Program Review

Criminal Justice Master of Science

College of Liberal Arts

November 2008

MARSHALL UNIVERSITY
Program Review
Marshall University

Date: October 23, 2008

Program: Master of Science degree, Criminal Justice

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. Discontinuation 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_________ ___________________________ ___________________________ ___________________________ ___________________________ 1/14/09
Recommendation: Signature of person preparing the report: Margaret Phipps Brown Date:

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

#3_________ ___________________________ ___________________________ 1/14/09
Recommendation: Signature of Academic Dean: Date:

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

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

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

Recommendation: Signature of the President: Date:

Recommendation: Signature of Chair, Board of Governors: Date:
College/School Dean’s Recommendation

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:

As the report notes, the Master of Science degree in Criminal Justice provides students for intermediate training between their baccalaureate degree and further graduate training. The program also provides students with training for those who wish to pursue a career related to criminal justice or who seek professional development within their current career.

The department has been active in revising its curriculum. These changes have increased the breadth of courses available to students. The program also supports a minor for students in other graduate programs who wish to enhance their education with the addition Criminal Justice.

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.

The program acknowledges the need to increase its recruitment efforts to increase the size of its student population. Having a larger pool of applicants from which to select may also allow the program to increase the student profile, as measured by GRE scores and undergraduate GPAs. Increasing the profile of the student body can become a recruiting tool for the program. Moreover, increasing the profile of the students affords the opportunity to plan for enhancements to the graduate program. At this time, I believe that it is in the best interest for the department to received 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 enhance the quality of an educational experience 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 tracts best supported with limited resources while reducing the emphasis on other tracks that displace resources.

________________________________________________________________________
Signature of the Dean

___________
Date
I. PROGRAM DESCRIPTION for: Criminal Justice, M.S.

Date of last Review: 2003

Marshall University’s Master of Science degree in Criminal Justice provides students with advanced theoretical, legal, and methodological training for research, teaching, and management careers in criminal justice. The program services to educate criminal justice professionals and prepare students for further advanced graduate work, legal studies, and scholarship. The Criminal Justice Department is committed to: (1) providing students with the conceptual and research skills needed to undertake advanced analyses of the criminal justice system; (2) serving criminal justice professionals and others who are interested in pursuing professional careers in management and administration; (3) furnishing law enforcement, corrections, and court practitioners with knowledge of justice administration, theoretical perspectives of human behavior, policy analysis, and criminal justice theory; and (4) preparing social scientists to pursue careers in university and research settings.

The Criminal Justice Department at Marshall sponsors two student organizations: the Omega Gamma chapter of Alpha Phi Sigma, the national criminal justice honor society, and the Alpha Omega chapter of Lambda Alpha Epsilon, the American Criminal Justice Association. The department sponsors an annual awards reception, which is designed to recognize 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 . . . graduate 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 . . . graduate 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:
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. The Master of Science degree requires the completion of 32 hours of coursework and writing a thesis, or completion of 36 hours of coursework and the passing of written and oral comprehensive examinations. The curriculum is structured around a set of core requirements that provide a broad foundation in criminological theory, research and statistics, criminal law as well as aspects of criminal justice policy and practice.
      All students are required to complete 18 hours of core courses:
      - CJ 602, Law and Social Control
      - CJ 603, Criminal Justice Planning
      - CJ 604, Advanced Theory in Criminal Justice
      - CJ 621, Advanced Criminal Law and Procedure
      - CJ 655, Research Methods in Criminal Justice
      - CJ 656, Applied Statistics in Criminal Justice
      An area of concentration and electives designed to meet the individual needs of graduate students supplement the core courses. Students are required to select one concentration from the following five topical areas:
      - Applied Research and Evaluation
      - Legal Issues
      - Corrections Systems and Processes
      - Theory of Criminal Behavior
      - Law Enforcement
      Each area of concentration consists of 12 graduate credit hours. Various elective and special topic courses are offered to supplement the core courses and area of concentration for each student. Elective courses should be chosen around a coherent theme that complements the student’s area of concentration. The Graduate Director or the Department Chair must approve all coursework that constitutes each student’s concentration. Enrollment in core and elective courses is subject to the completion of any prerequisite courses and/or any requirement for permission to enroll from an individual instructor and/or other department faculty member. In addition, all courses to be considered toward graduation require approval from the Graduate Director or the Department Chair.
      CJ 655 (Research Methods in Criminal Justice) and CJ 656 (Applied Statistics in Criminal Justice) are a two-course sequence that should be completed by all students during the first academic year in the graduate program, or within the first 12 graduate credit hours completed by part-time students.
The Criminal Justice Department maintains a “two C rule” whereby students cannot continue in the graduate program if they earn more than two grades of C or lower in any graduate courses. Criminal Justice students who earn a third grade of C or lower will not be permitted to continue taking courses or to work on a thesis.

Thesis Option

For students planning to continue graduate studies, the thesis is the preferred option for receipt of the M.S. degree in Criminal Justice. Students electing the thesis option must complete 32 hours of graduate credit from the Criminal Justice Department. Students selecting the thesis option must complete the core courses and area of concentration requirement and have a written thesis proposal/prospectus approved by the thesis committee prior to enrolling for thesis credit. The remaining credit hours may be granted for thesis research (up to 6 credit hours) or elective courses. The 6 thesis research hours are normally taken in three-hour increments over two successive semesters, immediately preceding graduation, and after course requirements are completed. Students must enroll in CJ 681, Thesis, for a maximum of 6 graduate credit hours. All students selecting the thesis option must pass an oral defense.

Non-Thesis Option

Students who select the M.S. degree without a thesis must complete 36 credit hours of graduate coursework with a GPA of at least 3.0 and meet all other requirements. The credit hours include the 18-hour core course requirement, and the 12-hour area of concentration requirement. The remaining credit hours may be completed using a variety of electives offered by the Criminal Justice Department. All students who select the non-thesis option must pass both written and oral comprehensive exams. The comprehensive written examination consists of five questions. The five questions assess knowledge rooted in the program’s core courses and the student’s area of concentration. Students will be asked to answer one question in each of the following content areas: criminological theory; research methods and advanced statistics; advanced criminal law and procedure; criminal justice planning; and the student’s area of concentration. The comprehensive oral examination will focus on areas deemed weak, incomplete, or inconsistent in the written portion of the test. However, the committee may ask students other related questions deemed appropriate. Both written and oral comprehensive examinations are administered once during the fall, spring, and summer semesters unless otherwise specified.

Minor in Criminal Justice

Graduate students from any discipline enrolled through the Marshall University Graduate College can choose a graduate minor in Criminal Justice by taking six credit hours of graduate Criminal Justice courses offered by the department from the following list:

- CJ 504, Theoretical Criminology
- CJ 506, Race, Ethnicity, Gender, & Crime
- CJ 510, Police Administration
- CJ 526, Civil Liability Issues in Criminal Justice
- CJ 533, Correctional Administration
- CJ 601, Seminar in Criminal Justice
- CJ 620, Criminology
However, this list is not exhaustive, as special topics courses are frequently offered that may be appropriate. Regardless, the student must consult the department’s graduate director before enrolling in any course.

2. Faculty.

Marshall’s Criminal Justice Department currently has six full-time faculty positions for both the undergraduate (BA) program and the graduate (MS) program. 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 have each 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. Dhruba 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.

The high turnover rate is primarily attributable to the fact that Criminal Justice is a highly competitive field at this time. Criminal Justice is a comparatively new field of
study. Many Criminal Justice/Criminology programs were initially developed in the 1970’s. At this time, there are approximately 20 Ph.D. programs in Criminal Justice and/or Criminology in the United States. The number of Ph.D.’s in field is smaller than in other social science fields. In addition, this decade has seen the retirement of many of those who were a part of the development of Criminal Justice as a discipline. At this time, there are fewer Ph.D.’s in field than there are positions open in the United States.

An additional factor for consideration is that three of those faculty members who left during the review period were one-year temporary hires, necessitated because of unsuccessful searches. Two faculty members who left were tenure track or tenured faculty members. Uncompetitive salaries, lack of research funding, and the comparatively remote location of Marshall have also contributed to the high turnover rate of faculty. The relatively tight market in this field has been consistent since the program was developed in 1976.

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. This, more than any single factor, will permit the department to focus its efforts on academic matters and resource development in the coming 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 95% and part time faculty members delivered 5% of courses taught in the Fall and Spring semesters. Half of the courses offered for graduate students were at the 600 level and the other half were at the 500 level, offered in 400/500 level courses.

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.


a. Entrance Standards: Students may be admitted to the Master of Science degree program in Criminal Justice in the fall or spring semesters, although fall admissions are strongly encouraged for full-time students. Applications to the program are due by July 1 for the fall semester and by November 1 for the spring semester. However, students are strongly encouraged to apply early. After the due dates, students may still apply for conditional admission (see below for requirements), but no later than three weeks from the start of classes for the fall semester and four weeks for the spring semester. Application for admission does not necessarily guarantee acceptance into the program.

To apply, all students must first complete and return the Graduate Application for Admission to the Graduate Admissions Office (available at www.marshall.edu/graduate). Moreover, students are encouraged to review the Graduate Catalog online at www.marshall.edu/catalog for complete information on the graduate application process and university policies. To be considered by criminal justice faculty for admission to the M.S. program, all applicants must provide a complete application file that contains the following items:

- A Marshall University Graduate Application for Admission (obtained by the Graduate Admissions Office or online)
- All official undergraduate transcripts
- Graduate Record Examination (GRE) General Test and TOEFL scores (if applicable)
- Two letters of recommendation (college instructors strongly preferred)
- A personal statement

Admission to the Master of Science degree program in Criminal Justice is based on an assessment by a faculty committee of the applicant’s academic achievements and promise as indicated by transcripts, scores on the Graduate Record Examination (GRE), the TOEFL for international students for whom English is not their primary language, two letters of recommendation, and a personal statement. Students may be admitted and awarded either full, provisional, or conditional admission status. Students awarded a provisional status must maintain at least a 3.0 GPA in all coursework for up to 12 graduate credit hours in courses identified by the program faculty. For provisional students, the first 12 graduate credit hours must include, at minimum, 6 core course hours. All provisional students are required to meet with the Graduate Director to devise an appropriate schedule for the first 12 hours.

Students admitted under the conditional status are missing one or more items needed for full or provisional admission (usually official GRE scores or a letter of recommendation). The deficient item must be presented to the Graduate Admissions office before classes begin or shortly thereafter. Once the requirements for the conditional status have been met, the student will be reclassified as either full or
provisional (depending upon their credentials).

For full admission to the master’s degree program, the applicant should have:
- a baccalaureate degree from an accredited college or university (preference will be given to applicants with undergraduate majors in criminal justice or closely related social science discipline);
- an undergraduate Grade Point Average (GPA) of 3.0 or higher;
- a score in 50th percentile or higher in each assessment area of the GRE;
- a score of 550 or higher on the TOEFL (for international students only);
- a C or better in an undergraduate statistics course;
- a C or better in an undergraduate research methods course or equivalent (documentation of course content may be required);
- two letters of recommendation (college instructors strongly preferred); and
- a personal statement (1-2 page essay regarding the student’s interest in criminal justice and how the M.S. in Criminal Justice degree will benefit him or her).

In accordance with the Graduate Admissions office at Marshall University, the department may admit a student as provisional after submission of all required application materials when he or she possesses a baccalaureate degree and shows academic promise, but does not meet the criteria for full admission. Thus, students with an undergraduate GPA between 2.75 and 2.99 may apply and be considered for provisional admission, if all other full admission requirements are met including GRE scores above the 50th percentile in each assessment area. Conversely, students with GRE scores lower than the 50th percentile in one or more of the assessment areas may be considered for provisional admission, if all other full admission requirements are met including an undergraduate GPA of greater than 3.0. In addition, all other requirements for full or provisional admission may be waived based on additional evidence of academic promise or demonstrated competency. All prospective students are strongly encouraged to contact the Criminal Justice Graduate Director before applying to the Master of Science in Criminal Justice program to discuss the application process and requirements. Students who have previously taken graduate coursework at another institution must submit all transcripts and also meet undergraduate and examination requirements. Poor academic performance in prior graduate work may serve as a basis for the denial of admission to the Marshall University Graduate College and/or the Criminal Justice program.

b. Entrance Abilities. Marshall University’s Office of Institutional Research provided the following information about GRE scores and average undergraduate GPAs for entering graduate students in Criminal Justice and in the College of Liberal Arts.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number/ Number with GRE</th>
<th>Verbal Mean</th>
<th>Quantitative Mean</th>
<th>Undergraduate GPA Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, 2003</td>
<td>9/9</td>
<td>420.0</td>
<td>413.3</td>
<td>3.15</td>
</tr>
<tr>
<td>Spring, 2004</td>
<td>0/0</td>
<td>.</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>Fall, 2004</td>
<td>12/11</td>
<td>439.1</td>
<td>450.9</td>
<td>3.20</td>
</tr>
<tr>
<td>Spring, 2005</td>
<td>2/1</td>
<td>400.0</td>
<td>550.0</td>
<td>.</td>
</tr>
<tr>
<td>Fall, 2005</td>
<td>15/15</td>
<td>396.7</td>
<td>414.0</td>
<td>3.06</td>
</tr>
<tr>
<td>Spring, 2006</td>
<td>2/2</td>
<td>355.0</td>
<td>405.0</td>
<td>.</td>
</tr>
</tbody>
</table>
Fall, 2006 | 9/9 | 385.6 | 384.4 | 3.17
Spring, 2007 | 1/1 | 330.0 | 430.0 | 3.02
Fall, 2007 | 5/5 | 430.0 | 516.0 | .
Spring, 2008 | 2/2 | 365.0 | 420.0 | 3.40

Criminal Justice students at Marshall University; therefore, no such data are available. By completing comprehensive examinations or a thesis, students must demonstrate graduate level mastery of the following: grant writing, legal case analysis, applications of theory into practice, program evaluation (including task analysis), survey research, data analysis using computer software, preparing a research prospectus, and conducting a research project. Written and oral comprehensive exams are in four predetermined substantive areas: criminological theory; research methods and advanced statistics; advanced criminal law and procedure; criminal justice planning. A fifth area of concentration is selected by the student and approved by the student’s comprehensive committee. Samples of recent comprehensive examination questions in each required content field and some area of concentration area are included in Appendix B.

The Office of Institutional Research has provided the following information about the number of graduates and the cumulative grade point average for graduates of the program over the last 5 years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>Cumulative Mean GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-04</td>
<td>4</td>
<td>3.79</td>
</tr>
<tr>
<td>2004-05</td>
<td>13</td>
<td>3.71</td>
</tr>
<tr>
<td>2005-06</td>
<td>9</td>
<td>3.55</td>
</tr>
<tr>
<td>2006-07</td>
<td>8</td>
<td>3.40</td>
</tr>
<tr>
<td>2007-08</td>
<td>8</td>
<td>3.45</td>
</tr>
</tbody>
</table>

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. 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, nineteen part-time faculty members per academic year, and three graduate assistants per academic year to serve both the undergraduate and graduate programs in Criminal Justice. 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 master’s degree in Criminal Justice would leave Marshall to attend a Criminal Justice degree program at a college or university accessible to them. Graduate programs in Criminal Justice are available at several college and universities in West Virginia and surrounding states. This would result in the immediate loss of over 25 graduate students at Marshall. It is likely that some full time faculty positions would be eliminated and some offices in Smith Hall would be vacated.

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 members 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 principal assessment of content knowledge in the Criminal Justice Department is the comprehensive examination. Each non-thesis student must sit for and pass written and oral comprehensive examinations. During the program review period, 40 students sat for comprehensive examinations. Thirty-eight of those students (95%) passed comprehensive examinations on the first attempt. Two of those students (5%) did not pass on the first attempt, but did pass on the second attempt. Two graduate students successfully completed and defended a thesis in the review period. The average number of semesters of enrollment was 4.21. This is consistent with the proportionate number of full time students, which now exceeds the number of part time students.

In addition to comprehensive exams and theses defenses, the Criminal Justice Department’s assessment plan involves alumni surveys, graduating student interviews, employer feedback, annual faculty evaluation, and student evaluation of faculty. In an effort to 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. In the Fall of 2008, the department sent a postcard to alumni asking them to visit the web page and complete the alumni survey. To date, responses have been received from over 80 alumni. Data from the survey are loaded by graduate assistants into SPSS for analysis. That process is being completed at this time. A copy of the alumni survey is provided in Appendix C.

The Criminal Justice alumni web page also provides an opportunity for alumni to share what they are doing and where they are employed. This option has been available for more than a year. Responses from alumni are retained and evaluated to determine whether those alumni who report are working in a field related to criminal justice, and to assess whether alumni have completed additional education programs. A copy of the alumni information page is provided in Appendix D.

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

Graduate students are informally interviewed prior to their graduation for their ideas about strengths and weaknesses of the program, as well as any recommendations they might have for improving the program. These comments are recorded and evaluated by the entire faculty.

The internship director maintains contact with internship agencies, many of whom 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 drafted a simple assessment of student performance on written and oral comprehensive examinations. The instrument, which was pilot tested in the Spring, 2008 semester, will be used to assure uniformity in evaluation of comprehensive examinations and to identify comparative depth of knowledge. It will be implemented in the 2008-2009 academic year.

In addition, a new online exit survey has been developed by the department. Graduating students will be required to complete the survey in the semester immediately before graduation.

b. Summary Information. Chart I Assessment Summary from year 2007-2008 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:

- 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. The first two summer
study abroad programs were in conjunction with Eastern Carolina University. In 2005 and 2006, 21 students (16 undergraduate and 5 graduate) and 17 students (10 undergraduate and 7 graduate) respectively traveled to London and Paris, receiving academic credit from Eastern Carolina University that transferred to Marshall. In 2007, 13 students (12 undergraduate and 1 graduate) traveled to Ireland and Northern Ireland, receiving academic credit from Marshall. Projected numbers for a trip to London, Ireland, and Northern Ireland in the summer of 2009 include 16 students (9 undergraduate and 7 graduate).

- 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. Only full time faculty members deliver 600 level courses, so that graduate students will be taught almost exclusively by full time faculty members.

- On the basis of student recommendation and faculty consideration, the minor requirement has been eliminated for graduate students. While students may obtain a minor, it is no longer required.

- On the basis of recommendations from alumni and employers, graduate faculty have structured additional computer applications in assignments to assure that students are familiar with a number of computer software programs and applications.

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](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, including 23 alumni with a master’s degree in Criminal Justice from Marshall University, most during the late summer and fall of 2008. Responding alumni now live in nine states, with a majority (64%) living in West Virginia. 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](http://www.marshall.edu/criminal-justice/Alumni/alums02.htm). A copy of the alumni survey is provided in Appendix C.

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

- Alumni who graduated between 1987 and 2006 responded to the survey.
- 18 of the 23 respondents (78%) received both their bachelor’s and master’s degrees from Marshall University.
- One respondent had obtained a doctorate and three had obtained a law degree.
• Every respondent was either satisfied (7) or very satisfied (15) with the course content of graduate courses.
• 19 of 23 respondents (83%) were satisfied or very satisfied with full time faculty.
• Every respondent agreed (8) or strongly agreed (15) that their degree had enhanced their understanding of the conceptual bases of the criminal justice process.
• Courses identified most often as helpful by respondents included Advanced Theory (CJ 604) and Advanced Criminal Law and Procedure (CJ 621).

6. Previous Reviews. The last program review resulted in the following statement by the committee:

Marshall University recommends retaining the M.S. degree 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.

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.

Low GRE for entering students has been identified as a weakness by the faculty. Some factors that may contribute to the low scores include: failure of students to adequately prepare for the examination and accessibility of the GRE on short notice, by appointment in the testing center allows students to take the GRE, so that they are not as prepared as they should be. It should be noted that relatively weak GRE scores do not seem to be related to the students’ abilities as measured by grade point averages. Nevertheless, faculty members intend to address this problem in the current academic year to determine, if possible, the source of students’ poor performance. Additional options will be explored, as well, including, but not limited to, consideration of the content area GRE in Criminal Justice as an entry assessment.

Department faculty members have also identified a comparatively low number of applicants as an area that requires attention. In an attempt to recruit more applicants,
posters advertising Marshall’s M.S. degree program have been designed and sent to 150 Criminal Justice programs across the United States. Other strategies for recruiting additional applicants will be explored in the 2008-2009 academic year. It should be noted that a loss of graduate assistantships would have a serious and negative effect on the ability of the department to recruit graduate students, especially those from out of state.

It is possible that the number of topical areas available for graduate students should be reduced, due to faculty limitations. If the topical areas are retained, additional graduate level courses need to be developed in the area of law enforcement to better support that topical area.

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.

B. VIABILITY.

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

2. Service courses. Graduate level courses in Criminal Justice serve primarily Criminal Justice majors. Any graduate student at Marshall may take graduate level Criminal Justice courses as elective courses or for a minor. Graduate students from any discipline enrolled through the Marshall University Graduate College can choose a graduate minor in Criminal Justice by taking six credit hours of graduate Criminal Justice courses offered by the department from the following list:
   - CJ 504, Theoretical Criminology
   - CJ 506, Race, Ethnicity, Gender, & Crime
   - CJ 510, Police Administration
   - CJ 526, Civil Liability Issues in Criminal Justice
   - CJ 533, Correctional Administration
   - CJ 601, Seminar in Criminal Justice
   - CJ 620, Criminology

However, this list is not exhaustive, as special topics courses are frequently offered that may be appropriate. Regardless, the student must consult the department’s graduate director before enrolling in any course.

3. Articulation Agreements. The Criminal Justice Department does not maintain articulation agreements with any other program on the master’s level.
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 graduate 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.

C. **NECESSITY.**

1. **Advisory Committee.** The Criminal Justice Department does not have an advisory committee at this time. Faculty members are interested in developing an advisory committee and hope to pursue this task in the upcoming review period.

2. **Graduates.** Alumni feedback indicates that graduates of the Master of Science degree program are highly employable within various areas of the Criminal Justice system, including local, state, and federal law enforcement positions; court administration; local state, and federal institutional corrections positions; community corrections; juvenile justice; victim services; and private and institutional security. Starting salaries range from $30,000 to $50,000 per year, with most Master of Science graduates finding employment at the higher end of the starting salary range.

3. **Job Placement.** The job placement rate for graduates of the Master of Science 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 of them for employment. Employer feedback is also highly favorable. Most alumni are working as professionals in the Criminal Justice system.

D. **CONSISTENCY WITH MISSION.**

The Criminal Justice Department functions in a manner that is consistent with the stated mission of Marshall University. The Master of Science program in Criminal Justice promotes the mission of the University by providing high quality graduate 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.
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, M.S._ Person responsible for the report:  _Margaret Phipps Brown_

<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Required Hours</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
</tr>
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<tbody>
<tr>
<td>CJ 602 – Law and Social Control</td>
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<td>Elective hours (including up to 12 hours for student’s area of concentration)</td>
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<td>18</td>
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<tr>
<td>CJ 603 – CJ Planning</td>
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<td></td>
<td></td>
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<tr>
<td>CJ 604 – Advanced Theory in CJ</td>
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<tr>
<td>CJ 621 – Advanced Criminal Law &amp; Procedure</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ 655 – Research Methods in CJ</td>
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</tr>
<tr>
<td>CJ 656 – Applied Statistics in CJ</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Professional society that may have influenced the program offering and/or requirements: _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 X  Part-time  Adjunct  Current MU Faculty: Yes X  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.

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
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<tbody>
<tr>
<td>Summer 2008</td>
<td>CJ 200 (web)</td>
<td>Introduction to Criminal Justice (web)</td>
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</tr>
<tr>
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<td>CJ 316</td>
<td>Terrorism</td>
<td>20</td>
</tr>
<tr>
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<td>CJ 200.204</td>
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<td>Introduction to Criminal Justice (web)</td>
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<td>Applied Statistics in Criminal Justice</td>
<td>9</td>
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<td>CJ 679</td>
<td>Problem Report</td>
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<td>CJ 200.103</td>
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<td>40</td>
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<td>Fall 2007</td>
<td>CJ 200.104 (web)</td>
<td>Introduction to Criminal Justice (web)</td>
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<td>Criminal Justice Research Methods</td>
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<td>21</td>
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</table>

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.


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


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.


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]
- WV Consortium for Faculty & Course Development in International Studies [FACDIS]

6) Externally funded research grants and contracts you received.


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  XX  Part-time  ____  Adjunct  ____
Current MU Faculty: Yes  XX  No  ____

Highest Degree Earned: Juris Doctor  
Date Degree Received: 1979

Confereed by: Emory University

Area of Specialization: Law

Professional Registration/Licensure: Yes  
Agency: WV State Bar

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<thead>
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<th>Years non-teaching experience</th>
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<tr>
<td>Years in service at Marshall during this period of review</td>
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</table>

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)

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<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
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<td>2007/Summer C</td>
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<tr>
<td>2007/Fall</td>
<td>CJ 322</td>
<td>Criminal Law</td>
<td>32</td>
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<td>2007/Fall</td>
<td>CJ 322</td>
<td>Criminal Law</td>
<td>33</td>
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<tr>
<td>2007/Fall</td>
<td>CJ 423</td>
<td>Adv Legal Res &amp; Writing</td>
<td>27</td>
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<td>2007/Fall</td>
<td>CJ 485</td>
<td>Independent Study</td>
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<td>CJ 603</td>
<td>Criminal Justice Planning</td>
<td>10</td>
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<td>2008/Spring</td>
<td>CJ 221</td>
<td>Intro to Criminal Courts</td>
<td>44</td>
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<td>2008/Spring</td>
<td>CJ 326</td>
<td>Computer Crime</td>
<td>31</td>
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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. Dhruba 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.

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.
   * Marshall University Research Corporation, Locating Grant Funding workshop, Huntington, WV, November 11, 2005.

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.
   * Brown v Board of Education Panel Member for the Brown v Board of Education 50th Anniversary, Marshall University, 2004
Appendix II
Faculty Data Sheet

Name: Angela D. Crews  Rank: Associate Professor  Status: Full-time  Current MU Faculty: Yes  X  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)

<table>
<thead>
<tr>
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<td>32</td>
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<td></td>
<td>CJ692</td>
<td>Applied Statistics in CJ (Graduate)</td>
<td>10</td>
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<tr>
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<td>CJ693</td>
<td>Capstone (Graduate)</td>
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<td>CJ520</td>
<td>Research Methods (Graduate)</td>
<td>13</td>
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<td></td>
<td>CJ693</td>
<td>Capstone (Graduate)</td>
<td>10</td>
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<td></td>
<td>CJ120</td>
<td>Introduction to Corrections</td>
<td>28</td>
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<td></td>
<td>CJ110</td>
<td>Introduction to Law Enforcement</td>
<td>15</td>
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<td>CJ390/585</td>
<td>Global Systems of Justice</td>
<td>21</td>
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<td>Applied Statistics in CJ (Graduate)</td>
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<td>Introduction to Corrections</td>
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<td>CJ420</td>
<td>Probation, Parole &amp; Community-Based Corrections</td>
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<td>CJ690</td>
<td>Directed Readings (Graduate)</td>
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<td>CJ693</td>
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<td>Introduction to Corrections</td>
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<td>Probation, Parole &amp; Community-Based Corrections</td>
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<td></td>
<td>CJ690</td>
<td>Directed Readings (Graduate)</td>
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<tr>
<td></td>
<td>CJ693</td>
<td>Capstone (Graduate)</td>
<td>11</td>
</tr>
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</table>

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).

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

28
• “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: Mayhem, 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 & Whoes! 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)


• 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 ‘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.


• Advisory Board, Criminal Justice Training Assessment Project (2007-present)

• Associate Editor, American Journal of Criminal Justice (2003-present)


• 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.

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
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<td>Introduction to Criminal Justice</td>
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<tr>
<td>Fall 2008</td>
<td>CJ 200</td>
<td>Introduction to Criminal Justice</td>
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<tr>
<td>Fall 2008</td>
<td>CJ 312</td>
<td>Criminal Investigation</td>
<td>35</td>
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</table>

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).


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)


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)

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)


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)


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.

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

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

Status (Check one): Full-time X Part-time_____ Adjunct _____ Current MU Faculty: Yes X 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 | 23 |
| Years of employment in higher education | 27 |
| Years in service at Marshall during this period of review | 5 |

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)

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<td>2006/Fall</td>
<td>CJ 602</td>
<td>Law and Social Control</td>
<td>14</td>
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<td>2007/Spring</td>
<td>CJ 604</td>
<td>Advanced Theory in Criminal Justice</td>
<td>11</td>
</tr>
<tr>
<td>2007/Fall</td>
<td>CJ 211</td>
<td>Introduction to Law Enforcement</td>
<td>40</td>
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<td>2007/Fall</td>
<td>CJ 404</td>
<td>Theoretical Criminology (WAC)</td>
<td>21</td>
</tr>
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<td>2007/Fall</td>
<td>CJ 504</td>
<td>Theoretical Criminology</td>
<td>2</td>
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<td>2007/Fall</td>
<td>CJ 585</td>
<td>Independent Study</td>
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<td>2008/Spring</td>
<td>CJ 211</td>
<td>Introduction to Law Enforcement</td>
<td>40</td>
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<td>2008/Spring</td>
<td>CJ 401</td>
<td>Teaching and Training in Criminal Justice</td>
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<td>2008/Spring</td>
<td>CJ 410</td>
<td>Police Administration</td>
<td>10</td>
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<td>2008/Spring</td>
<td>CJ 401</td>
<td>Teaching and Training in Criminal Justice</td>
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<tr>
<td>2008/Spring</td>
<td>CJ 510</td>
<td>Police Administration</td>
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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

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.
   Academy of Criminal Justice Sciences, including Police and Security Sections
   American Criminal Justice Association, Lambda Alpha Epsilon (ACJALAE)
   American Society of Criminology
   Police Marksmen Association
   West Virginia Criminal Justice Educators’ Association
   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 Region IV Conference of the American Criminal Justice Association/Lambda Alpha Epsilon (2003, 2006-2008)

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.
   Third Saturday Book Club Webmaster, Presenter (2003-2006), Presentation on Office Security, Drinko Library 428, Marshall University, two sessions, 2005,
Appendix II  
Faculty Data Sheet  
(for the period of this review)

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

Status (Check one): Full-time __X__ Part-time ___ Adjunct _____  
Current MU Faculty: Yes __X__ 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

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<th>Enrollment</th>
</tr>
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<td>CJ 490/590</td>
<td>Internship</td>
<td>15/0</td>
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<td>CJ 302</td>
<td>Criminal Justice Research Methods</td>
<td>24</td>
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<td>Spring 2008</td>
<td>CJ 325</td>
<td>Juvenile Justice</td>
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<td>CJ 325</td>
<td>Juvenile Justice (web)</td>
<td>48</td>
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<tr>
<td>Spring 2008</td>
<td>CJ 604</td>
<td>Advanced Theory in Criminal Justice</td>
<td>8</td>
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<td>Juvenile Justice (web)</td>
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<td>CJ 404/504</td>
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<td>Internship</td>
<td>8/1</td>
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<td>Fall 2007</td>
<td>CJ 602</td>
<td>Law and Social Control</td>
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<td>Summer 2007</td>
<td>CJ 325 (web)</td>
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<td>20/0</td>
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<td>CJ 325</td>
<td>Juvenile Justice (web)</td>
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<td>CJ 406/506</td>
<td>Race, ethnicity, gender and crime</td>
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<tr>
<td>Spring 2007</td>
<td>CJ 490/590</td>
<td>Internship</td>
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</tr>
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<td>CJ 632</td>
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<td>Fall 2006</td>
<td>CJ 231</td>
<td>Introduction to Corrections</td>
<td>37</td>
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<tr>
<td>Fall 2006</td>
<td>CJ 404/504</td>
<td>Theoretical Criminology</td>
<td>34/0</td>
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<tr>
<td>Fall 2006</td>
<td>CJ 404/504</td>
<td>Theoretical Criminology</td>
<td>33/4</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>CJ 433/533</td>
<td>Correctional Administration</td>
<td>27/6</td>
</tr>
</tbody>
</table>

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

Prime-Time Crime Dramas.” *Women and Criminal Justice*.


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.


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.


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 __X___ 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)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006/Fall</td>
<td>CJ 426/526-101</td>
<td>Civil Liability Issues CJ</td>
<td>25/7</td>
</tr>
<tr>
<td>2007/Spring</td>
<td>CJ 400/500-101</td>
<td>Applied Ethics in CJ</td>
<td>24/6</td>
</tr>
</tbody>
</table>

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: ______Christopher D. Dean______________________   Rank: _____Instructor______________
Status (Check one): Full-time  Part-time  Adjunct  X  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)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006/Fall</td>
<td>CJ 422/522-101</td>
<td>Law of Evidence</td>
<td>36/4</td>
</tr>
<tr>
<td>2007/Spring</td>
<td>CJ 323-202</td>
<td>Criminal Procedure</td>
<td>36</td>
</tr>
</tbody>
</table>

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 X 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

Years of employment other than Marshall

Years of employment at Marshall

Years of employment in higher education

Years in service at Marshall during this period of review

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)

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<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007/Fall</td>
<td>CJ 422/522-101</td>
<td>Law of Evidence</td>
<td>31/4</td>
</tr>
<tr>
<td>2008/Spring</td>
<td>CJ 323-202</td>
<td>Criminal procedure</td>
<td>34</td>
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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 ___X__ 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 23
Years of employment other than Marshall 4
Years of employment at Marshall 1/2
Years of employment in higher education 1/2
Years in service at Marshall during this period of review 1/1/2

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)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
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<tr>
<td>Fall/2006</td>
<td>CJ 401/501-101</td>
<td>Teaching &amp; Training in CJ</td>
<td>26/10</td>
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</table>

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___ X__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)

<table>
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<tr>
<th>Year/Semester</th>
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<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006/Fall</td>
<td>CJ 490/590-101</td>
<td>Internship</td>
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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 Ila
Graduate Assistant Data Sheet

<table>
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<tr>
<th>GTA Name</th>
<th>Course No.</th>
<th>Course Name</th>
<th>Year 1 20__-20__</th>
<th>Year 2 20__-20__</th>
<th>Year 3 20__-20__</th>
<th>Year 4 20__-20__</th>
<th>Year 5 20__-20__</th>
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<tr>
<td></td>
<td>(e.g. 101)</td>
<td></td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Location</th>
<th>Courses Offered</th>
<th>Enrollment</th>
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<tr>
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</table>

*Expand table as needed.*
## Appendix IV
### Service Courses

<table>
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<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Year 1 20__ - 20__</th>
<th>Year 2 20__ - 20__</th>
<th>Year 3 20__ - 20__</th>
<th>Year 4 20__ - 20__</th>
<th>Year 5 20__ - 20__</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e.g. 101)</td>
<td></td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
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*Expand table as needed.*
## Appendix V
### Program Course Enrollment

<table>
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<th>Course Number</th>
<th>Course Name</th>
<th>Required/Elective</th>
<th>Year 1 2003-2004</th>
<th>Year 2 2004-2005</th>
<th>Year 3 2005-2006</th>
<th>Year 4 2006-2007</th>
<th>Year 5 2007-2008</th>
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<tr>
<td>500</td>
<td>Applied Ethics in CJ</td>
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<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
</tr>
<tr>
<td>501</td>
<td>Teaching and Training in CJ</td>
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<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
</tr>
<tr>
<td>502</td>
<td>Seminar in Crime Prevention</td>
<td>Elective</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
</tr>
<tr>
<td>504</td>
<td>Theoretical Criminology</td>
<td>Elective</td>
<td>3</td>
<td>5</td>
<td>6</td>
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<tr>
<td>506</td>
<td>Race, Ethnicity, Gender &amp; Crime</td>
<td>Elective</td>
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<td>510</td>
<td>Police Administration</td>
<td>Elective</td>
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<td>512</td>
<td>Community Relations</td>
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<tr>
<td>521</td>
<td>Corrections and the Law</td>
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<td>Correctional Institutions</td>
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<td>533</td>
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<td>CJ Response to Domestic Violence</td>
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<td>550</td>
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<td>553</td>
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<td>Elective</td>
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<td>583</td>
<td>SP TP: Computer Crime &amp; Law</td>
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<tr>
<td>602</td>
<td>Law and Social Control</td>
<td>Required</td>
<td>12 10 12</td>
<td>14 13</td>
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</tr>
<tr>
<td>603</td>
<td>Criminal Justice Planning</td>
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<td>9 5 16 14</td>
<td>15 11</td>
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<tr>
<td>604</td>
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<td>Course Code</td>
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<td>Credits</td>
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<td>605</td>
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<td>620</td>
<td>Criminology</td>
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<td>621</td>
<td>Advanced Criminal Law &amp; Procedure</td>
<td>Required</td>
<td>7</td>
<td>10</td>
<td>13</td>
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<td>631</td>
<td>Criminal Rehabilitation</td>
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<td>632</td>
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<td>656</td>
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<td>679</td>
<td>Problem Report</td>
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<td>Thesis</td>
<td>Elective</td>
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<td></td>
</tr>
</tbody>
</table>

(Note: If you listed courses in Appendix IV, do not list them again in this appendix.)

* 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

<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>New Students Admitted</td>
<td>9</td>
<td>14</td>
<td>17</td>
<td>10</td>
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<td>Principal Majors Enrolled</td>
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<tr>
<td>Area of Emphasis 1: Professional Studies</td>
<td>24</td>
<td>33</td>
<td>29</td>
<td>29</td>
<td>27</td>
</tr>
<tr>
<td>Principal Majors Enrolled</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Area of Emphasis 2: Legal Studies</td>
<td></td>
<td></td>
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<tr>
<td>Principal Majors Enrolled</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal Majors Enrolled</td>
<td></td>
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</tr>
<tr>
<td>No Area of Emphasis</td>
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<tr>
<td>Second Majors Enrolled*</td>
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<td></td>
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<td></td>
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<tr>
<td>Third Majors Enrolled:**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Areas of Emphasis (i.e., education specialization majors)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minors***</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total of Students Enrolled in the Program</td>
<td>24</td>
<td>33</td>
<td>29</td>
<td>29</td>
<td>27</td>
</tr>
<tr>
<td>Graduates of the program</td>
<td>2</td>
<td>13</td>
<td>9</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

*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 3rd 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

Marshall University  
Assessment of Student Outcomes: Component/Course/Program Level

**Component Area/Program/Discipline:** Criminal Justice, M.S.  
**YEAR:** 2008-2009

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Person or Office Responsible</th>
<th>Assessment Tool or Approach</th>
<th>Standards/Benchmark</th>
<th>Results/Analysis</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of the M.S. program in Criminal Justice, students will be able to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Critically examine and apply master’s level criminal justice knowledge base in the following areas: Criminological Theory, Research Methods and Statistics, Planning, Criminal Law &amp; Procedure, and one area of concentration</td>
<td>Graduate faculty in CJ</td>
<td>Written and oral comprehensive examinations or thesis defense</td>
<td>Mean rating of 2 (satisfactory) on a three-point scale (3 being exemplary)</td>
<td>6/6 students successfully passed written and oral comprehensive examinations in 2007-2008 AY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate faculty in CJ</td>
<td>Written and oral reports of original research</td>
<td>Mean evaluation score of 3 on a four-point scale on each section of the research document scoring rubric pertaining to writing</td>
<td>Not assessed in 2007-08 AY</td>
<td>Assessment rubric will be developed in 2008-09 AY for implementation in 2009-2010 AY</td>
</tr>
<tr>
<td></td>
<td>CJ Graduate Director and Department Chair</td>
<td>Relevant questions from exit surveys</td>
<td>Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome</td>
<td>6/6 students who graduated in 2007-08 AY indicated they were satisfied with their abilities to examine and apply master’s level content in relevant areas.</td>
<td></td>
</tr>
<tr>
<td>Student Outcome</td>
<td>Person or Office Responsible</td>
<td>Assessment Tool or Approach</td>
<td>Standards/Benchmark</td>
<td>Results/Analysis</td>
<td>Action Taken</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2. Demonstrate critical thinking and problem solving skills at the master’s level relevant to criminal justice</td>
<td>Department Chair</td>
<td>Relevant questions from alumni surveys</td>
<td>Mean rating of at least 4 (satisfied) on five-point satisfaction scale on survey questions related to this outcome</td>
<td>22/22 respondents were satisfied (7) or very satisfied (15) with course content. 20/23 (87%) respondents were satisfied or very satisfied with the quality of instruction.</td>
<td>Employers identified from alumni surveys will be surveyed in 2008-09 AY</td>
</tr>
<tr>
<td></td>
<td>Department Chair</td>
<td>Relevant questions from employer surveys</td>
<td>Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome</td>
<td>Not assessed in 2007-08 AY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate faculty in CJ</td>
<td>Written and oral comprehensive examinations or thesis defense</td>
<td>Mean rating of 2 (satisfactory) on a three-point scale (3 being exemplary)</td>
<td>6/6 students successfully passed written and oral comprehensive examinations in 2007-2008 AY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate faculty in CJ</td>
<td>Written and oral reports of original research</td>
<td>Mean evaluation score of 3 on a five-point scale on each section of the research document scoring rubric pertaining to writing</td>
<td>Not assessed in 2007-08 AY</td>
<td>Assessment rubric will be developed in 2008-09 AY for implementation in 2009-2010 AY</td>
</tr>
<tr>
<td></td>
<td>CJ Graduate Director and Department Chair</td>
<td>Relevant questions from exit surveys</td>
<td>Mean rating of at least 4 (satisfied) on five-point satisfaction scale on survey questions related to this outcome</td>
<td>6/6 students were very satisfied with the critical thinking and problem solving skills in CJ</td>
<td></td>
</tr>
<tr>
<td>Student Outcome</td>
<td>Person or Office Responsible</td>
<td>Assessment Tool or Approach</td>
<td>Standards/Benchmark</td>
<td>Results/Analysis</td>
<td>Action Taken</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
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<td>---------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3. Use appropriate social science research methodology to complete substantial evidence-based research in criminal justice</td>
<td>Department Chair</td>
<td>Relevant questions from employer surveys</td>
<td>Mean rating of at least 4 (satisfied) on five-point satisfaction scale on survey questions related to this outcome</td>
<td>Not assessed in 2007-08 AY</td>
<td>Employers identified from alumni surveys will be surveyed in 2008-09 AY</td>
</tr>
<tr>
<td></td>
<td>Graduate faculty in CJ</td>
<td>Written and oral comprehensive examinations or thesis defense</td>
<td>Mean rating of 2 (satisfactory) on a three-point scale (3 being exemplary)</td>
<td>6/6 students successfully passed written and oral comprehensive examinations in 2007-2008 AY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate faculty in CJ</td>
<td>Conduct original research and report findings in a research document</td>
<td>Mean evaluation score of 3 on a five-point scale on each section of the research document (rubric attached)</td>
<td>Not assessed in 2007-08 AY</td>
<td>Assessment rubric will be developed in 2008-09 AY for implementation in 2009-2010 AY</td>
</tr>
<tr>
<td></td>
<td>CJ Graduate Director and Department Chair</td>
<td>Relevant questions from exit surveys</td>
<td>Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome</td>
<td>6/6 students were very satisfied with their education in this area.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Department Chair</td>
<td>Relevant questions from employer surveys</td>
<td>Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome</td>
<td>Not assessed in 2007-08 AY</td>
<td>Employers identified from alumni surveys will be surveyed in 2008-09 AY</td>
</tr>
<tr>
<td></td>
<td>Graduate faculty in CJ</td>
<td>Written and oral comprehensive examinations or thesis defense</td>
<td>Mean rating of 2 (satisfactory) on a three-point scale (3 being exemplary)</td>
<td>6/6 students successfully passed written and oral comprehensive examinations in 2007-2008 AY</td>
<td></td>
</tr>
<tr>
<td>Student Outcome</td>
<td>Person or Office Responsible</td>
<td>Assessment Tool or Approach</td>
<td>Standards/Benchmark</td>
<td>Results/Analysis</td>
<td>Action Taken</td>
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<tr>
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</tr>
<tr>
<td>4. Effectively communicate at the master’s level in both oral and written formats using discipline-appropriate vocabulary and dialogue</td>
<td>Graduate faculty in CJ</td>
<td>Research papers/documents</td>
<td>Mean evaluation score of 3 on a four-point scale on each section of the research document scoring rubric pertaining to writing (rubric attached)</td>
<td>Not assessed in 2007-08 AY</td>
<td>Assessment rubric will be developed in 2008-09 AY for implementation in 2009-2010 AY</td>
</tr>
<tr>
<td></td>
<td>Graduate faculty in CJ</td>
<td>Oral presentation of research</td>
<td>Mean rating of 2 (satisfactory) on a three-point scale (3 being exemplary)</td>
<td>Not assessed in 2007-08 AY</td>
<td>Assessment rubric will be developed in 2008-09 AY for implementation in 2009-2010 AY</td>
</tr>
<tr>
<td></td>
<td>CJ Graduate Director and Department Chair</td>
<td>Relevant questions from exit surveys</td>
<td>Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome</td>
<td>6/6 students were very satisfied with their abilities to communicate at the master’s level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Department Chair</td>
<td>Relevant questions from employer surveys</td>
<td>Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome</td>
<td>Not assessed in 2007-08 AY</td>
<td>Employers identified from alumni surveys will be surveyed in 2008-09 AY</td>
</tr>
<tr>
<td>5. Examine, evaluate, and apply ethical principles of the discipline in regard to research, use of sources, collaboration with colleagues, and principled decision/policy making</td>
<td>Graduate faculty in CJ</td>
<td>Written and oral comprehensive examinations or thesis defense</td>
<td>Mean rating of 2 (satisfactory) on a three-point scale (3 being exemplary)</td>
<td>6/6 students successfully passed written and oral comprehensive examinations in 2007-2008 AY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate faculty in CJ</td>
<td>Conduct original research and report findings in a research document</td>
<td>Mean evaluation score of 3 on a four-point scale on each section of the research proposal scoring rubric pertaining to writing (rubric attached)</td>
<td>Not assessed in 2007-08 AY</td>
<td>Assessment rubric will be developed in 2008-09 AY for implementation in 2009-2010 AY</td>
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</tbody>
</table>
### Component / Course / Program Level

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Person or Office Responsible</th>
<th>Assessment Tool or Approach</th>
<th>Standards/Benchmark</th>
<th>Results/Analysis</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Successfully enter into discipline-appropriate employment as a professional in criminal justice or, if desired, continue education in a doctoral program and/or law school</td>
<td>CJ Graduate Director and Department Chair</td>
<td>Relevant questions from exit surveys</td>
<td>Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome</td>
<td>6/6 students were very satisfied with their abilities in this area.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Department Chair</td>
<td>Relevant questions from employer surveys</td>
<td>Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome</td>
<td>Not assessed in 2007-08 AY</td>
<td>Employers identified from alumni surveys will be surveyed in 2008-09 AY</td>
</tr>
<tr>
<td></td>
<td>Department Chair</td>
<td>Relevant questions from alumni surveys</td>
<td>Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome</td>
<td>17/23 respondents (74%) are currently employed in a criminal justice related profession. 5/22 respondents (23%) had obtained a degree beyond the master’s degree.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Department Chair</td>
<td>Relevant questions from employer surveys</td>
<td>Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome</td>
<td>Not assessed in 2007-08 AY</td>
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<td></td>
<td>Graduate faculty in CJ</td>
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</tr>
<tr>
<td></td>
<td>CJ Graduate Director and Department Chair</td>
<td>Relevant questions from exit surveys</td>
<td>Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome</td>
<td>6/6 students were satisfied or very satisfied with their abilities in this area.</td>
<td></td>
</tr>
<tr>
<td>Student Outcome</td>
<td>Person or Office Responsible</td>
<td>Assessment Tool or Approach</td>
<td>Standards/Benchmark</td>
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</tr>
<tr>
<td>Department Chair</td>
<td>Relevant questions from employer surveys</td>
<td>Mean rating of at least 4 (satisfied) on a five-point satisfaction scale on survey questions related to this outcome</td>
<td>Not assessed in 2007-08 AY</td>
<td>Employers identified from alumni surveys will be surveyed in 2008-09 AY</td>
<td></td>
</tr>
</tbody>
</table>
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 MS 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 reynolds@marshall.edu.

Sincerely,

Mary E. Reynolds
Interim Director of Assessment

C: Dr. Donna Spindel, Interim Dean, COLA
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: MS 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.

<table>
<thead>
<tr>
<th>Yearly Assessment Report Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. a. Program goals:</td>
</tr>
<tr>
<td>b. Learning outcomes and data collection:</td>
</tr>
<tr>
<td>c. Results:</td>
</tr>
<tr>
<td>II. BOT Initiative #3:</td>
</tr>
<tr>
<td>III. Plans for current year:</td>
</tr>
<tr>
<td>IV. Assistance needed:</td>
</tr>
<tr>
<td>V. Lessons learned:</td>
</tr>
</tbody>
</table>

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 submitted an assessment summary chart. For the most part the chart is completed. Specific benchmarks, specific measuring instruments and the associated data are not present. General conclusions are present. The feedback loop (actions taken) does not indicate what particular actions were taken and subsequently how these
changes worked for the program. Remember, it may take several cohort groups to produce the results the program desires.

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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Learning Outcomes</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>II. Assessment Measures</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>III. Feedback Loop</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total Overall Score</td>
<td>2</td>
<td>3</td>
<td>3.3</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Level of Implementation (efficacy of assessment)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>No Report</td>
<td>2</td>
</tr>
</tbody>
</table>

Score Ranges

<table>
<thead>
<tr>
<th>Score Ranges 0-3 in each of the three categories</th>
<th>A score of 0 indicates minimum activity in the category</th>
</tr>
</thead>
<tbody>
<tr>
<td>A score of 1 indicates that a program is in the beginning stages of assessment</td>
<td></td>
</tr>
<tr>
<td>A score of 2 indicates that a program is making progress toward implementing a viable assessment program</td>
<td></td>
</tr>
<tr>
<td>A score of 3 indicates that a program is in the maturing stages of its assessment program</td>
<td></td>
</tr>
</tbody>
</table>

Levels of Implementation

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

Interpretation:

The unit has listed a set of student outcomes, for the most part, they are measurable with classroom/comprehensive/survey data. Candidates getting jobs is certainly laudable, but should not be a measurable outcome. Inherent in success in getting a job indicates that the student is competent with qualities an employer desires—those qualities should be the measuring points, not job attainment. You can capture that data in courses the students take.

Recommendations:
The unit should revisit outcome #4 in an attempt to discover those qualities employers desire and make them the outcomes. The unit should continue to collect data and use that data as a part of the decision making process for improving the program—the feedback loop.

General Comments:

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

Enclosures
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

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

Subject: Yearly Assessment Report, MS 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.

<table>
<thead>
<tr>
<th>I. Principal Elements of the assessment plan</th>
<th>The principal elements of the plan were outlined. The program depends heavily on alumni surveys and faculty evaluations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student outcomes</td>
<td>The outcomes are very closely related to the undergraduate outcomes with the addition of one outcome. The reviewers seemed to be concerned with the level of the outcomes. The outcomes read more like general education outcomes and are perhaps vague for master's level outcomes.</td>
</tr>
<tr>
<td>Assessment Tool or Approach/ Standards/Benchmark BOT Initiative #3</td>
<td>BOT 3 does not pertain to Graduate programs. Alumni surveys and graduate comprehensive examinations and oral defense of the thesis make up the bulk of the assessment tools. The standards are not mentioned.</td>
</tr>
<tr>
<td>Results/Analysis:</td>
<td>Data have been presented.</td>
</tr>
<tr>
<td>Action Taken:</td>
<td>The minor requirement was eliminated. New concentrations were instituted.</td>
</tr>
<tr>
<td>Information on how assessment data is used to improve program quality (3 examples)</td>
<td>Decisions on programmatic changes were made primarily based on the recommendations of students and employers. There were examples of programmatic changes made.</td>
</tr>
<tr>
<td>Chart</td>
<td>The chart was present.</td>
</tr>
</tbody>
</table>


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 was present. The only assessment tools mentioned were the comprehensive examinations and the theses. In the narrative sections student recommendations, surveys, and employer recommendations form the basis for programmatic change. There is a disconnect occurring with the assessment process. Also in the Standards/Benchmark column, all of the lines indicate the same thing. Additionally in the column marked Action taken, no action was indicated. This is primarily due to the fact that all students performed adequately on the comprehensive examinations and the thesis defense. However, changes in the program were made.

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.

<table>
<thead>
<tr>
<th>Scores:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Learning Outcomes</td>
</tr>
<tr>
<td>II. Assessment Measures</td>
</tr>
<tr>
<td>III. Feedback Loop</td>
</tr>
<tr>
<td>Overall Score:</td>
</tr>
</tbody>
</table>

Interpretation: The program has achieved an overall score of 3.3 which places it at the top of Level 1 of the NCA/HLC efficacy of program assessment. The reviewers felt that the outcomes were not sufficient or sufficiently rigorous for graduate study. The assessment measures indicated don’t seem to match up well, with the kinds of action taken and the feedback into the program is not based even in part on student performance. NCA/HLC would prefer that a variety of assessment measures be used in making programmatic decisions.

5. Recommendations:
The program should revisit the learning outcomes in view of post baccalaureate levels of expertise. In the coming year, evaluations of the new program should begin to take place. Programmatic changes are certainly expected over the course of time and a variety of assessment activities should enter into the mix. Student academic achievement, surveys, employer feedback and the direction of the discipline should drive change. This complete decision making process should be indicated in the narrative and assessment chart.

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

Academy of Criminal Justice Sciences
Certification Standards for College/University
Criminal Justice Master’s 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
Phone: (270) 674-5697
Web: www.acjs.org

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):

<table>
<thead>
<tr>
<th></th>
<th>Two reviewers</th>
<th>Three reviewers</th>
<th>Four reviewers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One day</td>
<td>$2,400</td>
<td>$2,800</td>
<td>$3,200</td>
</tr>
<tr>
<td>Two days</td>
<td>$3,300</td>
<td>$4,100</td>
<td>$4,900</td>
</tr>
<tr>
<td>Three days</td>
<td>$4,200</td>
<td>$5,400</td>
<td>$6,600</td>
</tr>
<tr>
<td>Four year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One day</td>
<td>$2,900</td>
<td>$3,300</td>
<td>$3,700</td>
</tr>
<tr>
<td>Two days</td>
<td>$3,800</td>
<td>$4,600</td>
<td>$5,400</td>
</tr>
<tr>
<td>Three days</td>
<td>$4,700</td>
<td>$5,900</td>
<td>$7,100</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One day</td>
<td>$3,400</td>
<td>$3,800</td>
<td>$4,200</td>
</tr>
<tr>
<td>Two days</td>
<td>$4,300</td>
<td>$5,100</td>
<td>$5,900</td>
</tr>
<tr>
<td>Three days</td>
<td>$5,200</td>
<td>$6,400</td>
<td>$7,600</td>
</tr>
</tbody>
</table>

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
in 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).
Deferral (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.

Certification Standards for College/University Criminal Justice Master’s 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 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 Master’s 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-A.** Statement of program mission and purposes [A.1]

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

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

**I-B.** 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 graduate curriculum and is a balanced presentation of the issues of the field. All master’s 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

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

B.6 In addition to the content areas above, a graduate 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.
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.

Programs have elective internship opportunities available to graduate students. Measures are taken to ensure that internships are integrated into the academic component of the program and related to educational objectives.

The graduate program objectives reflect a high level of complexity, specialization, and generalization. The program has cohesive curricula and requires activities designed to advance the student substantially beyond the levels of knowledge, competence, and educational accomplishments of a baccalaureate degree program. In addition, all students completing graduate degrees in criminal justice have, at a minimum, graduate level courses in criminal justice and/or criminological theory, research methods, and statistics.

A master’s level criminal justice program requires a minimum of 30 semester hours or the equivalent in graduate level criminal justice and related cognate credits.

The graduate program is not offered unless resources and expectations exceed those required for an undergraduate program in criminal justice.

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 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 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 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 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 grade point average institution-wide [B.2; B.4]
I- Statement regarding method used to ensure programs and courses are dynamic and 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 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.8]
B.j. B.k. I- Program objectives reflecting a high level of complexity, specialization, and generalization that challenges students beyond the levels of knowledge and competence acquired at the baccalaureate level [B.2; B.9]
I- Comprehensive evaluation or capstone experience [B.3]
B.l. I- Evidence, when applicable, that students taught on other than the usual semester/quarter 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 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]

B.n. Indication of course(s) in which specific content areas are found in the core curriculum [B.5; B.9]

B.o. Evidence that available criminal justice electives are consistent with faculty, resources, and program objectives [B.7]

I- When degree programs offer concentrations, evidence that these concentrations are supported by student body composition and faculty expertise [B.7]

B.q. Evidence that elective internships are integrated into the academic component of the program and related to educational objectives [B.8]

B.r. Explanation of rationale behind sequencing of courses [B.9]

B.s. Evidence that the graduate program has resources and expectations exceeding those required for an undergraduate program in criminal justice [B.11]

Section C: Faculty for Graduate 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 Ninety percent of all full-time faculty in master’s 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 graduate 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
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 master’s degree program.

Selected Indicators:
I-C.a. Faculty vitae or Faculty Profile Form, including recent professional contributions [C.1; C.2; C.4; C.5; C.7; C.9]
I-C.b. Documentation of faculty recruitment efforts (newspaper advertisements, professional 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-C.d. Table of all faculty currently teaching in the graduate program by full- and part-time status. 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-C.e. Indication that the number of FTE students and majors complies with the standards of that region’s institutional accrediting body (e.g., Middle States Association); provide the standards and formula [C.6]
I-C.f. Graduate teaching load for all faculty [C.7]
I-C.g. Vitae of graduate teaching assistants, if applicable [C.8]
C.h. Description of selection, training, supervision and evaluation of graduate teaching assistants, if applicable [C.8]
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-C.k. Institution funds spent on professional development [C.9]
C.m. Evidence of faculty effectiveness [C.10]
I-C.n. Samples of performance evaluation forms [C.10]
C.n. Faculty awards, recognitions [C.10]
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 undergraduate level or remedial work designed to prepare the student for graduate study.

D.3 Only credit from institutions that are accredited by their regional higher education body is accepted for transfer into a graduate criminal justice program and only on a strictly limited basis. No more than six hours of acceptable transfer credit are awarded at the Master’s degree level. There are no waivers of credit. No academic credit is awarded by the criminal justice program for life experience or for military, police academy, or other professional training.

Selected Indicators:
I- Graduate Catalog [D.1; D.2; D.3]
D.a.
I- Admission requirements and policies for the program and for the institution as a whole [D.1]
D.b.
I- Statement of all places where program admission requirements and policies are published and copies of relevant pages of such publication(s) [D.1]
D.c.
I- Enrollment and retention reports [D.1]
D.d.
I- Transcripts of current students and recent graduates [D.1; D.2; D.3]
D.e.
I-D.f. Transfer policy on graduate courses [D.3]

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- E.a. Budget for criminal justice program(s) for past three years [E.1]
E.a.
I- E.b. List and location of facilities and equipment available to students [E.1]
E.b.
I- E.c. List and location of facilities and equipment available to faculty [E.1]
E.c.
I- E.d. Vitae of librarians and support personnel [E.2]
E.d.
I- E.e. Library collection in criminal justice and related fields (number of books, monographs, journals and electronic resources) [E.2]
E.e.
I- E.f. Student use and technology policy, on and off-campus [E.2]
E.f.
I- E.g. Materials for locating and obtaining electronic information [E.2]
E.g.
I- E.h. 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- E.j. 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]

Section F: Student Services

Standards:

F.1 The program provides an environment that fosters the intellectual and personal development of its graduate students, consistent with its mission and purposes.

F.2 All students in the criminal justice graduate 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 graduate student population and makes provision for responding to them.

**Selected Indicators:**
I-F.a. Graduate 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 graduate student learning needs and provision for responding to them [F.3]

**Section G: Integrity**

**Standards:**

G.1 The criminal justice graduate 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 graduate 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 graduate 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 graduate 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 graduate 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-G.b. Grievance/complaints and appeals procedures [G.1]

I-G.c. Program copy of the *ACJS Code of Ethics* [G.1]
Evidence of compliance and congruence with \textit{ACJS Code of Ethics} [G.1]

Graduate catalog [G.2; G.3; G.4; G.5; G.6]

Program publications, including brochures, posters, web pages [G.2; G.3; G.4; G.5; G.6]

List of courses taught for previous three years [G.5]

Documentation for statements regarding program excellence, learning outcomes, success in placement, etc. [G.6]

\textbf{Section H: Program Quality and Effectiveness}

\textbf{Standards:}

\textbf{H.1} The graduate program undergoes systematic evaluation of all program components and uses the results for program improvement.

\textbf{H.2} The graduate 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.

\textbf{H.3} The graduate 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.

\textbf{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.

\textbf{Selected Indicators:}

\textbf{I-} Written graduate program assessment plan [H.1]

\textbf{H.a.} Indication of where graduate program objectives are taught in curriculum, how learning outcomes are measured prior to graduation, and the results of such assessment [H.2]

\textbf{H.b.} Evidence demonstrating that the graduate program is achieving its mission, goals, objectives and outcomes [H.2]

\textbf{H.c.} Results of graduate program evaluation including graduate satisfaction with program, employer satisfaction with graduates; retention and graduation rates; placement rates [H.2]

\textbf{H.d.} Analysis of student evaluations of teaching [H.3]

\textbf{H.e.} 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]

\textbf{I-} Reports from institution’s program reviews, indicating cycle of reviews, findings, and related graduate program improvements [H.4]
Other Supporting Material:
I-H.h. Institution’s policy on graduate academic program review [H.4]
I-H.i. Institution’s graduate 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 graduate courses and graduate 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 graduate 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 graduate 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 graduate 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- Graduate program enrollment data by instructional site [I.1]
I.d.
I- Summary of graduate 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. Access to programs via distance technology [I.4]
I. Evidence that off-site instruction maximizes student-faculty interactions and is high quality
I.j. [I.4]

[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

Sample Comprehensive Examination Questions

RESEARCH METHODS AND STATISTICS

The “get tough” laws of the 1970s and ‘80s included lengthier sentences that deemphasized rehabilitative goals in the pursuit of retributive punishment. As a result, billions of dollars were spent on building prisons. More prisons meant we could lock up more people. However, today, about 700,000 of these inmates are being released annually from state and federal prisons. Concurrently, a change in attitude about incarceration has taken place. Greater focus has been placed on “re-entry” programs to assist inmates in transitioning back into the community and more importantly to reduce recidivism.

In pursuit of this goal, West Virginia has designed the West Virginia Offender Reentry Initiative (WVORI) to provide a continuum of reentry services to offenders as they transition from prison to the community. The key assumption here is that successful reintegration will reduce recidivism. Your task is to propose a QUANTITATIVE research design to test this relationship.

The subsections below are provided to guide you in answering the question. Make sure that you have included all of the information indicated in the subsections in your answer. Be thorough and please number your answers to correspond to the various subsections.

A. Research Question
   a) Provide a statement of your research question
   b) State the hypothesis or hypotheses to be tested
   c) List the conceptual definitions of the key variables (if your research purpose is explanatory, clearly identify your independent and dependent variables)

B. Sampling Design
   a) Identify the population, sample, sampling frame, and sampling technique.

C. Data Collection Technique(s)
   a) Describe the instrument to be used
   b) Provide operational definitions of the key variables, as well as identify the level of measurement for each (be sure to provide a justification for using particular levels of measurement)

D. Human Subject Protections
   a) Identify any issues related to the use of human subjects/respondents

E. Measurement Quality
   a) Describe the reliability and validity of the measures

F. Analysis Plan
   a) Explain the appropriate statistical tests to be used and why?
GENERAL LAW

The Fourth Amendment to the United States Constitution provides that “[t]he right of the people to be secure in their persons, houses, papers, and effects against unreasonable searches and seizures shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched and the persons or things to be seized.” Explain, then, how the Exclusionary Rule works. Since exclusion of evidence unconstitutionally seized is not included in the Fourth Amendment, how was the Exclusionary Rule created, and by whom? What is its purpose? When does the Exclusionary Rule apply? When does it not apply? Are there exceptions to the Exclusionary Rule? If so, name and describe those exceptions. What is the mechanism for enforcing a defendant’s rights under the Exclusionary Rule?
According to OJJDP, juveniles accounted for 15.0% of all arrests for Violent Crime Index offenses in 2001. Likewise, juveniles accounted for approximately 30.0% of all Property Crime Index offenses in the U.S. In WV, slightly greater than twenty percent (21.3%) of all Property Crime Index arrests involved juveniles in 2002. Aside from runaway and curfew violations where juveniles account for nearly 100.0% of the arrests, motor vehicle theft (28.0%) involved the highest proportion of juveniles in WV. Juveniles account for just over twenty percent of all arrests for vandalism (22.3%), larceny-theft (21.5%), and arson (20.8%). … Juveniles accounted for less than 10.0% of arrests for violent offenses in 2002, including weapons violations. Of the 8 offenses in which juveniles constitute less than 10.0% of all arrests, 6 can be easily characterized as violent. These include forcible rape (8.8%), robbery (7.4%), murder (7.1%), other assaults (5.7%), other sex offenses (5.5%), and aggravated assault (5.4%). Only 8.6% of all weapons violations involved juveniles in 2002. … Less than 5.0% of all arrests for embezzlement, disorderly conduct, fraud, kidnapping, forgery, DUI, drunkenness, and bad checks also involved juveniles in 2002. (Turley & Haas, 2004, p. 2)

Even though juvenile crimes have declined and the proportion of juvenile arrests in West Virginia is lower than the national average, Governor Manchin has asked you, the criminological expert, to explain juvenile delinquency in our home state. More specifically, select a theory from the rational choice (or new classical theories as Dr. Dameron calls them) or the labeling perspective. Explain this theory in detail (i.e., provide explanations of the theory’s basic idea, views on human nature, the law, society and social order, and causal logic). Be sure to place your answer in context by addressing the governor. Last, include policy implications (based on the theory you choose), which will aide in a continued reduction of juvenile arrests in our state.

Reference

CRIMINAL JUSTICE PLANNING

As a new master in Criminal Justice, the Governor has asked you to develop a new program designed to address drug related crime in West Virginia. Since you recall your Planning Class in Criminal Justice, you are well prepared to design such a plan. Your plan should outline your ideas in the following stages:

- Analyze the problem
- Set goals and objectives
- Design the program
- Develop an action plan
- Develop a plan for monitoring program implementation
- Develop a plan for evaluating outcomes
- Initiate the program design

Recall that these are the stages contained in your Welsh and Harris textbook in Planning and address each stage as the text suggests.
CONCENTRATION: CORRECTIONS

You are the director of a new halfway house in Huntington, WV. You know the challenges facing community-based correctional agencies, and you feel the best way to start on the right path is with a “vision” and “mission” statement. Next, describe the philosophy of punishment that the facility will adopt and explain why. Furthermore, as you meet with your staff for the first time, be sure to explain the population of offenders they will be working with (i.e., exclusion criteria for admission). Include a detailed plan of operations (i.e., personnel requirements, training, and treatment programs). Last, identify some of the problems associated with halfway houses and how you would combat them as a director.
CONCENTRATION: THEORY

There has been a great deal of news coverage lately on suicide bombers. The Taliban has said that they are about to launch an offensive of thousands more against American troops in Iraq. The question many people are asking is, why would someone do this? One answer would be their religion; however, there seem to be many other factors that could come into play. For example, many of their fighters are unemployed and are fighting for six dollars a day because of the economic conditions in the area caused by decades of conflict as well as the fact that the country is landlocked and extremely poor.

As a master of criminal justice, you would probably focus more on theoretical constructs to explain the crime and context of suicide bombing. So, here is your chance. Choose a theorist from the Conflict/Radical School of Criminology and a theorist from the Chicago School/Social Ecology/Social Disorganization. Explain each theorist’s theory in its entirety and apply it to explain the phenomena of the Taliban and their suicide bombing in Iraq.
The Knights wear robes and a hooded mask as a symbol of the group’s link with the original Ku Klux Klan. The mask also protects the identity of members who attend rallies, engage in leafleting, and participate in parades. A number of members allege that in the past they have been subject to harassment, threat, and physical assault by counterdemonstrators who have traced their identities. Several members testified that they would not participate in rallies unless they were permitted to wear masks. New York argues that the antimask provision is intended to facilitate the identification of wrongdoers by police. A New York Federal District Court was requested to issue an order preventing the New York Police Department from enforcing this statute. Does the New York law unconstitutionally limit the expression of the Knight’s point of view, or are there valid non-speech-related objectives accomplished by the statute? Your answer should specifically address the First Amendment to the United States Constitution and its application to this problem. Explain arguments that would support both sides of the case and indicate how you would rule if the case were presented to you as a judge.
Appendix C

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?
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.
Please provide the following information.

35. Were any CJ Classes especially beneficial to you?
   - [ ] Yes  - [ ] No

   If yes, which ones?

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

37. Were any CJ faculty especially helpful to you in your CJ education or in attaining important personal goals?
   - [ ] Yes  - [ ] No

   If yes, who?

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).
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?

   Please provide the name and address of your employer.

   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.

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

Submit Comments  Clear Form

Back to the CJ Home Page

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Appendix D

Criminal Justice Alumni Information Page

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