJS Program Certification Review is a voluntary review with no appeal
  - b. the "certification" decision of the ACJS Executive Board is final
  - c. the college or university is willing to pay the fees associated with the process
  - d. fees are non-refundable
  - e. fees will be paid upon receipt of bill from ACJS
  - f. the institution has 12 months from application date to complete and submit the self-study, and
  - g. by submitting an application, the institution agrees to the foregoing disclaimers.
3. The fees for the process are based on the highest degree program to be reviewed, the number of days for the site visit, and the number of reviewers (see table below). For example, an institution that seeks certification for an associate, baccalaureate, and master's degree programs would use the graduate fee structure to determine its fee.

The typical review requires two or three reviewers on-site for two or three days. Very large programs, departments with multiple programs, or programs with multiple sites may require four reviewers. In extremely unusual circumstances, more than four reviewers may be required. In unusual circumstances when more than four reviewers or more than three days are required, the fees will be adjusted accordingly.

Add \$1000 to the fee for each satellite campus or location where a substantial portion of a degree or a certificate program is offered away from the main institution.

Institutions should be advised that additional fees may accrue for follow-up review of programs for which certification is deferred. Such fees will depend upon the nature of the deferral (see #9 below).

Fee structure (1 day equals approximately 8 hours devoted to the review):

	Two reviewers	Three reviewers	Four reviewers
Community College			
One day	\$2,400	\$2,800	\$3,200
Two days	\$3,300	\$4,100	\$4,900
Three days	\$4,200	\$5,400	\$6,600
Four year			
One day	\$2,900	\$3,300	\$3,700
Two days	\$3,800	\$4,600	\$5,400
Three days	\$4,700	\$5,900	\$7,100
Graduate			
One day	\$3,400	\$3,800	\$4,200
Two days	\$4,300	\$5,100	\$5,900
Three days	\$5,200	\$6,400	\$7,600

4. Upon receipt of the application documents, the ACJS Executive Director will contact the Chair of ARC and ask him/her to begin working with the institution. The ARC

Chair will communicate with the institution's contact to ensure that the institution understands the protocol.

5. ARC Chair will determine the number of reviewers and the number of days for the on-site review in consultation with the ACJS Executive Director and the applicant institution. ACJS will bill the institution for applicable fees. One Review Team member serves as the team chair and is the primary author of the report.
6. After the application and fees have been received:
  - a. the ARC Chair will provide clarification and advice to the program on the self-study document. The institution will have 12 months to complete its self-study and provide any other relevant documentation.
  - b. the ARC Chair will contact potential certification team members with a tentative schedule to determine their availability.
7. The ARC Chair will provide a list of potential reviewers to the institution requesting certification. The list must include at least 3 more individuals than required for the Review Team. No reviewer will visit a program/institution in the state where his/her academic institution is located. The ARC Chair will select reviewers who are appropriate for the kind of institution requesting the certification visit. For example, faculty with graduate-level experience will be selected to review graduate programs. The institution should communicate with the ARC chair if there is a significant conflict of interest or other significant problem with any individual on the potential reviewer list. Upon such notification, the ARC Chair will strike that individual from the list and determine whether additional potential reviewers must be sought. The ARC Chair selects the Review Team from the final potential reviewer list which must include at least 2 more individuals than required for the Review Team.
8. On completion of the self-study and other relevant documentation, the institution is responsible for providing a copy of these documents directly to:
  - a. the ARC Chair
  - b. the ACJS National Office
  - c. the ACJS Executive Director
  - d. each Review Team member

The institution assumes the cost of postage to mail these documents and any other documents the reviewers may request subsequently.

9. The institution will deal directly with the reviewers regarding travel arrangements. All costs associated with travel must be submitted by the Review Team members to the ACJS National Office on ACJS travel forms. The institution will be billed by ACJS for these costs. The institution is responsible for all travel expenses for all Review Team members.
10. The institution will develop an itinerary for the site visit which will include time for interviewing all members of the faculty, a sample of adjunct faculty, students, and administrators who are responsible for the day-to-day operations of the program or the program's plan. The program will make all arrangements for scheduled meetings. The itinerary will include time for the Review Team to meet privately at the beginning and end of the site visit and each day of the visit to coordinate,

organize, and share information. The itinerary will also include two 15 minute rest breaks every half-day. When interviewing multiple people where one person is the supervisor of those individuals, the meetings should be conducted separately. A list should be provided of all individuals to be interviewed including the full name, title, relationship to the program, and short bio. A clock should be provided in the room where interviews are held to assist the team in staying on schedule.

11. Site visit occurs.

The Review Team may make no comments regarding the likelihood of the program receiving certification in any formal or informal communication with members of the institution at any time in the process. The ACJS President will communicate the Board's decision regarding certification.

12. The Review Team will have 30 days to complete a draft of the certification review report which includes no recommendations regarding certification. The draft report will be submitted to the institution (one copy to the department and one copy to the Academic Dean). The institution will have fourteen (14) days to correct any inaccuracies in the report. Once the institution has submitted its corrections to the Review Team Chair, the Review Team Chair will share the corrections with team members and finalize the report.

13. The Review Team upon review of the final report will decide what to recommend regarding certification. The Program Certification Review process is an evidence-based review process. The issue does not concern the institution's good intentions to deliver quality academic programs. The review team must not recommend certification unless the institution has provided evidence demonstrating that the program is in compliance with all requirements of the certification standards.

14. Review Team Chair sends the final report and separate Review Team recommendation to the ARC Chair with a copy to the ACJS National Office and the ACJS Executive Director.

15. ARC Chair corresponds with the institution to provide a copy of the Review Team's final report without the recommendation section and to inform the institution of the date of next ACJS Executive Board meeting. No evaluation is included in this correspondence.

16. The ARC members vote on the recommendation of the Review Team. The ARC can only recommend certification if the institution has demonstrated evidence that the program is in compliance with all certification standards.

The ARC Chair and members may make no comments regarding the likelihood of the program receiving certification in any formal or informal communication with members of the institution at any time in the process. The ACJS President will communicate the Board's decision regarding certification.

17. The ARC Chair submits the ARC recommendation to the ACJS Executive Board for final approval. ACJS Executive Board will consider ARC recommendations regarding certification twice a year. Certification final decisions will be made at the Board's

mid-year meeting which is generally held in August or September and at the ACJS Annual Meeting.

The ACJS Executive Board has three options regarding the Certification Program Review:

**Approval** (requires compliance with all standards).

**Defer** (identifies the standard(s) that have not been met and the date of deferral; the deadline for deferred programs to submit evidence of compliance with all standards is one year from the date of deferral; after one year, the status of the review will automatically change to "denied" and the application expires. A new application (and fees) is required to re-initiate the Program Certification Review process.

**Denied** (failed to meet standards).

There is no appeal process for institutions in the certification process. However, an institution that has been deferred will have one (1) calendar year from the time of deferral to make the recommended changes.

An institution that has been deferred submits an update on the self-study report to the ARC Chair. This update is to take the form of a letter or memo and appropriate documentation that demonstrates evidence of compliance with all standards. The ARC will review the materials and then make a certification recommendation to the ACJS Executive Board. The ACJS Executive Board will consider these recommendations only at the midyear and annual meetings and will decide to approve or deny certification.

18. The ACJS President will notify the institution of the ACJS Executive Board's decision regarding certification.
19. ACJS will acknowledge the certified programs on its website and in any annual published reports. Certified programs will also be listed in the Annual Meeting Program book, and participants at the Annual Meeting whose programs have been successfully certified will have a special certification notation on their identification badge.
20. The length of ACJS certification for each program is ten (10) years from the date of Board approval. Schools may elect to be considered early for recertification.

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## **Certification Standards for College/University Criminal Justice Baccalaureate Degree Programs**

### **Introduction**

These standards acknowledge the accreditation process conducted by each of the regional associations of colleges and schools. These regional agencies accredit the total institution

and evaluate the work of criminal justice programs within those institutions. It is the intent of ACJS through the standards[1] set forth in this document to supplement the regional accreditation process by providing guidance for the internal and external evaluation of criminal justice programs.

Throughout the standards, 'program' refers to criminal justice degree programs. Following each section of standards is a list of *selected indicators* that should be used by an institution to demonstrate that it meets the standard. The bracket at the end of each indicator denotes the standard(s) it addresses. Institutions may provide evidence of compliance through appropriate indicators not listed in this document.

The ACJS Program Certification Review process is evidence-based. To be certified the institution must provide evidence demonstrating that the program is in compliance with all requirements of the certification standards.

## **Quality Standards for the Baccalaureate Degree in Criminal Justice**

### **Section A: Program Mission and History**

#### **Standards:**

**A.1** The program has a stated mission and set of purposes derived from and consistent with the overall mission and purposes of the institution of higher education.

**A.2** A history of the program is provided.

#### **Selected Indicators:**

**I-** Statement of program mission and purposes [A.1]

**A.a.**

**I-** Statement of institutional mission and purposes [A.1]

**A.b.**

**I-A.c.** Statement demonstrating how program mission and purpose derived from and is consistent with institution's mission and purpose [A.1]

**I-** Brief history of the program, describing its evolution from inception to present form [A.2]

**A.d.**

### **Section B: Program Structure and Curriculum**

#### **Standards:**

**B.1** The program clearly specifies and publishes program goals, objectives, and requirements. The institution's mission and purposes are reflected in the specific educational objectives of the program. Requirements for the program are based upon clearly defined and articulated learning objectives, including a mastery of the knowledge, methods of inquiry, and intellectual skills pertinent to the study of the causes, consequences, and responses to crime and its interrelatedness to other areas of inquiry.

**B.2** The program design is characterized by sufficient content, breadth, depth, coherence, and

rigor appropriate to its higher education level. Individual courses and programs are dynamic and responsive to new developments in the field and modes of inquiry.

- B.3** The program and courses provide an opportunity for reflection and for analysis of the subject matter. Programs and courses offered on other than the usual semester/quarter hour basis or through distance learning modalities (internet, television, video-conferencing, or other means) or through different divisions of the institution (e.g., day division, evening division, continuing education division) demonstrate that students completing these programs or courses acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods and modalities.
- B.4** The methods of evaluation of student performance are appropriate and consistent with established institutional and academic standards and are comparable to other programs throughout the institution.
- B.5** The broad scope of the field of criminal justice is reflected in the undergraduate curriculum and is a balanced presentation of the issues of the field. All baccalaureate degree programs must demonstrate that the content areas below are substantively addressed in the curriculum. Individual courses may address multiple content areas.

**Table 1: Required Content Areas and Related Topics**

<b>Content Area</b>	<b>Related content topics include but are not limited to:</b>
<b>Administration of Justice</b>	Contemporary criminal justice system, major systems of social control and their policies and practices; victimology; juvenile justice; comparative criminal justice
<b>Corrections</b>	History, theory, practice and legal environment, development of correctional philosophy, incarceration, diversions, community-based corrections, treatment of offenders
<b>Criminological Theory</b>	The nature and causes of crime, typologies, offenders, and victims
<b>Law Adjudication</b>	Criminal law, criminal procedures, prosecution, defense, and court procedures and decision-making
<b>Law Enforcement</b>	History, theory, practice and legal environment, police organization, discretion, and subculture
<b>Research and Analytic Methods</b>	Quantitative - including statistics - and qualitative, methods for conducting and analyzing criminal justice research in a manner appropriate for undergraduate students

- B.6** In addition to the content areas above, an undergraduate program in criminal justice

includes a systematic examination of the issues of diversity in criminal justice through either specific required courses and/or the integration of these issues within the program's curriculum. Further, programs should provide evidence that students are taught to employ ethical perspectives and judgments in applying this knowledge to related problems and changing fact situations.

- B.7** A variety of criminal justice electives are available consistent with faculty, resources, and program objectives. Some degree programs will offer concentrations in specific areas, depending upon the composition of the student body and faculty expertise.
- B.8** Programs have elective internship opportunities available to upper-level students. Measures are taken to ensure that internships are integrated into the academic component of the program and related to educational objectives.
- B.9** The purpose of undergraduate programs in criminal justice is to educate students to be critical thinkers who can communicate their thoughts effectively in oral and written form. Programs should familiarize students with facts and concepts and teach students to apply this knowledge to related problems and changing situations. Primary objectives of all criminal justice programs include the development of critical thinking; communication, technology, and computing skills; quantitative reasoning; ethical decision-making; and an understanding of diversity.
- B.10** The undergraduate criminal justice program affords students the opportunity to develop knowledge and skills above the introductory level through a logically sequenced, coherent, and rigorous body of coursework. Baccalaureate and associate degree programs should coordinate their curriculum efforts in order to facilitate transfer of students. No more than 50% of required criminal justice courses at the baccalaureate level can come from an associate degree program. A baccalaureate major in criminal justice should require one-third of its semester hours in criminal justice and related cognates.
- B.11** All undergraduate programs in criminal justice are part of a broadly based degree program with a balance of general education, required and elective courses in criminal justice and in related fields (cognates), and unrestricted electives wherever possible.

**Selected Indicators:**

- I-** Statement of program goals and objectives, including those for concentrations and options
- B.a.** [B.1]
- I-** Statement of all places where program goals and objectives are published including page
- B.b.** numbers, if applicable, and copies of relevant pages of these publications [B.1]
- I-** Indication that the institution's mission and purposes are reflected in the specific
- B.c.** educational objectives of the program [B.1]
- I-** Expected learning outcomes for each course [B.1; B.8]
- B.d.**
- I-** Demonstration that students' mastery of the program's stated learning objectives and
- B.e.** outcomes are formally and systematically assessed prior to completion of the program with documentation of methods and measures utilized [B.1]
- I-** Indication of where objectives of all criminal justice programs are taught in curriculum and
- B.f.** how measured, including the development of critical thinking; communication, technology and computing skills; quantitative reasoning; ethical decision-making; and an understanding of diversity [B.1; B.3; B.6]
- I-** Comparison of the mean grade point average of criminal justice students with the mean
- B.g.** grade point average institution-wide [B.2; B.4]
- I-** Statement regarding method used to ensure programs and courses are dynamic and

- B.h.** responsive to new developments in the field and new modes of inquiry [B.2]
- I-** Outline of curriculum, including required courses and number of semester/quarter hours in
- B.i.** criminal justice, cognate areas, and elective courses [B.2; B.7; B.8; B.9; B.10]
- I-** Course syllabi and copies of final exams for each criminal justice course [B.2; B.3; B.4;
- B.j.** B.8]
- I-** Comprehensive evaluation or capstone experience [B.3]
- B.k.**
- I-** Evidence, when applicable, that students taught on other than the usual semester/quarter
- B.l.** hour basis, through distance learning modalities, or through different divisions of the institution acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods and modalities [B.3]
- I-** Statement of methods used to evaluate student performance. Evidence that methods of
- B.m.** evaluating student performance are comparable to other programs throughout the institution and that the methods are appropriate and consistent with institutional and academic standards [B.4]
- I-** Indication of course(s) in which specific content areas are found in the core curriculum
- B.n.** [B.5; B.9]
- I-** Evidence that available criminal justice electives are consistent with faculty, resources,
- B.o.** and program objectives [B.7]
- I-** When degree programs offer concentrations, evidence that these concentrations are
- B.p.** supported by student body composition and faculty expertise [B.7]
- I-** Evidence that elective internships are integrated into the academic component of the
- B.q.** program and related to educational objectives [B.8]
- I-** Evidence that graduates are critical thinkers with effective oral and written communication
- B.r.** skills [B.9]
- I-** Evidence that graduates are familiar with criminal justice facts and concepts and can apply
- B.s.** the knowledge to problems and changing situations [B.9]
- I-** Explanation of rationale behind sequencing of courses [B.9]
- B.t.**
- I-** Evidence that the program coordinates curriculum to facilitate student transfer from
- B.u.** associate degree programs [B.10]
- I-** Undergraduate catalog [B.11]
- B.v.**

## Section C: Faculty for Baccalaureate Degree Programs

### Standards:

- C.1** Criminal justice faculty credentials, number, diversity of educational and professional experience, time commitment and performance are sufficient to accomplish the program's mission and objectives. Faculty specializations are considered in recruitment and hiring decisions.
- C.2** Faculty holding terminal degrees in the field of criminal justice or fields appropriate to criminal justice are actively sought. Institutions do not have undue dependence on faculty who are graduates of their own programs.
- C.3** The institution employs an open and orderly process for recruiting and appointing faculty. Criminal justice program faculty members direct the search process for new program

faculty members.

- C.4** Two-thirds of all full-time faculty in baccalaureate degree programs must hold an earned doctorate (PhD) in criminal justice or a closely related discipline. When a faculty member holds a graduate degree in a closely related discipline, there should be evidence of experience, scholarship, and professional involvement, demonstrating a clear commitment to and identification with the field of criminal justice.
- C.5** All baccalaureate degree programs should strive to have all faculty members with terminal degrees.
- C.6** A program's faculty FTE to student ratio must comply with the standards of that region's institutional accrediting body (e.g. Middle States Association).
- C.7** Faculty assignments and workloads allow adequate time to provide effective instruction, advise and evaluate students, continue professional growth, and participate in scholarship, research, and service compatible with the mission and purposes of the institution and program.
- C.8** Graduate teaching assistants are qualified in terms of education, experience, and training in the field of criminal justice and are usually engaged in teaching only lower-level undergraduate courses. Where graduate teaching assistants are employed, the program carefully selects, trains, supervises and evaluates them.
- C.9** Faculty categories (e.g., full-time, part-time, adjunct) are clearly defined, as is the role of each category in fulfilling both the program's and the institution's mission and purposes. Orientation, oversight, evaluation, and professional development opportunities are provided for all faculty, including part-time and adjunct faculty. Criminal justice faculty members take advantage of these opportunities and take initiative in ensuring their continued competence and growth as teachers and scholars.
- C.10** Faculty members are demonstrably effective in carrying out their assigned responsibilities. The institution employs effective procedures for the regular evaluation of faculty appointments, performance, and retention.
- C.11** Programs rely on full-time faculty to teach core-courses and to deliver at least two-thirds of the teaching in the undergraduate degree program.

**Selected Indicators:**

- I-** Faculty vitae or Faculty Profile Form, including recent professional contributions [C.1; C.2; C.a. C.4; C.5; C.7; C.9]
- I-** Documentation of faculty recruitment efforts (newspaper advertisements, professional C.b. journal announcements, etc.) [C.1; C.2; C.5]
- I-C.c.** Description of process for recruiting and appointing criminal justice faculty including all personnel involved at each step [C.3]
- I-** Table of all faculty currently teaching in the program by full- and part-time status.
- C.d.** Indicate the course number, and name of courses taught by semester or quarter for the past two years. For each course, indicate the time, day, credit hour, location and whether the course is graduate or undergraduate level. Also indicate whether the course fulfills day, evening, or off-campus program requirements, if applicable [C.4; C.7; C.8; C.11]
- I-** Indication that the number of FTE students and majors complies with the standards of C.e. that region's institutional accrediting body (e.g., Middle States Association); provide the standards and formula [C.6]

- I-C.f.** Teaching load for all faculty [C.7]
- I-** Vitae of graduate teaching assistants, if applicable [C.8]
- C.g.**
- I-** Description of selection, training, supervision and evaluation of graduate teaching assistants, if applicable [C.8]
- C.h.**
- I-C.i.** Evidence that the role of each faculty category is clearly defined in fulfilling the program and institution's mission and purposes [C.9]
- I-C.j.** Description of orientation program for new faculty [C.9]
- I-** Institution funds spent on professional development [C.9]
- C.k.**
- I-C.l.** Evidence of faculty effectiveness [C.10]
- I-** Samples of performance evaluation forms [C.10]
- C.m.**
- I-** Faculty awards, recognitions [C.10]
- C.n.**
- I-** Indication of full-time and part-time, and FTE instructional faculty, by program [C.11]
- C.o.**
- I-** Full-time/part-time faculty ratio [C.11]
- C.p.**

**Other Supporting Materials:**

- I-C.q.** Institutional policy on hiring of faculty [C.3]
- I-C.r.** Faculty handbook [C.9]
- I-C.s.** Institution's faculty development policy [C.9]
- I-C.t.** Faculty evaluation policy and process [C.10]
- I-C.u.** Collective bargaining agreements, where appropriate [C.10]

## Section D: Admission and Articulation

### Standards:

- D.1** The institution specifies and publishes requirements for admission into, continuation in, termination from, or re-admission to its criminal justice program(s), which are compatible with its educational purposes. Graduation requirements are clearly stated in appropriate publications and are consistently applied in the process for awarding degrees. Degrees awarded accurately reflect student attainments.
- D.2** No credit toward graduation is awarded for pre-collegiate level or remedial work designed to prepare the student for collegiate study.
- D.3** Only credit from institutions that are accredited by their regional higher education accrediting body is accepted for transfer into an undergraduate criminal justice program. No academic credit is awarded by the criminal justice program for life experience or for military, police academy, or other professional training.
- D.4** Two-year and four-year colleges and universities enter into articulation and joint admission agreements whenever possible to clarify curricular issues and academic expectations for both parties. These agreements reflect discussion of how best to advise and prepare

students at two-year schools who are considering four-year degrees.

- D.5** No more than 10 percent of the criminal justice major credits are completed through knowledge-based examinations (e.g., CLEP). All credit earned through examination is clearly documented on the student's official transcript by specific course designations and numbers, including the source of the credit. Awarding blanket credit for criminal justice courses in a "block" is not allowed (e.g., "12 hours criminal justice credit").
- D.6** The institution awards degrees only to those students who have earned at least 50 percent of the credit hours in the criminal justice program through instruction offered by that institution.

**Selected Indicators:**

- I-D.a.** Undergraduate Catalog [D.1; D.2; D.3; D.5; D.6]
- I-** Admission requirements and policies for the program and for the institution as a whole
- D.b.** [D.1]
- I-D.c.** Statement of all places where program admission requirements and policies are published and copies of relevant pages of such publication(s) [D.1]
- I-** Enrollment and retention reports [D.1]
- D.d.**
- I-D.e.** Transcripts of current students and recent graduates [D.1; D.2; D.3; D.5; D.6]
- I-D.f.** Transfer policy including policy on credit for non-academic learning [D.3]
- I-** Agreements leading to the award or waiver of credit or payments for credits earned
- D.g.** outside of the institution [D.3]
- I-** Signed articulation agreements [D.4]
- D.h.**
- I.D.i.** Report of credits awarded through knowledge-based examinations [D.5]

## Section E: Resources

### Standards:

- E.1** The program has sufficient facilities, equipment (including classrooms, laboratories, information and computer technology), and budgetary resources to meet program objectives and the needs of faculty and students.
- E.2** Students have access to library and information resources, collections and services that are sufficient in quality level, diversity, quantity, and currency to support and enrich the criminal justice program's offerings.
- E.3** Library facilities are adequate to house the collection and equipment so as to foster an atmosphere conducive to inquiry, study, and learning among program students, faculty, and staff.
- E.4** A program's resources must be in compliance with the standards of that region's institutional accrediting body (e.g., Middle States Association).

**Selected Indicators:**

- I-** Budget for criminal justice program(s) for past three years [E.1]
- E.a.**
- I-** List and location of facilities and equipment available to students [E.1]

- E.b.**
- I-** List and location of facilities and equipment available to faculty [E.1]
- E.c.**
- I-** Vitae of librarians and support personnel [E.2]
- E.d.**
- I-** Library collection in criminal justice and related fields (number of books, monographs, journals and electronic resources) [E.2]
- E.e.**
- I-** Student use and technology policy, on and off-campus [E.2]
- E.f.**
- I-** Materials for locating and obtaining electronic information [E.2]
- E.g.**
- I-** Bibliographic instruction and library orientation for criminal justice students [E.2]
- E.h.**
- I-E.i.** Assessment results of use of library and information resources and facilities by criminal justice students and faculty [E.2; E.3]
- I-** Indication that the program's resources comply with the standards of that region's institutional accrediting body (e.g., Middle States Association); provide the standards and formula [E.4]
- E.j.**

## Section F: Student Services

### Standards:

- F.1** The program provides an environment that fosters the intellectual and personal development of its students, consistent with its mission and purposes.
- F.2** All students in the criminal justice program have access to appropriate and effective orientation, academic advisement, career development, and placement counseling.
- F.3** The institution systematically identifies the characteristics and learning needs of its criminal justice student population and makes provision for responding to them.

### **Selected Indicators:**

- I-F.a.** Student handbook [F.1]
- I-F.b.** Satisfaction survey results of students, graduates, alumni, and employers [F.1]
- I-F.c.** Summary of academic support services provided [F.2]
- I-F.d.** American Disabilities Act (ADA) requirements [F.2; F.3]
- I-F.e.** Demographic profile of admitted students [F.3]
- I-F.f.** Evidence of method to assess student learning needs and provision for responding to them [F.3]

## Section G: Integrity

### Standards:

- G.1** The criminal justice program exemplifies high ethical standards in the management of its affairs and in all of its dealings with students, faculty, staff, external agencies and organizations, and the general public. The program must be in compliance and in

congruence with the *ACJS Code of Ethics*.

- G.2** The program presents itself to students and other members of the interested public by providing information that is clear, complete, and accurate.
- G.3** Appropriate publications, print or electronic, contain the criminal justice program's mission, objectives, and expected educational outcomes; requirements and procedures and policies related to admissions and the transfer of credit; student fees, charges and refund policies; rules and regulations for student conduct; other items related to attending or withdrawing from the program; courses currently offered; academic policies, procedures and requirements for the criminal justice degree or other relevant forms of academic recognition.
- G.4** Relevant publications, print or electronic, also include a list of current criminal justice faculty and others teaching in criminal justice, indicating departmental or program affiliation, distinguishing between those who have full- and part-time status, graduate faculty status, and showing degrees held and the institutions granting them.
- G.5** The criminal justice program clearly indicates whether any offerings, courses, services, or personnel are not available during a given academic year. It does not list as current any courses not taught for two consecutive years, which will not be taught during the third consecutive year.
- G.6** The criminal justice program has readily available valid documentation for any statements and promises regarding such matters as program excellence, learning outcomes, success in placement, and achievements of graduates or faculty.

**Selected Indicators:**

- I-G.a.** Evidence of high ethical standards in management of the program and in dealings with students, faculty, staff, external agencies and organizations, and the general public [G.1]
- I-** Grievance/complaints and appeals procedures [G.1]
- G.b.**
- I-G.c.** Program copy of the *ACJS Code of Ethics* [G.1]
- I-** Evidence of compliance and congruence with *ACJS Code of Ethics* [G.1]
- G.d.**
- I-G.e.** Undergraduate catalog [G.2; G.3; G.4; G.5; G.6]
- I-G.f.** Program publications, including brochures, posters, web pages [G.2; G.3; G.4; G.5; G.6]
- I-** List of courses taught for previous three years [G.5]
- G.g.**
- I-** Documentation for statements regarding program excellence, learning outcomes, success
- G.h.** in placement, etc. [G.6]

## Section H: Program Quality and Effectiveness

### Standards:

- H.1** The program undergoes systematic evaluation of all program components and uses the results for program improvement.
- H.2** The program demonstrates that its graduates have acquired the knowledge and developed

the skills that are identified as the program's objectives and student learning outcomes.

**H.3** The program demonstrates that students completing courses in non-traditional time periods and modalities, in different divisions, and at satellite or branch campuses acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods, modalities and locations.

**H.4** The institution periodically reviews the program under established, clearly defined institutional policies and uses the results to improve student learning and program effectiveness. The review includes an assessment of effectiveness, currency, and continued need.

**Selected Indicators:**

**I-** Written program assessment plan [H.1]

**H.a.**

**I-** Indication of where program objectives are taught in curriculum, how learning outcomes are measured prior to graduation, and the results of such assessment [H.2]

**H.b.** Evidence demonstrating that the program is achieving its mission, goals, objectives and outcomes [H.2]

**I-** Results of program evaluation including graduate satisfaction with program, employer satisfaction with graduates; retention and graduation rates; placement rates [H.2]

**H.d.** Analysis of student evaluations of teaching [H.3]

**H.e.**

**I-** Evidence that students completing courses in non-traditional time periods and modalities, in different divisions, and at satellite or branch campuses acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods, modalities and locations [H.3]

**H.f.** Reports from institution's program reviews, indicating cycle of reviews, findings, and related program improvements [H.4]

**Other Supporting Material:**

**I-H.h.** Institution's policy on academic program review [H.4]

**I-H.i.** Institution's program assessment policy [H.4]

## Section I: Branch Campuses, Additional Locations, and Other Instructional Sites

*In addition to Standards A-H above, Standards I.1-I.4 are applicable to courses and programs offered off-campus.*

### Standards:

**I.1** Criminal justice courses and programs offered at branch campuses, additional locations, and other instructional sites must meet the standards and educational objectives of the home institution. Such activities are integral parts of the institution and maintain the same academic standards as courses and programs offered on-campus or in more traditional formats.

**I.2** Students have ready access to appropriate learning resources. Sufficient library and information resources and services are readily accessible to students wherever the program is located or however it is delivered, and sufficient and appropriate orientation and training

are provided for their use. The facilities foster an atmosphere conducive to inquiry, study, and learning among program students, faculty and staff.

- I.3** The institution maintains direct and sole responsibility for the academic quality of all aspects of the program. On-campus faculty has a substantive role in the design and implementation of off-campus programs.
- I.4** If there are programs available to students via distance technology or other means, off-site instruction is conducted in a manner that maximizes student-faculty interactions and ensures quality. Standards for all programs (residential, non-residential, face-to-face, and distance education) should be comparable.

**Selected Indicators:**

- I-** Description of all instructional sites where undergraduate courses are taught [I.1]
- I.a.**
- I-** Table of all faculty currently teaching in the program by full and part-time status and by site where courses are taught. Indicate the course number, and name of courses taught by semester or quarter for the past two years. For each course, indicate the time, day, credit hour, and whether the course is graduate or undergraduate level. Also indicate whether the course fulfills day or evening program requirements, if applicable, and whether distance technology is used [I.1; I.4]
- I.b.**
- I-** Evidence that courses and programs at off-campus sites meet the standards and educational objectives of the home institution [I.1]
- I.c.**
- I-** Program enrollment data by instructional site [I.1]
- I.d.**
- I-** Summary of academic support services and learning resources available at each location [I.2]
- I.e.**
- I-** Description of facilities available at each location [I.2]
- I.f.**
- I-** Description of who designs, maintains, and directs each off-campus program [I.3]
- I.g.**
- I-** Organizational charts [I.3]
- I.h.**
- I-I.i.** Access to programs via distance technology [I.4]
- I-** Evidence that off-site instruction maximizes student-faculty interactions and is high quality [I.4]
- I.j.**

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[1] These standards are a modification of the standards created and adopted by the Massachusetts Board of Higher Education (MBHE) in 2003. The ACJS thanks Dr. Lynette Robinson-Weening, Associate Vice Chancellor of the MBHE for her assistance and generosity in providing materials for use in the ACJS certification and training process and to MBHE for authorizing ACJS to use and modify the MBHE standards.

# Appendix B

## **Course selections for Digital Forensic minor**

- IST 264 (3 hours). Topics in Computer Hardware Technologies
- IST 160 (3 hours). Introduction to Programming
- IST 365 (3 hours). Database Management Systems
- IST 423 (3 hours). GIS and Data Systems
- IST 446 (3 hours). Introduction to Digital and Multimedia Evidence
- IST 447 (3 hours). Search and Seizure Techniques in Digital and Multimedia Evidence
- IST 448 (3 hours). Forensic Uses of Digital Imaging
- IST 449 (3 hours). Data Recovery and Analysis
- IST 463 (3 hours). Digital Computer Evidence
- IST 464 (3 hours). Network Security and Cyber Crime

## **Course selections for DNA Forensics minor**

- ISC 205 (4 hours). Introduction to Forensic Science
- IST 340 (4 hours). Double Helix: Issues in DNA Technology
- IST 341 (4 hours). It's All in Your Genes: Issues in Human Genetics
- IST 445 (3 hours). DNA Forensics

# Appendix C

## Current and Proposed Major Requirements/Electives

### Professional Studies

Current Major Requirements/Electives		Proposed Major Requirements/Electives	
Course Number	Course Title	Course Number	Course Title
CJ 200	Introduction to Criminal Justice	CJ 200	Introduction to Criminal Justice
CJ 211	Introduction to Law Enforcement	CJ 211	Introduction to Law Enforcement
CJ 231	Introduction to Corrections	CJ 231	Introduction to Corrections
CJ 322	Criminal Law	CJ 302	Research Methods in Criminal Justice
CJ 325	Juvenile Justice	CJ 322	Criminal Law
CJ 404	Theoretical Criminology	CJ 325	Juvenile Justice
CJ	18 hours of Electives	CJ 400	Applied Ethics in Criminal Justice
MTH/PSY/ SOC	Statistics	CJ 404	Theoretical Criminology
		CJ 490	Internship (3 hours) OR a Criminal Justice elective plus 135 hours of community service
		CJ	12 hours of Electives
	39 total hours		39 total hours

### Legal Studies

Current Major Requirements/electives		Proposed Major Requirements/Electives	
Course Number	Course Title	Course Number	Course Title
LAS 101	General Law I	CJ 200	Introduction to Criminal Justice
LAS 102	General Law II	CJ 220	Introduction to the Legal Process*
LAS 211	Legal Research I	CJ 221	Introduction to Criminal Courts
LAS 212	Legal Research II	CJ 223	Introduction to Legal Research*
CJ 200	Introduction to Criminal Justice	CJ 302	Research Methods in Criminal Justice
CJ 322	Criminal Law	CJ 322	Criminal Law
CJ 323	Criminal Procedure	CJ 323	Criminal Procedure
CJ 421	Corrections & the Law	CJ 325	Juvenile Justice
CJ 422	Law of Evidence	CJ 400	Applied Ethics in Criminal Justice
CJ 423	Advanced Legal Research & Writing	CJ 421	Criminal Procedure
		CJ 422	Law of Evidence
		CJ 423	Advanced Legal Research & Writing
		CJ 490	Internship (3 hours) OR a Criminal Justice elective plus 135 hours of community service
	30 total hours		39 total hours

\*indicates new course in Fall 2009 semester

# Appendix D

## MARSHALL UNIVERSITY CRIMINAL JUSTICE DEPARTMENT

### MISSION STATEMENT

The Department of Criminal Justice prepares students for careers, career advancement, and advanced study in *law enforcement, adjudication of law, corrections, theoretical criminology, juvenile justice, qualitative and quantitative research methods, applied ethics, human diversity, and administration*. Our faculty assists students to develop *knowledge, skills, and attitudes* necessary to evaluate, understand, and resolve complex problems related to crime and criminal behavior, and prepares them to positively contribute to the functioning of various criminal justice agencies. We serve students in the local region through classroom courses and students around the world through online courses.

#### **Goal 1: Knowledge**

The Department of Criminal Justice will provide coursework and practical experience for students to acquire knowledge of law enforcement, law adjudication, corrections, theoretical criminology, juvenile justice, qualitative and quantitative research methods, applied ethics, human diversity, and administration.

##### *Objectives:*

- To increase students' knowledge of the role of law enforcement in the criminal justice system, the agencies, policies, practices, and procedures of law enforcement, and the interaction of law enforcement with other criminal justice components and with society.
- To increase students' knowledge of the adjudication of law including the creation, development, and application of law, the role of courts and attorneys in the justice process, protections for accused persons, and the interaction of the courts with other criminal justice components and with society.
- To increase students' knowledge of the role of corrections in the criminal justice system, the philosophies of punishment, the agencies, policies, practices, procedures of corrections, and the interaction of corrections with other criminal justice components and with society.
- To increase students' knowledge of criminological theory and its role in the analysis of criminal behavior and in the practice of criminal justice, including the role of theory in the practice of law enforcement, the practice of law, adjudication, and sentencing, and in the practice of corrections.
- To increase students' knowledge of juvenile justice, including legal issues.

- To increase students' knowledge of qualitative and quantitative research methods, techniques of data analysis, and the relationship of research to the practice of law enforcement, law, and corrections.
- To increase students' knowledge of ethics and ethical issues in law enforcement, law, the court systems, and corrections.
- To increase students' knowledge of human diversity as it impacts, and is impacted by, the philosophy and practice of law enforcement, law, and corrections.
- To increase students' knowledge of the administration of law enforcement agencies, courts, and correctional agencies.

### **Goal 2: Skills**

The Department of Criminal Justice will provide opportunities for students to acquire and/or develop skills in critical thinking, ethical decision-making, oral and written communication, and quantitative reasoning.

#### *Objectives:*

- To develop and/or enhance their critical thinking skills related to the theory and practice of law enforcement, courts, and corrections.
- To develop and/or enhance the analytical skills necessary to recognize and evaluate situations in law enforcement, law and legal processes, and corrections that involve ethical issues and make ethical decisions.
- To improve students' written communication skills.
- To improve students' oral communication skills.
- To provide opportunities for students to develop and/or enhance their skills in understanding and evaluating information from quantitative studies.

### **Goal 3: Attitudes**

The Department of Criminal Justice will assist students to develop awareness, understanding, and appreciation of and sensitivity to the diverse nature of social problems and human interactions related to the philosophy and practice of criminal justice in a rapidly changing society.

#### *Objectives:*

- To develop and/or enhance students' understanding of and appreciation for human, social, and cultural diversity.
- To develop and/or enhance students' understanding of and ability to recognize the complex nature of social problems that relate to crime and to the practice of criminal justice.
- To provide opportunities for students to engage in discipline-appropriate activities within their communities that will supplement official, formal methods of criminal justice.

## Appendix E

# Criminal Justice Alumni Survey

---

**Give Us Your Demographic Information Below.**

---

### 1. Your Age

- 21-25
- 26-30
- 31-39
- 40-49
- 50 and over

### 2. Your Gender

- Female
- Male

### 3. Your Race

- African American
- Asian/Pacific Islander
- Native American
- White
- Other

### 4. Where did you reside most of your life before age 16?

- West Virginia
- Ohio
- Kentucky
- Other, Please specify State

### 5. Where do you reside now?

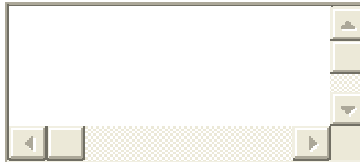
State

If you live outside the U.S., list city and Country in this block.

**6. If you have relocated, please tell us why.**

- For My Job
- For My Spouse's Job
- Family Reasons

Other, Please Specify



**7. If you did not graduate from MU, what years did you attend?**



**8. Did you receive a Bachelor's Degree from Marshall?**

- Yes
- No, if no go to question number 12

**9. If you received a Bachelor's Degree from MU, in what year did you received it?**



**10. Which Bachelor's Degree did your receive?**

- BA
- BS

**11. What was your Area of Concentration?**

- Corrections
- Law Enforcement
- Legal Studies
- Professional Studies
- Not Applicable

**12. If you received a Master's Degree, in what year did you receive your MU Master's Degree?**

**13. Did you attend graduate or professional school after leaving MU?**

- Yes
- No

**14. What was the highest degree completed?**

- Master's
- Doctorate
- Law Degree

Other (Please specify)

**15. Did you fulfill a Capstone Experiential Requirement?**

- Yes, If yes go to number 16
- No, If no go to number 19

**16. If you completed a Capstone Experiential Requirement, which one did you complete?**

- Work Experience, Go to Question 19
- Volunteer Service, Go to Question 19
- Internship, Go to question number 17

**17. If you did an internship, please list the location**

**18. Was the internship helpful in preparing you for your career?**

- Yes

No

---

**Please indicate your level of satisfaction with the following aspects of the Criminal Justice Department at Marshall University.**

**19. Course Content**

Very Satisfied    Satisfied    Neutral    Dissatisfied    Very Dissatisfied  
 Not Applicable

**20. Difficulty of Courses**

Very Satisfied    Satisfied    Neutral    Dissatisfied    Very Dissatisfied  
 Not Applicable

**21. Variety of Courses**

Very Satisfied    Satisfied    Neutral    Dissatisfied    Very Dissatisfied  
 Not Applicable

**22. Scheduling of Courses**

Very Satisfied    Satisfied    Neutral    Dissatisfied    Very Dissatisfied  
 Not Applicable

**23. Internship**

Very Satisfied    Satisfied    Neutral    Dissatisfied    Very Dissatisfied  
 Not Applicable

**24. Full-time faculty**

Very Satisfied    Satisfied    Neutral    Dissatisfied    Very Dissatisfied  
 Not Applicable

**25. Part-time Faculty**

Very Satisfied    Satisfied    Neutral    Dissatisfied    Very Dissatisfied  
 Not Applicable

**26. Overall quality of Instruction in Criminal Justice**

Very Satisfied    Satisfied    Neutral    Dissatisfied    Very Dissatisfied  
 Not Applicable

**27. Criminal Justice Academic Advising**

Very Satisfied    Satisfied    Neutral    Dissatisfied    Very Dissatisfied  
 Not Applicable

**28. Alpha Phi Sigma**

Very Satisfied    Satisfied    Neutral    Dissatisfied    Very Dissatisfied  
 Not Applicable

**29. Lambda Alpha Epsilon**

Very Satisfied    Satisfied    Neutral    Dissatisfied    Very Dissatisfied  
 Not Applicable

**30. Career Fair**

Very Satisfied    Satisfied    Neutral    Dissatisfied    Very Dissatisfied  
 Not Applicable

**31. Awards Reception**

Very Satisfied    Satisfied    Neutral    Dissatisfied    Very Dissatisfied  
 Not Applicable

---

**Please indicate your agreement or disagreement with the following statements.**

**32. My CJ courses increased my understanding of conceptual bases of the criminal justice process.**

Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

**33. My CJ courses increased my awareness of the practical realities of the criminal justice process.**

Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

**34. My degree in Criminal Justice provided me with an excellent pre-professional education.**

Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

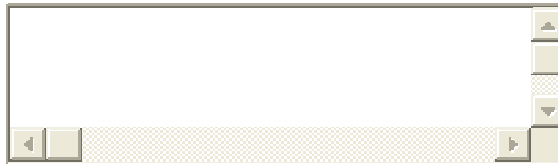
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### Please provide the following information.

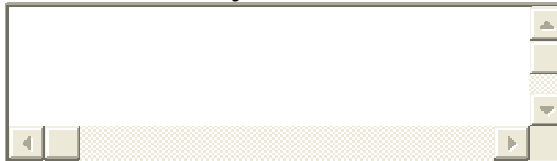
**35. Were any CJ Classes especially beneficial to you?**

Yes    No

If yes, which ones?

A rectangular text input field with a light gray background and a thin border. It has a scroll bar on the right side and a horizontal scroll bar at the bottom.

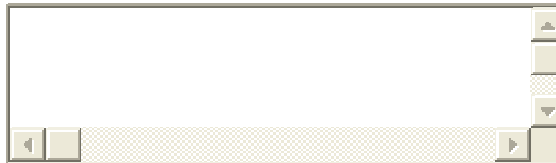
**36. Which courses would you recommend for Criminal Justice students now enrolled at Marshall University?**

A rectangular text input field with a light gray background and a thin border. It has a scroll bar on the right side and a horizontal scroll bar at the bottom.

**37. Were any CJ faculty especially helpful to you in your CJ education or in attaining important personal goals?**

Yes    No

If yes, who?


A rectangular text input field with a light gray background and a thin border. It has a scroll bar on the right side and a horizontal scroll bar at the bottom.

**Please answer the following questions about your employment while a student and since graduation.**

**38. Did you work while attending Marshall?**

- Yes  No

**If yes, please indicate your employment ( you may choose more than one).**

- Full-Time
- Part-time Hours Per Week 
- Work Study
- Graduate Assistant

**39. Was your employment while attending Marshall criminal justice related?**

- Yes  No

**If yes, where were your employed?**

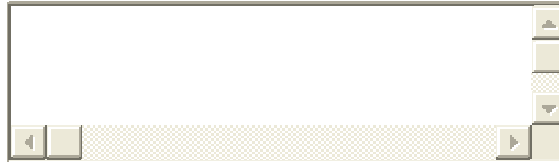
**If yes, what was your job title?**

**40. Are you now employed in a criminal justice related field?**

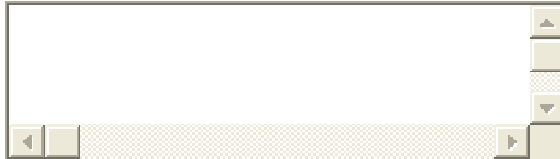
- Yes  No

**If yes, what is your job/title?**

If no, why not?

A large, empty text input field with a light beige background and a thin border. It has a vertical scrollbar on the right side and horizontal scrollbars at the top and bottom.

Please provide the name and address of your employer.

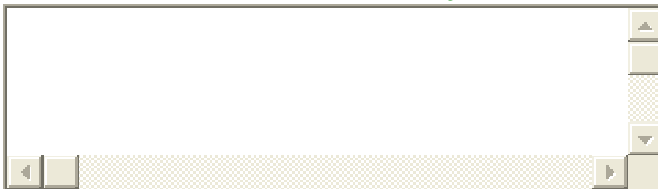
A large, empty text input field with a light beige background and a thin border. It has a vertical scrollbar on the right side and horizontal scrollbars at the top and bottom.

May we contact your employer as part of our evaluation? Our only concern is whether your college experience helped prepare you for success on the job. We will not contact your employer without your permission.

Yes  No

---

**Please provide us with any comments, remarks or additional information you would like to provide concerning your education at Marshall University and/or the Criminal Justice Department at Marshall.**

A large, empty text input field with a light beige background and a thin border. It has a vertical scrollbar on the right side and horizontal scrollbars at the top and bottom.

---

Thank you very much for your help with this survey. Please hit the submit button to send the information to us.

---

[Back to the CJ Home Page](#)

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# Appendix F

## Criminal Justice Alumni Information Page

**Building Better Relations with Our Alumni**

---

**Give Us Your Information Below**

**Click here to Fill Out the Alumni Survey** 

---

**What would you like us to do with your information?**

Publish It  Send a Newsletter  Both  Neither, Just Wanted to  
Keep in Touch

---

**Tell us how to get in touch with you:**

**Name (Please Include Maiden)**

**E-mail**

**Telephone (Home)**

**Telephone (Work)**

**FAX**

**Address**

**Years Attended**

**MU Degree(s),  
Area of Concentration, Year Received**

**Other Degrees Received (Year)**

**Enter some information about  
yourself and what you have  
been doing since you left**

**Comments or suggestions  
(especially to improve the department)**

- I would like my name and Email address posted on the Alumni Roster Page.**
- I would appreciate a contact from a faculty member.**

Submit Comments

Clear Form

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[Back to the CJ Home Page](#)



**Email the Department**

**Revised July 24, 2008 by Sam Dameron Webmaster**

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