

*Northwestern State University of Louisiana
Department of Criminal Justice*

*Self-Study
February 2016*



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Objectives of Academic Program

Northwestern State University, Department of Criminal Justice Mission Statement:

The Criminal Justice Department at Northwestern State University is dedicated to the education of students for professional, leadership, academic, and research careers in the challenging fields of criminal justice, public safety, homeland security, and public service. The Department provides instruction across a broad range of concepts, with the ultimate goals of student attainment of excellence in analytical and critical thinking abilities, effective interpersonal, communication, problem-solving skills, moral commitment, and the acquisition of substantive bases of knowledge, necessary to secure positions in criminal justice, all levels of government, public policy, and private organizations. Using active learning, participatory pedagogy, and a global perspective, the Department holds a generalist orientation, though innovative analyses, in a student-centered, nurturing environment, and emphasizing an occupational context.

The Northwestern State University Mission Statement:

Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University will prepare its students to become productive members of society and will promote economic development and improvements in the quality of life of the citizens in its region.

I. INSTRUCTION PROGRAM

1. Program Information

A. List each degree program offered by the division/department (include concentrations and minors).

The Department of Criminal Justice, History, And Social Sciences offers Bachelor of Arts degrees in the following disciplines: Criminal Justice, with a concentration in Pre-law and Paralegal Studies, Bachelor of Arts in History, and a Bachelor of Science degree in Unified Public Safety Administration with concentrations in Law Enforcement Administration, Fire and Emergency Medical Service Administration, Emergency Management Administration and Public Facilities Management. The Department also offers a Master of Science in Homeland Security, and in conjunction with the Gallaspy Family College of Education and Human Development, offers a Master of Arts degree in Adult Education with a concentration is in Homeland Security. The Department also offers a certification in Pre-law and Paralegal Studies program and a Post Master's Certification in Global Security and Intelligence. Additionally, the Department of Criminal Justice, History and Social Sciences offers minors in the following areas: Criminal Justice, History, Philosophy, Political Science, Social Science, and Sociology. The Department offers minors in Creole Studies, Criminal Justice, History, Social Sciences, and Unified Public Safety Administration. The Department also offers courses in Economics, Geography, Political Science, Pre-law and Paralegal Studies, and Sociology.

B. Description of the academic unit.

The Department of Criminal Justice is one of the largest departments located within the College of Arts and Sciences with 562 majors (based on fall 2014 data) in its eight degree programs. Its 24 full-time faculty instruct over 5000 students each semester (courses taken by major and non-major students in 2015). Its faculty teaches 14 of the general education or core courses which is 82% of the social sciences core offerings. Twenty-two of the school's faculty are lodged at Natchitoches and one of the faculty is stationed at the Leesville campus. The school's full-time faculty teaches at all four of NSU's campuses. In an average semester (based on Spring 2015), the school's full-time faculty members offer 3 lower-level classes (general education required courses) on the Shreveport campus, 8 classes (both upper and lower level courses) on the Leesville Campus. In addition, 7 compressed video classes are delivered to students on three satellite campuses:

Natchitoches, Leesville, and CENLA. Additional internet courses are taught by adjuncts.

The CJHSS faculty members are involved in a number of other activities in addition to teaching. The Williamson Museum, recognized as both a federal and state repository of archaeological materials, is administered through the department. The Southern Studies Institute and its publication *Southern Studies: an Interdisciplinary Journal of the South* is also overseen by faculty within the department. The Cultural Resources Office, a grant and contract cultural resource program, and the Louisiana Creole Heritage Center are also managed through the Department of Criminal Justice, History, and Social Sciences.

2. Specific Program Information.

A. Exact designation of the program. Use the designation approved by the Louisiana Board of Regents.

The designation for the Criminal Justice Program is 43.01.04 (CIP Code), Bachelor of Arts (BA) in Criminal Justice and 43.01.07 (CIP Code), Associate of Arts in Criminal Justice.

B. Provide curriculum templates for each degree program, major and option.

a. Course Listing (See Table 1).

Students seeking a Bachelor of Arts degree in Criminal Justice must complete 31 semester hours in Criminal Justice within a 120 hour curriculum. **Table 1** outlines the class sequence for the Bachelor of Arts in Criminal Justice.

TABLE 1

**CURRICULUM FOR BACHELOR OF ARTS IN CRIMINAL JUSTICE
CLASS SEQUENCE**

FIRST YEAR		
COURSE	COURSE DESCRIPTION	SEMESTER HRS.
Criminal Justice 1100	Introduction to Criminal Justice	3
Criminal Justice 2300	Police Process	3
English 1010	Composition and Rhetoric I	3

English 1020	Composition and Rhetoric II	3
Fine Arts 1040	Exploring the Arts	3
Mathematics	Must meet university core requirements	6
University 1000	Orientation	1
Science	Must meet university core requirements	6
Sociology 1010	Principles of Sociology	3
	TOTAL SEMESTER HOURS	31

SECOND YEAR		
COURSE	COURSE DESCRIPTION	SEMESTER HRS.
Criminal Justice 2400	Adjudication Process	3
Criminal Justice 2500	Corrections Process	3
English 2110	Introduction to Literature	3
Political Science 2010	Government of the United States	3
Psychology 1010	General Psychology	3
Science	Must meet university core requirements	3
Electives		9
	TOTAL SEMESTER HOURS	27

THIRD YEAR		
COURSE	COURSE DESCRIPTION	SEMESTER HRS.
Criminal Justice 3340	Criminology and Penology	3
Criminal Justice 3350	Analysis of Police Operations	3
Criminal Justice 3380	Criminal Justice Ethics	3
Criminal Justice 4250	Probation and Parole	3
Criminal Justice 4450	Criminal Law	3
English 3230	Technical Composition	3
Foreign Language	All must be in the same foreign language	6
History	Must meet university core requirements	3
Psychology 2450	Personal Adjustment and Development	3
	TOTAL SEMESTER HOURS	30

FOURTH YEAR		
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COURSE	COURSE DESCRIPTION	SEMESTER HRS.
Criminal Justice 3090	Juvenile Delinquency and Justice	3
Criminal Justice 3360	Criminal Investigation	3
Criminal Justice 4200/UPSA 4200	Introduction to Criminal Justice Research	3
Criminal Justice 4460	Criminal Evidence and Procedure	3
Criminal Justice 4480	Senior Seminar in Criminal Justice	2
Criminal Justice 4500	Drug Use in Modern Society	3
Communication 1010	Speech	3
Political Science 3090	Constitutional Law	3
Sociology 4080	Race and Cultural Relations for Pure and Applied Sociology	3
Electives		6
	TOTAL SEMESTER HOURS	32

Required courses INCLUDE:

- CJ 1100 – Introduction to Criminal Justice
- CJ 2300 – Police Process
- CJ 2400 – Adjudication Process
- CJ 2500 – Corrections Process
- CJ 3040 – Criminology and Penology
- CJ 3090 – Juvenile Delinquency
- CJ 3350 – Analysis of Police Operations
- CJ 3360 – Criminal Investigation
- CJ 3380 – Criminal Justice Ethics
- CJ 4200/UPSA 4200 - Introduction to Criminal Justice Research
- CJ 4250 – Probation and Parole
- CJ 4450 – Criminal Law
- CJ 4460 – Criminal Evidence and Procedure
- CJ 4480 – Senior Seminar in Criminal Justice
- CJ 4500 – Drug Use in Modern Society

The balance of the elective semester hours may be selected from the following list of courses:

- CJ 2600 – Introduction to Criminalistics and Forensic Sciences
- CJ 4000 – Practicum in Criminal Justice

CJ 4110 – Special Problems
CJ 4470 – Advanced Criminalistics and Forensic Sciences
CJ 4490 – Team and Organizational Leadership
CJ 4475 – Homeland Security

Syllabi for these courses are included in Appendix A.

b. Course Listing.

Students seeking a certificate in the Pre-Law Paralegal Studies (PLPS) must complete the following courses:

PLPS 3010 – Introduction to Law
PLPS 3020 – Legal Research
PLPS 3030 – Litigation
PLPS 3040 – Estates, Trusts, Wills
PLPS 3050 – Corporations
PLPS 3060 – Real Estate and Mortgages
PLPS 3070 – Family Relations Law
PLPS 3080 – Law Office Administration

Syllabi for these courses are included in Appendix A.

c. Strengths/unique features. Describe.

The Department of Criminal Justice is fortunate to have a number of strengths associated with it. The faculty are extremely qualified. Each member is well grounded in his/her area of expertise. There are ten faculty members. Two have a Ph.D., three have a M.A., three have a M.S., one has an M.A. and a J.D. and one is A.B.D. The ten faculty members combined have more than 150 years of field experience in the area of criminal justice. The degree granting institutions represented by the faculty are Louisiana State University, Grambling State University, University of North Texas, University of Southern Mississippi, Oklahoma City University, North Central University, and the University of Phoenix. The program is benefited by its association with several law enforcement agencies.

d. Unit Deficiencies and Planned Remedies.

There are two PhD's on the faculty and one A.B.D., who should complete her dissertation by the end of this year. If funding permits the hiring of additional personnel, they will also have a Ph.D.

e. Alternative delivery of instruction.

The degrees in Department of Criminal Justice are available via the Internet. There are multiple internet courses offered each semester that many major and non-majors enroll in. In addition, there were 31 sites receiving a compressed video class with students enrolled.

C. Current Areas of Concentration.

The Criminal Justice Bachelor's degree has a concentration in Pre-law and Paralegal studies.

D. Is the program offered for credit or non-credit at an off-campus location?

Criminal Justice courses are taught at the CENLA campus in Alexandria and the Ft. Polk campus near Leesville. No non-credit courses are offered at any location.

E. How does this program support or receive support from other instructional, research, or public service programs within the University.

The Criminal Justice faculty teach Criminal Justice and Sociology courses that may be taken for elective purposes or as a Criminal Justice minor by individuals in any of a number of different majors at NSU. In turn, Criminal Justice majors take general core courses and upper division courses for elective purposes. Criminal Justice students may also select a minor from a number of other degree programs at the University.

F. What is the accreditation status of the program and what are plans for accreditation?

There is no nationwide accreditation agency for Criminal Justice programs. The Academy of Criminal Justice Sciences (ACJS) has set *Minimum Standards for Criminal Justice Education: Guidelines for College and University-Level Programs*, and at some time in the future, the ACJS should become the accrediting agency for Criminal Justice Programs. The Northwestern State University Criminal Justice Program plans to use these guidelines as the standard for self-assessment.

G. If both graduate and undergraduate instruction is offered by this program, please substantiate that levels of instruction and requirements are significantly different in graduate and undergraduate levels.

There is one criminal justice course that is offered for both graduate and undergraduate credit. CJ 4475 - Homeland Security, requires the

student receiving graduate credit to write a 15 page research paper (undergraduates write a 10 page paper) which requires research and historical analysis which is beyond the reach of the undergraduate. The undergraduates and graduate students are also required to make an oral presentation on the content of the paper.

3. Program Objectives.

A. Statement of program objectives.

The Criminal Justice Program strives to develop professionals who are capable of demonstrating competency in the organization of the criminal justice field in the United States; as well as, participate in qualitative research techniques such as content analysis and interviewing. These professionals who finish the program at Northwestern State University are professionals who exhibit understanding in ethical training and in the interrelationship of government, law enforcement, courts, corrections and society at large.

Students who complete the four (4) year Criminal Justice curriculum and receive a Baccalaureate Degree will be prepared for entry-level positions in all aspects of the criminal justice system as well as private security and private investigations. Our graduates will find their career placements in all levels of the criminal justice systems such as federal, state and local/municipal organizations.

Our students will demonstrate clear and effective writing and public speaking skills to which will be assets to their institutions.

Those students who have obtained their Baccalaureate Degree will be prepared for post-graduate level work such as law school or master's level education.

B. Relationship to existing institutional mission.

Northwestern State University's mission states:

Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs.

Northwestern State University prepares its students to become productive members of society and promotes economic

development and improvements in the quality of life of the citizens in its region. (Page 8, General Catalog, 2015-2016)

In accordance to the mission of the University, the Department of Criminal Justice is dedicated to the education of students to help in guiding them and preparing them to become productive members of society. In addition, the Department of Criminal Justice Faculty are committed to provide services and instruction with the ultimate goal of “*student attainment of excellence in analytical critical thinking abilities, effective interpersonal communication, problem-solving skills, moral commitment, and the acquisition of substantive bases of knowledge necessary to secure positions in criminal justice.*” (Page 86, General Catalog, 2015-2016)

4. Desired Learning Outcomes.

A. Describe the expected student learning outcomes.

After completion of this curriculum, the students are expected to have obtained the following knowledge, skills, and ethical understanding.

The student will:

1. Demonstrate a working knowledge of the history of law enforcement, courts, and corrections within the United States.
2. Demonstrate a competency in Criminal Justice ethics and research techniques and various theories of crime causation.
3. Demonstrate an understanding of the importance of a working relationship between the various aspects of the criminal justice system.
4. Demonstrate critical thinking and various ways to approach unique problems plaguing the criminal justice system.
5. Demonstrate a working knowledge of various laws that impact law enforcement, courts and corrections.
6. Demonstrate clear and effective writing, oral and computer skills necessary for the criminal justice field.
7. Acknowledge the need for cultural tolerance, specifically as it relates to ethnicity, race, human behavior and criminal justice.

5. Program Structure.

A. Rationale.

Table 3 (attached) lists how the various required and elective courses introduce the concepts and skills described in the expected student learning outcomes, reinforces these concepts and skills, and gives the students opportunities to apply what has been learned. The success of the student to acquire these concepts and skills is monitored by written examinations, oral presentation, and term and research projects/papers. The syllabi included in Appendix A indicate the examinations, presentations, projects, and research efforts required in each of the Criminal Justice courses. Each student has access to the entire Criminal Justice faculty, either in the classroom, compressed video, by telephone, email or in the faculty member's office. Efforts are made to meet with each student as often as necessary to review the student's progress toward meeting his/her degree requirements.

**Table 2
Required and Elective Criminal Justice Courses
BACCALAUREATE DEGREE
Required Courses for Degree Completion**

<i>COURSES</i>	<i>C</i>	<i>C</i>	<i>C</i>	<i>C</i>	<i>C</i>	<i>C</i>	<i>C</i>	<i>C</i>	<i>C</i>	<i>C</i>	<i>C</i>	<i>C</i>	<i>C</i>	<i>C</i>	<i>C</i>
	<i>J</i>	<i>J</i>	<i>J</i>	<i>J</i>	<i>J</i>	<i>J</i>	<i>J</i>	<i>J</i>	<i>J</i>	<i>J</i>	<i>J</i>	<i>J</i>	<i>J</i>	<i>J</i>	<i>J</i>
	<i>1</i>	<i>2</i>	<i>2</i>	<i>2</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>4</i>	<i>4</i>	<i>4</i>	<i>4</i>	<i>4</i>	<i>4</i>
	<i>1</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>	<i>0</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>2</i>	<i>2</i>	<i>4</i>	<i>4</i>	<i>4</i>	<i>5</i>
	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>4</i>	<i>9</i>	<i>5</i>	<i>6</i>	<i>8</i>	<i>0</i>	<i>5</i>	<i>5</i>	<i>6</i>	<i>8</i>	<i>0</i>
	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
POLICE PROCESS	I	R		R			R	I	R						R
								R	A						
THEORIES OF CRIME CAUSATION	I	R	R	R	R	R	R		R	R					R
			A		A										R
CRIMINAL LAW	I	R	R	R	R	R	R	R			R	R	R	R	
			A												
ADJUDICATION PROCESS	I	R	R	R	R	R	R	R	R		R	R	R	R	
			A								A				
CORRECTIONS PROCESS	I	R	R		R	R					R			R	
			A		A						A				
DRUG ID/ ABUSE/ TREATMENT		I	R								R				R
											A				A
COMMUNICATIONS SKILLS	I	R	R	R	R	R	R	R	R	R	R	R	R	R	R
	R	A	A	A	A	A	A	A	A	A	A	A	A		A
METHODS AND ANALYTICAL SKILLS	I	R	R	R	R	R	R	R	R	R		R	R		R
			A	A	A	A	A	A	A	A		A			A
PROFESSIONAL ETHICS	I	R	R	R	R	R	R	R	I	R	R	R		R	
			A						R	A					

Content Introduced, Reinforced, and/or Applied

- I = Introduced**
- R = Reinforced**
- A = Applied**

Table 3
Required and Elective Criminal Justice Courses
BACCALAUREATE DEGREE
Elective Courses

COURSES	CJ 2600	CJ 4000	CJ 4110	CJ 4470	CJ 4475
POLICE PROCESS	R	R A			R
THEORIES OF CRIME CAUSATION		R A	R A		R A
CRIMINAL LAW		R A			R
ADJUDICATION PROCESS	R	R A			R
CORRECTIONS PROCESS		R A	R A		R
DRUG ID/ ABUSE/ TREATMENT	R A	R A	R A	R A	
COMMUNICATIONS SKILLS	R A	R A	R A	R A	R A
METHODS AND ANALYTICAL SKILLS	R A	R A	R A	R A	R
PROFESSIONAL ETHICS	R	R A	R A	R	R A

Content Introduced, Reinforced, and/or Applied

I = Introduced

R = Reinforced

A = Applied

B. Breadth of Coverage.

The Criminal Justice Program at Northwestern State University prepares undergraduate students for their career field by exposing them to the history of criminal justice. The students learn about the various agencies making up the criminal justice system, the laws that impact the police, courts and corrections, and the application of the law. They must also become aware of the interrelatedness of the law and private security.

C. External Relationships.

The Criminal Justice Faculty at Northwestern State University have made and continue to forge relationships with the local and state law enforcement agencies in our state. Our staff works closely with these agencies to foster working relationships that can benefit our students. These relationships continue to be an important part of our teaching style

in which the staff brings reality to the students when learning how to conduct themselves in future situations.

6. Need.

A. Similar Programs Nearby.

The four (4) year Criminal Justice degree is offered at the following Universities within Louisiana.

- Grambling State University – Grambling, LA
- Loyola University New Orleans – New Orleans, LA
- Louisiana College – Pineville, LA
- Louisiana State University at Alexandria – Alexandria, LA
- Louisiana State University at Shreveport – Shreveport, LA
- McNeese State University – Lake Charles, LA
- University of Louisiana at Lafayette – Lafayette, LA
- University of Louisiana at Monroe – Monroe, LA
- Southern University at Baton Rouge – Baton Rouge, LA
- Southern University at New Orleans – New Orleans, LA

B. Relationship with Other Programs.

The Criminal Justice Faculty teaches courses that students from other majors may take for elective credit. They welcome all students to their classrooms to learn of various criminal justice aspects and the interrelationships that criminal justice careers experience in the outside world.

- Baccalaureate Degree in Criminal Justice
- Baccalaureate Degree in Unified Public Safety Administration
- Available Concentrations for Criminal Justice include:
 - Pre-Law and Paralegal Studies
- Available Concentrations for Unified Public Safety Administration include:
 - Law Enforcement Administration
 - Fire and Emergency Medical Services Administration
 - Emergency Management Administration
 - Public Facilities Management
- A minor in Pre-Law and Paralegal Studies is available to all students

C. Justification for Program Continuation.

The Criminal Justice Program began at Northwestern State University in the Fall of 1997 with 25 students. Our graduates have pursued careers in law enforcement at the local, state and federal level. Other graduates have gone on to law school, graduate school, corrections, private security, the military and even become professors and teachers.

There is a current driving need that better trained, educated and ethically aware law enforcement officers be hired to protect our communities. Our graduates are not only better prepared applicants but also critically aware of today's societal needs. These graduates will be able to respond to those needs in an efficient manner and will be a valuable asset to their fields.

Northwestern State University's Criminal Justice Program is a low cost program that trains its students for careers in many different fields.

- The online Baccalaureate Criminal Justice Degree was ranked #1 by nonprofitcollegesonline.com as the Best Online Bachelor's in Criminal Justice Degree from Non-Profit Colleges Online (2014-2015)
- Non-Profit Colleges Online. (2015) *Best Online Bachelor's in Criminal Justice Degree from Non-Profit Colleges Online*. Retrieved from <http://www.nonprofitcollegesonline.com/rankings/best-online-bachelors-in-criminal-justice/>

Northwestern State University's Criminal Justice graduates have become successful in not only their chosen career field but in other related areas. It is reasonable to continue this program based on this data and to give upcoming students an opportunity to receive a valuable and good quality education delivered by professional and caring faculty.

D. Outside Interest in the Program.

The Criminal Justice Program has hosted multiple career days to help our student's meet various agencies in need of good quality and well educated officers. Recruiters from various municipal agencies are a norm on campus talking and enlisting the students into their organizations. Recruiters are welcomed into our classroom at any time and there is a great demand for our students in the work force.

7. Student/Clientele Demand for the Program

A. Enrollment Statistics and Degrees Granted.

Table 5 lists the Criminal Justice Program statistics for the 4-year degree. The Criminal Justice Program anticipates the enrollment to remain constant in the future for both degree programs.

**TABLE 4
CRIMINAL JUSTICE PROGRAM STATISTICS**

PROGRAM STATISTICS	ACADEMIC YEAR						
	09-10	10-11	11-12	12-13	13-14	14-15	15-16
Number of BA Program Majors - (Fall Term Headcount)	309	326	342	356	362	374	382
Total Majors (BA & AA)	309	326	342	356	362	374	382
Annual Number of CJ/Soc Credit Hours taken by Majors	4,454	5,904	6,435	6,755	6,280	5,924	N/A
Annual Number of Credit Hours Taken by CJ Majors in Other Areas	6,695	6,020	5,009	5,140	4,863	4,992	N/A
Annual Number of CJ Credit Hours Taken by Non-Majors	1,950	2,272	1,948	2,132	1,961	1,764	N/A
Annual Number of CJ Credit Hours Generated by Program Faculty	3,299	4,846	4,426	5,701	4,446	5,000	N/A
Total Number of CJ Credit Hours Generated by Adjunct/Other Faculty	2,787	1,638	1,893	1,293	1,641	1,401	N/A
Annual Number of Degrees Awarded	67	87	77	79	72	65	N/A

*Note: 2015-2016 Annual numbers are not included.

** Note: Degrees Awarded for 2015 - 2016 only includes SU15 because FA15 and SP16 have not ended.

Source: Office of Planning and Assessment, Northwestern State University

B. What are the Educational Aspirations of Students or Participants?

Most of the graduating Criminal Justice majors who completed the exit survey, plan to pursue either a master's degree (24 of 43). The majority of both the BA and AA students plan to obtain a master's degree.

TABLE 5

**GRADUATING CRIMINAL JUSTICE STUDENTS' RESPONSES
TO DEGREE THAT THEY PLAN TO ULTIMATELY EARN
(DATA IS FOR YEAR OF GRADUATION)**

FINAL DEGREE	2010	2011	2012	2013
Bachelors	3	5	5	1
Masters	5	6	5	8
Specialist	0	0	0	0
Professional	0	0	0	1
Doctorate	0	1	1	2
No Response	0	0	0	0
Total	8	12	11	12

Source: Office of Planning and Assessment, Northwestern State University

C. Description of Clientele Served.

Three hundred fourteen or 79.09% of the Criminal Justice majors are full-time students compared to 6,968 or 74.52%% of the university as a whole. There are 382 students enrolled in the BA degree, 40% male and 60% female. There are 2849 males (31%) and 6330 females (69%) enrolled in the university. The students claim the following racial affiliations: 166 (43%) white, 169 (44%) African-American, 39 (1%) listed as Indian, Asian, two or more races, and unknown.

The data in **Tables 6** identifies the gender of students in the University, in the Criminal Justice program by ethnicity.

TABLE 6

**CRIMINAL JUSTICE – BACHELOR OF ARTS – FALL 2015
Gender / Ethnicity**

NUMBER OF	Male	Female	Total
Students in Criminal Justice BA Program	152	230	382
Students at University	2849	6330	9179
Students in Criminal Justice BA Program by Ethnicity:			
American Indian	1	0	1

Asian	2	1	3
<i>Black</i>	55	114	169
Hispanic	6	15	21
White	3	11	14
Unknown	3	5	8
TOTAL	82	84	166
	152	230	382

Source: Office of Planning and Assessment, Northwestern State University

D. Recruitment and Admission Policies and Practice.

Efforts are made throughout the year to recruit students. The Junior and Senior Days at NSU are attended by Criminal Justice faculty members. They speak to prospective students and provide written literature for all who are interested.

Information about the Criminal Justice Program is included on the Criminal Justice Web Page. This page contains information on the BA degree, faculty, scholarship information, and links to course related sites.

Numerous letters and visits with prospective students and families are held each year as appropriate. Many non-Criminal Justice Students who take the Introduction to Criminal Justice course decide to change their major to Criminal Justice after participating in this course.

There is no special admission policy for students entering the Criminal Justice undergraduate major.

E. Attrition Record.

The retention rate (the number of students who were enrolled one Fall in the program but were not enrolled the following Fall who did not graduate) for the Criminal Justice Program varies from year to year, but remains near 76%. Attrition rate data are in **Table 7**.

TABLE 7

CRIMINAL JUSTICE – ONE YEAR RETENTION/GRADUATION RATES FOR ALL STUDENTS

Percent of Students Enrolled	Academic Year					

One Fall Semester And The Next Fall Semester or Who Have Graduated	09-10	10-11	11-12	12-13	13-14	14-15
University Bachelors	75.10%	76.00%	76.20%	73.30%	76.00%	76.80%
Criminal Justice BA Program	72.50%	73.00%	73.30%	73.00%	76.80%	76.20%

Source: Office of Planning and Assessment, Northwestern State University

F. State and National Data Concerning Job Opportunities Relevant to the Program.

The students who complete a baccalaureate degree in Criminal Justice have a large number of career choices directly related to their major including but not limited to the following:

Employment in Law Enforcement

- Uniformed Officer¹
- Investigations
- Traffic Officer
- Sheriff or Chief of Police
- Highway Patrol Officer
- Fish and/or Game Warden
- Dispatcher
- Community Relations Officer
- Community Police Officer
- Fire Marshal
- Environmental Conservation Officer
- Futures Trading Investigator
- Park Ranger
- U.S. Capitol Police Officer
- U.S. Park Police
- Federal Special Agent²
- Military Intelligence
- Security Guard
- Retail Loss Prevention
- Private Investigator
- Forensic Science
- Crime Scene Investigator
- Crime Scene Analyst
- Information Technologist

- Crime Lab Worker
- Forensic Crime Scene Investigator

¹Such as patrol, SWAT, K-9, etc.

²Such as FBI, DEA, ATF, Border Patrol, U.S. Marshal Service, Customs, IRS, CIA, Secret Service, etc.

Employment in the Courts

- Court Coordinator/Administrator
- Court Clerk
- Presentence Coordinator
- Court Recorder
- Victim/Witness Assistance
- Pretrial Services Officer
- Child Support Division
- Investigator for an Attorney
- Court Bailiff
- Court House Security

Employment in Corrections

- Correctional Officer
- Classification Officer
- Prison Industries Coordinator
- Education Coordinator
- Substance Abuse Counselor
- Job Training
- Parole Officer
- Probation Officer
- Case manager
- Day Reporting Officer
- Electronic Monitoring Officer
- Community Service Coordinator

Other Employment Opportunities

- Criminal Justice Research
- Criminal Justice Planning and Policy Development
- Criminal Justice Journalist
- Insurance Investigator
- Postal Inspector
- Public or Private School Compliance Officer
- Personal Security (Bodyguard)
- Home/Company Security Consultant
- Child Protective Services
- Income Support Division
- Airline/Airport Security
- Sky Marshal

Much of the above “Job Employment Opportunities” information taken from *College to Career: A Guide for Criminal Justice Majors* by Barbara Peat, Pearson and A and B. Longman Press (2004).

8. Information and Projections Regarding Resource Requirements.

A. Graduate Responsibilities.

Five Criminal Justice Faculty members have graduate faculty status. They teach the Criminal Justice course (CJ 4475) that can be taken for both graduate/undergraduate graduate credit.

B. Undergraduate Courses Taught.

All courses in the Criminal Justice program are taught by a combination of Criminal Justice faculty and adjuncts. Courses are taught at the campuses in Natchitoches, in Alexandria at the Rapides Learning Center and at the Leesville Campus. The Criminal Justice and Sociology courses required for the degree are presently taught each Fall and Spring semester.

Table 8 provides data on the teaching responsibilities of the Criminal Justice Faculty. During the last five years, there has been an almost steady increase in the number of courses taught in order to keep up with the steady increase in the number of students requiring the courses: **1,799 for the year 2015-2015**. There have been a large number of compressed video sections each year in order to reach the students at the outlying campuses. The number of students taught and the student contact hours produced have increased at the same approximate rate.

During the past five years, four Criminal Justice Faculty have been hired. The nine month salary range for assistant professors in the Department of Criminal Justice, History and Social Sciences during the past five years has ranged from \$42,000 to \$50,000.

TABLE 8

TEACHING RESPONSIBILITIES BY CRIMINAL JUSTICE FACULTY

Teaching Responsibility	Academic Year				
	10-11	11-12	12-13	13-14	14-15
Number of Sections Taught (Classroom)*	51	50	5	2	3

Compressed Video Sections Taught	-	-	50	60	55
Internet Sections Taught	33	22	40	39	40
Total Number of Sections Taught**	84	72	95	101	98
Number of Students Taught	2,017	1,861	2,118	1,871	1,799
SCHs Produced	5,905	5,461	6,304	5,549	5,333
Faculty Salaries	\$477,427.	\$471,977.	\$436,666.	\$393,866.	\$426,999.
SCH Unit Cost	\$80.85	\$86.43	\$69.27	\$70.98	\$80.07

Sources: Annual NSU Budget and SIS System

*Based on the nine-month academic year. Summer sessions are not included.

D. Analyze Use of Part-time Faculty; Number Used, Courses Taught, Credits Generated.

In the past, part-time faculty have been used extensively to complement The number of courses taught by full-time faculty. **Table 9** shows the Number of courses taught by part-time faculty by year. Usage today is less than one half of what it was five years ago. This reduction is due primarily to extensive use of compressed video and increased classroom enrollment. Part-time faculty taught Criminal Justice classes in Natchitoches, Leesville, and Alexandria.

TABLE 9

PART-TIME FACULTY SECTIONS TAUGHT

YEAR	FALL SEMESTER	SPRING SEMESTER	TOTAL
2010-2011	17	8	25
2011-2012	8	11	19
2012-2013	6	5	11
2013-2014	13	10	23
2014-2015	11	9	20
TOTALS	55	43	98

Sources: Annual NSU Budget and SIS System

9. Student Follow-up Information Indicating How Well the Program Meets the Needs of its Students.

A. Satisfaction with Educational Experience and Program Contribution to Career and Personal Goals.

Each Spring and Fall semester the graduating seniors are requested to take the “Graduating Senior Survey (GSS).” This survey questions the students on a number of topics relating to their time spent at NSU. **Tables 10-13** include both the AA and BA degrees and cover the years 2012 through 2014. **Tables 14-16** include only BA degrees and cover the years 2014 through the Fall Semester of 2015. The AA degree has been discontinued due to the requirements of the Grad Act. The survey provides some idea of the students’ view of the program and university.

The Mean for all responses ranged from very dissatisfied to dissatisfied and satisfied to very satisfied. Based on the total of students enrolled at the University and on the steady increase of students in the past years, it would appear that the responses indicate the apparent satisfaction evidenced by the increasing number of students. However, the majority of students failed to respond to the survey. Can students be enticed to respond to the survey? Will this make the data more reflective of the students’ level of satisfaction?

TABLE 10

**Northwestern State University
 Graduating Senior Survey
 (undergraduates only)
 FALL 2012**

CRIMINAL JUSTICE

1. Indicate Degree Earned		
Answer Options	Response Percent	Response Count
Associate's	10.0%	1
Bachelor's	90.0%	9
<i>answered question</i>		10
<i>skipped question</i>		0

2. Indicate Major

Answer Options	Response Percent	Response Count
Criminal Justice	100.0%	10
<i>answered question</i>		10
<i>skipped question</i>		0

3. What is MOST LIKELY to be your PRINCIPAL activity upon graduation? Select all that apply.

Answer Options	Response Percent	Response Count
Employment, full-time paid	70.0%	7
Employment, part-time paid	30.0%	3
Graduate or Professional School, full-time	40.0%	4
Graduate or Professional School, part-time	20.0%	2
Additional Undergraduate Coursework	0.0%	0
Military Service	0.0%	0
Volunteer Activity (e.g., Peace Corps)	10.0%	1
Starting or Raising a Family	30.0%	3
Other	0.0%	0
<i>answered question</i>		10
<i>skipped question</i>		0

4. Indicate the degree you ultimately plan to earn.

Answer Options	Response Percent	Response Count
Bachelor's	50.0%	5
Master's	40.0%	4
Specialist	0.0%	0
Professional	0.0%	0
Doctorate	10.0%	1
<i>answered question</i>		10
<i>skipped question</i>		0

5. Indicate your satisfaction with how your education has helped you in the following areas.

Answer Options	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A	Rating Average	Response Count
To communicate effectively	0	0	2	7	1	3.78	10

in oral and written English								
To read with comprehension	0	0	3	6	1	3.67	10	
To reason abstractly and think critically	0	0	2	7	1	3.78	10	
To use numerical data and statistics	0	0	4	5	1	3.56	10	
To apply the scientific method	0	1	4	5	0	3.40	10	
To apply key technological and informational applications	0	0	3	6	1	3.67	10	
To acquire skills needed to learn independently	0	1	1	7	1	3.67	10	
To know the nature of cultural diversity	0	2	1	6	1	3.44	10	
To know the nature and value of the visual and performing arts	0	2	3	4	1	3.22	10	
To acquire skills needed to develop a personal value system	1	1	0	7	1	3.44	10	
To explain the American political and economic system	0	1	2	7	0	3.60	10	
To increase knowledge of international education through the study of arts & culture of other countries	0	3	2	3	2	3.00	10	
<i>answered question</i>							10	
<i>skipped question</i>							0	

6. Indicate your level of satisfaction with how your experiences at NSU have helped you in the following areas:

Answer Options	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N /A	Rating Avg	Response Count
Working cooperatively as a group member	0	1	3	5	1	3.44	10
Developing personal independence	0	0	1	7	2	3.88	10
Understanding your own abilities, interests, and personality	0	0	1	8	1	3.89	10
Fulfilling citizenship responsibilities	0	1	0	8	1	3.78	10
Developing good health	1	0	3	6	0	3.40	10

habits and physical fitness								
Increasing knowledge in chosen academic field	0	0	1	9	0	3.90	10	
Completing job or career requirements	0	0	4	6	0	3.60	10	
Completing degree or certification requirements	0	0	1	9	0	3.90	10	
Improving leadership ability	0	1	2	6	1	3.56	10	
<i>answered question</i>								10
<i>skipped question</i>								0

TABLE 11

**Northwestern State University
 Graduating Senior Survey
 (undergraduates only)
 Spring 2012**

CRIMINAL JUSTICE

GENERAL ITEMS

1. Indicate Degree Earned

Associate's	3	25%
Bachelor's	9	75%
Total	12	100%

2. Indicate Major

Criminal Justice	12	100%
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Total	12	100%
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3. What is MOST LIKELY to be your PRINCIPAL activity upon graduation? Select all that apply.

Employment, full-time paid	6	55%
Employment, part-time paid	2	18%
Graduate or Professional School, full-time	4	36%
Graduate or Professional School, part-time	2	18%
Additional Undergraduate Coursework	0	0%
Military Service	0	0%
Volunteer Activity (e.g., Peace Corps)	0	0%
Starting or Raising a Family	1	9%
Other	0	0%

4. Indicate the degree you ultimately plan to earn.

Bachelor's	5	45%
Master's	5	45%
Specialist	0	0%
Professional	0	0%
Doctorate	1	9%
Total	11	100%

5. Indicate your satisfaction with how your education has helped you in the following areas.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A
To communicate effectively in oral and written English	0 0%	0 0%	5 45%	6 55%	0 0%
To read with comprehension	0 0%	0 0%	4 36%	7 64%	0 0%
To reason abstractly and think critically	0 0%	0 0%	4 36%	6 55%	1 9%
To use numerical data and statistics	0 0%	1 9%	6 55%	4 36%	0 0%
To apply the scientific method	0 0%	2 18%	5 45%	4 36%	0 0%
To apply key technological and informational applications	0 0%	1 9%	4 36%	6 55%	0 0%
To acquire skills needed to learn independently	0 0%	0 0%	4 36%	7 64%	0 0%
To know the nature of cultural diversity	0 0%	0 0%	5 45%	6 55%	0 0%
To know the nature and value of the visual and performing arts	0 0%	1 9%	4 36%	5 45%	1 9%
To acquire skills needed to develop a personal value system	0 0%	0 0%	4 36%	6 55%	1 9%
To explain the American political and economic system	0 0%	0 0%	5 45%	5 45%	1 9%
To increase knowledge of international education through the study of arts & culture of other countries	0 0%	2 18%	3 27%	5 45%	1 9%

6. Indicate your level of satisfaction with how your experiences at NSU have helped you in the following areas:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A
Working cooperatively as a group	0	0	5	6	0

member		0%	0%	45%	55%	0%
Developing personal independence		0	0	3	7	1
		0%	0%	27%	64%	9%
Understanding your own abilities, interests, and personality		0	0	5	6	0
		0%	0%	45%	55%	0%
Fulfilling citizenship responsibilities		0	0	6	5	0
		0%	0%	55%	45%	0%
Developing good health habits and physical fitness		0	0	5	5	1
		0%	0%	45%	45%	9%
Increasing knowledge in chosen academic field		0	0	4	7	0
		0%	0%	36%	64%	0%
Completing job or career requirements		0	0	6	5	0
		0%	0%	55%	45%	0%
Completing degree or certification requirements		0	0	5	6	0
		0%	0%	45%	55%	0%
Improving leadership ability		0	0	4	7	0
		0%	0%	36%	64%	0%

TABLE 12

**NSU GSS (undergraduates only) Fall
2013 CRIMINAL JUSTICE**

1. Please enter your eight or nine digit student identification number.

Answer Options	Response Count
	14
<i>answered question</i>	14
<i>skipped question</i>	0

2. Indicate Degree Earned

Answer Options	Response Percent	Response Count
Associate's	9.1%	1
Bachelor's	90.9%	10
<i>answered question</i>		11
<i>skipped question</i>		3

3. Indicate Major		
Answer Options	Response Percent	Response Count
Criminal Justice	100.0%	14
<i>answered question</i>		14
<i>skipped question</i>		0

4. What is MOST LIKELY to be your PRINCIPAL activity upon graduation? Select all that apply.		
Answer Options	Response Percent	Response Count
Employment, full-time paid	71.4%	10
Employment, part-time paid	14.3%	2
Graduate or Professional School, full-time	28.6%	4
Graduate or Professional School, part-time	14.3%	2
Additional Undergraduate Coursework	0.0%	0
Military Service	0.0%	0
Volunteer Activity (e.g., Peace Corps)	7.1%	1
Starting or Raising a Family	14.3%	2
Other	14.3%	2
<i>answered question</i>		14
<i>skipped question</i>		0

5. Indicate the degree you ultimately plan to earn.		
Answer Options	Response Percent	Response Count
Bachelor's	71.4%	10
Master's	28.6%	4
Specialist	0.0%	0
Professional	0.0%	0
Doctorate	0.0%	0
<i>answered question</i>		14

skipped question

0

6. Indicate your satisfaction with how your education has helped you in the following areas.

Answer Options	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A	Rating Average	Response Count
To communicate effectively in oral and written English	0	0	6	8	0	3.57	14
To read with comprehension	0	0	5	9	0	3.64	14
To reason abstractly and think critically	0	0	6	8	0	3.57	14
To use numerical data and statistics	0	0	8	6	0	3.43	14
To apply the scientific method	0	1	5	8	0	3.50	14
To apply key technological and informational applications	0	0	6	8	0	3.57	14
To acquire skills needed to learn independently	0	0	6	8	0	3.57	14
To know the nature of cultural diversity	0	0	7	7	0	3.50	14
To know the nature and value of the visual and performing arts	0	1	6	7	0	3.43	14
To acquire skills needed to develop a personal value system	0	0	4	10	0	3.71	14
To explain the American political and economic system	0	0	5	9	0	3.64	14
To increase knowledge of international education through the study of arts & culture of other countries	0	0	7	7	0	3.50	14
<i>answered question</i>							14
<i>skipped question</i>							0

7. Indicate your level of satisfaction with how your experiences at NSU have helped you in the following areas:

Answer Options	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A	Rating Average	Response Count
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Working cooperatively as a group member	0	0	8	6	0	3.43	14
Developing personal independence	0	0	6	8	0	3.57	14
Understanding your own abilities, interests, and personality	0	0	6	8	0	3.57	14
Fulfilling citizenship responsibilities	0	0	7	7	0	3.50	14
Developing good health habits and physical fitness	0	0	8	6	0	3.43	14
Increasing knowledge in chosen academic field	0	0	5	9	0	3.64	14
Completing job or career requirements	0	0	6	8	0	3.57	14
Completing degree or certification requirements	0	0	5	9	0	3.64	14
Improving leadership ability	0	0	5	9	0	3.64	14
<i>answered question</i>							14
<i>skipped question</i>							0

TABLE 13

**NSU GSS (undergraduates only)
Spring 2013 - Criminal Justice**

1. Please enter your eight or nine digit student identification number.

Answer Options	Response Count
	12
<i>answered question</i>	12
<i>skipped question</i>	0

2. Indicate Degree Earned

Answer Options	Response Percent	Response Count
Associate's	0.0%	0
Bachelor's	100.0%	12
<i>answered question</i>		12
<i>skipped question</i>		0

3. Indicate Major		
Answer Options	Response Percent	Response Count
Criminal Justice	100.0%	12
<i>answered question</i>		12
<i>skipped question</i>		0

4. What is MOST LIKELY to be your PRINCIPAL activity upon graduation? Select all that apply.		
Answer Options	Response Percent	Response Count
Employment, full-time paid	66.7%	8
Employment, part-time paid	8.3%	1
Graduate or Professional School, full-time	50.0%	6
Graduate or Professional School, part-time	25.0%	3
Additional Undergraduate Coursework	0.0%	0
Military Service	0.0%	0
Volunteer Activity (e.g., Peace Corps)	0.0%	0
Starting or Raising a Family	8.3%	1
Other	0.0%	0
<i>answered question</i>		12
<i>skipped question</i>		0

5. Indicate the degree you ultimately plan to earn.		
Answer Options	Response Percent	Response Count
Bachelor's	8.3%	1
Master's	66.7%	8
Specialist	0.0%	0
Professional	8.3%	1
Doctorate	16.7%	2
<i>answered question</i>		12
<i>skipped question</i>		0

6. Indicate your satisfaction with how your education has helped you in the following areas.

Answer Options	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A	Rating Average	Response Count
To communicate effectively in oral and written English	0	0	5	7	0	3.58	12
To read with comprehension	0	1	6	5	0	3.33	12
To reason abstractly and think critically	0	1	5	6	0	3.42	12
To use numerical data and statistics	0	0	6	6	0	3.50	12
To apply the scientific method	0	1	4	7	0	3.50	12
To apply key technological and informational applications	0	1	5	5	0	3.36	11
To acquire skills needed to learn independently	0	0	4	8	0	3.67	12
To know the nature of cultural diversity	0	2	4	6	0	3.33	12
To know the nature and value of the visual and performing arts	0	1	5	6	0	3.42	12
To acquire skills needed to develop a personal value system	0	0	4	8	0	3.67	12
To explain the American political and economic system	0	0	5	5	2	3.50	12
To increase knowledge of international education through the study of arts & culture of other countries	0	1	6	4	1	3.27	12
<i>answered question</i>							12
<i>skipped question</i>							0

7. Indicate your level of satisfaction with how your experiences at NSU have helped you in the following areas:

Answer Options	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A	Rating Avg	Response Count
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Working cooperatively as a group member	0	0	5	6	1	3.55	12
Developing personal independence	0	0	4	8	0	3.67	12
Understanding your own abilities, interests, and personality	0	0	5	7	0	3.58	12
Fulfilling citizenship responsibilities	0	0	5	7	0	3.58	12
Developing good health habits and physical fitness	1	1	6	4	0	3.08	12
Increasing knowledge in chosen academic field	0	0	5	7	0	3.58	12
Completing job or career requirements	0	0	7	5	0	3.42	12
Completing degree or certification requirements	0	1	4	7	0	3.50	12
Improving leadership ability	0	0	7	5	0	3.42	12
<i>answered question</i>							12
<i>skipped question</i>							0

TABLE 14

NSU GSS - Fall 2014;
Criminal Justice= 6 (NSU=213)

1. Please enter your eight or nine digit student identification number.

Answer Options	Response Count
	6
<i>answered question</i>	6
<i>skipped question</i>	0

2. Indicate Degree Earned

Answer Options	Response Percent	Response Count
Bachelor's	100.0%	6
<i>answered question</i>		6

<i>skipped question</i>	0
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3. Indicate Major

Answer Options	Response Percent	Response Count
Criminal Justice	100.0%	6
Mathematics	0.0%	0
<i>answered question</i>		6
<i>skipped question</i>		0

4. What is MOST LIKELY to be your PRINCIPAL activity upon graduation? Select all that apply.

Answer Options	Response Percent	Response Count
Employment, full-time paid	50.0%	3
Employment, part-time paid	16.7%	1
Graduate or Professional School, full-time	16.7%	1
Graduate or Professional School, part-time	16.7%	1
Additional Undergraduate Coursework	0.0%	0
Military Service	0.0%	0
Volunteer Activity (e.g., Peace Corps)	0.0%	0
Starting or Raising a Family	16.7%	1
Other	33.3%	2
<i>answered question</i>		6
<i>skipped question</i>		0

5. Indicate the degree you ultimately plan to earn.

Answer Options	Response Percent	Response Count
Bachelor's	66.7%	4
Master's	33.3%	2
Specialist	0.0%	0
Professional	0.0%	0
Doctorate	0.0%	0

<i>answered question</i>	6
<i>skipped question</i>	0

6. Indicate your satisfaction with how your education has helped you in the following areas.

Answer Options	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A	Rating Average	Response Count
To communicate effectively in oral and written English	0	0	4	2	0	3.33	6
To read with comprehension	0	0	3	2	1	3.40	6
To reason abstractly and think critically	0	0	2	4	0	3.67	6
To use numerical data and statistics	0	0	3	2	1	3.40	6
To apply the scientific method	0	0	4	1	1	3.20	6
To apply key technological and informational applications	0	0	4	2	0	3.33	6
To acquire skills needed to learn independently	0	0	3	3	0	3.50	6
To know the nature of cultural diversity	0	0	2	4	0	3.67	6
To know the nature and value of the visual and performing arts	0	0	3	3	0	3.50	6
To acquire skills needed to develop a personal value system	0	0	2	3	1	3.60	6
To explain the American political and economic system	0	0	2	4	0	3.67	6
To increase knowledge of international education through the study of arts & culture of other countries	0	0	4	2	0	3.33	6
<i>answered question</i>							6
<i>skipped question</i>							0

7. Indicate your level of satisfaction with how your experiences at NSU have helped you in the following areas:

Answer Options	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A	Rating Avg	Response Count
Working cooperatively as a group member	0	1	1	3	1	3.40	6
Developing personal independence	0	1	1	3	1	3.40	6
Understanding your own abilities, interests, and personality	0	1	1	4	0	3.50	6
Fulfilling citizenship responsibilities	0	1	1	4	0	3.50	6
Developing good health habits and physical fitness	0	1	3	1	1	3.00	6
Increasing knowledge in chosen academic field	0	0	2	4	0	3.67	6
Completing job or career requirements	0	1	1	4	0	3.50	6
Completing degree or certification requirements	0	1	2	3	0	3.33	6
Improving leadership ability	0	1	1	4	0	3.50	6
<i>answered question</i>							6
<i>skipped question</i>							0

TABLE 15

NSU Graduating Student Survey (UG only) - Spring 2014
Criminal Justice

1. Please enter your eight or nine digit student identification number.

Answer Options	Response Count
	11
<i>answered question</i>	11
<i>skipped question</i>	0

2. Indicate Degree Earned

Answer Options	Response Percent	Response Count
----------------	------------------	----------------

Associate's	0.0%	0
Bachelor's	100.0%	11
<i>answered question</i>		11
<i>skipped question</i>		0

3. Indicate Major		
Answer Options	Response Percent	Response Count
Criminal Justice	100.0%	11
<i>answered question</i>		11
<i>skipped question</i>		0

4. What is MOST LIKELY to be your PRINCIPAL activity upon graduation? Select all that apply.		
Answer Options	Response Percent	Response Count
Employment, full-time paid	81.8%	9
Employment, part-time paid	9.1%	1
Graduate or Professional School, full-time	36.4%	4
Graduate or Professional School, part-time	9.1%	1
Additional Undergraduate Coursework	0.0%	0
Military Service	9.1%	1
Volunteer Activity (e.g., Peace Corps)	0.0%	0
Starting or Raising a Family	9.1%	1
Other	0.0%	0
<i>answered question</i>		11
<i>skipped question</i>		0

5. Indicate the degree you ultimately plan to earn.		
Answer Options	Response Percent	Response Count
Bachelor's	54.5%	6
Master's	36.4%	4

Specialist	0.0%	0
Professional	0.0%	0
Doctorate	9.1%	1
<i>answered question</i>		11
<i>skipped question</i>		0

6. Indicate your satisfaction with how your education has helped you in the following areas.

Answer Options	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A	Rating Average	Response Count
To communicate effectively in oral and written English	0	0	3	8	0	3.73	11
To read with comprehension	0	0	4	7	0	3.64	11
To reason abstractly and think critically	0	0	3	8	0	3.73	11
To use numerical data and statistics	0	0	4	5	1	3.56	10
To apply the scientific method	0	0	5	6	0	3.55	11
To apply key technological and informational applications	0	0	4	6	1	3.60	11
To acquire skills needed to learn independently	0	0	2	8	1	3.80	11
To know the nature of cultural diversity	0	0	4	7	0	3.64	11
To know the nature and value of the visual and performing arts	0	0	3	7	1	3.70	11
To acquire skills needed to develop a personal value system	0	0	3	8	0	3.73	11
To explain the American political and economic system	0	0	5	6	0	3.55	11
To increase knowledge of international education through the study of arts & culture of other countries	0	0	4	6	1	3.60	11
<i>answered question</i>							11
<i>skipped question</i>							0

7. Indicate your level of satisfaction with how your experiences at NSU have helped you in the following areas:

Answer Options	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A	Rating Average	Response Count
Working cooperatively as a	0	0	8	3	0	3.27	11

group member									
Developing independence	personal	0	0	3	8	0	3.73	11	
Understanding your own abilities, interests, and personality		0	0	3	8	0	3.73	11	
Fulfilling responsibilities	citizenship	0	0	3	8	0	3.73	11	
Developing good health habits and physical fitness		0	0	4	6	1	3.60	11	
Increasing knowledge in chosen academic field		0	0	2	9	0	3.82	11	
Completing job or career requirements		0	0	4	7	0	3.64	11	
Completing degree or certification requirements		0	0	4	7	0	3.64	11	
Improving leadership ability		0	0	3	8	0	3.73	11	
<i>answered question</i>								11	
<i>skipped question</i>								0	

TABLE 16

NSU GSS - Spring 2015; Criminal Justice=12 (NSU=281)

1. Please enter your eight or nine digit student identification number.

Answer Options	Response Count
	12
<i>answered question</i>	12
<i>skipped question</i>	0

2. Indicate Degree Earned

Answer Options	Response Percent	Response Count
Bachelor's	100.0%	12
<i>answered question</i>		12
<i>skipped question</i>		0

3. Indicate Major

Answer Options	Response Percent	Response Count
Criminal Justice	100.0%	12

<i>answered question</i>	12
<i>skipped question</i>	0

4. What is MOST LIKELY to be your PRINCIPAL activity upon graduation? Select all that apply.

Answer Options	Response Percent	Response Count
Employment, full-time paid	58.3%	7
Employment, part-time paid	25.0%	3
Graduate or Professional School, full-time	50.0%	6
Graduate or Professional School, part-time	16.7%	2
Additional Undergraduate Coursework	0.0%	0
Military Service	0.0%	0
Volunteer Activity (e.g., Peace Corps)	0.0%	0
Starting or Raising a Family	8.3%	1
Other	0.0%	0
<i>answered question</i>		12
<i>skipped question</i>		0

5. Indicate the degree you ultimately plan to earn.

Answer Options	Response Percent	Response Count
Bachelor's	33.3%	4
Master's	41.7%	5
Specialist	0.0%	0
Professional	8.3%	1
Doctorate	16.7%	2
<i>answered question</i>		12
<i>skipped question</i>		0

6. Indicate your satisfaction with how your education has helped you in the following areas.

Answer Options	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A	Rating Avg	Response Count
To communicate effectively in oral and written English	0	0	4	8	0	3.67	12
To read with comprehension	0	0	4	8	0	3.67	12
To reason abstractly and	0	0	3	9	0	3.75	12

think critically								
To use numerical data and statistics	0	0	6	6	0	3.50	12	
To apply the scientific method	0	0	5	7	0	3.58	12	
To apply key technological and informational applications	0	0	5	7	0	3.58	12	
To acquire skills needed to learn independently	0	0	5	7	0	3.58	12	
To know the nature of cultural diversity	0	0	5	7	0	3.58	12	
To know the nature and value of the visual and performing arts	0	0	7	5	0	3.42	12	
To acquire skills needed to develop a personal value system	0	0	4	8	0	3.67	12	
To explain the American political and economic system	0	1	6	5	0	3.33	12	
To increase knowledge of international education through the study of arts & culture of other countries	0	0	7	5	0	3.42	12	
<i>answered question</i>							12	
<i>skipped question</i>							0	

7. Indicate your level of satisfaction with how your experiences at NSU have helped you in the following areas:

Answer Options	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A	Rating Average	Response Count
Working cooperatively as a group member	0	0	5	7	0	3.58	12
Developing personal independence	0	0	3	9	0	3.75	12
Understanding your own abilities, interests, and personality	0	0	3	9	0	3.75	12
Fulfilling citizenship responsibilities	0	0	3	8	1	3.73	12
Developing good health habits and physical fitness	0	0	5	6	1	3.55	12
Increasing knowledge in	0	0	3	9	0	3.75	12

chosen academic field									
Completing job or career requirements	0	0	3	8	1	3.73	12		
Completing degree or certification requirements	0	0	3	8	1	3.73	12		
Improving leadership ability	0	0	3	9	0	3.75	12		
<i>answered question</i>									12
<i>skipped question</i>									0

Source: Office of University Planning & Assessment

B. Student Retention, Transfer, Drop-out, and Completion Rates.

The attrition rate (the number of students who were enrolled in fall in the program but were not enrolled in the following fall and who did not graduate) from the Criminal Justice program varies from year to year. **Table 17** lists the percentage of university students who remained in their degree program or graduated each year. In 2013-2014, the rate for CJ students was about 16.7% below the university average.

TABLE 17

CRIMINAL JUSTICE – ONE YEAR RETENTION/GRADUATION RATES FOR ALL STUDENTS

Number of students awarded degrees for six year period (2008-2014) from one fall semester to next fall semester or who graduated	08-09	09-10	10-11	11-12	12-13	13-14	Total	Six Yr. Avg.	Three Yr. Avg.
Northwestern State University	1,614	1,608	2,137	2,281	1,816	1,759	11,215	1,869.16	1,952
Criminal Justice, History & Social Science Dept.	103	107	119	104	110	109	652	108.67	107.66
Criminal Justice - BA	49	53	54	54	60	61	331	55.17	58.33
Paralegal Studies	0	0	0	0	1	1	2	0.33	0.67
Anthropology	1	0	0	0	0	0	1	0.17	0.00
Political Science	5	5	3	3	1	0	17	2.83	1.33

Political Science-Pre-Law	0	0	0	3	1	0	1	0.17	0.33
Social Science, General	0	1	0	0	0	0	1	0.17	0.00
Unified Public Safety Administration (UPSA)	0	0	0	0	1	1	2	0.33	0,67
UPSA-Law Enforcement Administration	0	0	1	0	0	0	1	0.17	0.00
UPSA-Fire & EMS Admin	0	0	0	1	0	0	1	0.33	0.67
UPSA-Emergency Mgt. Admin	0	0	0	0	4	1	5	1.00	2.00
UPSA-Public Facilities Mgt.	0	0	0	0	0	1	1	0.17	0.33
Heritage Res.-Anthropology	1	2	3	0	0	0	6	1.00	0.00
Heritage Res.-Geography	0	1	0	0	0	0	1	0.17	0.00
Heritage Res.-Historic Pres.	0	1	0	0	0	0	1	0.17	0.00
History	17	14	13	14	24	23	105	17.50	20.33
Sociology	9	9	2	5	0	0	25	4.17	1.67
Heritage Resources	5	7	10	3	0	0	25	0.17	0.33
Homeland Security	0	0	0	0	0	10	10	1.67	3.33
Criminal Justice - AA	16	14	33	23	17	10	113	18.83	16.67
Criminal Justice-Emergency Mgt.	0	0	0	0	1	0	1	0.17	0.33

Source: Office of University Planning and Assessment

10. Contributions and Potential of the Program Relative to New Knowledge, Application of Knowledge and Service.

Value of Research Products or Services, Faculty Publications, Inventions, Scholarly Activities, and Contribution of the Faculty.

I. Faculty Publications and Presentations:

Joe Morris

The Personal Costs of a Protest/Demonstration/Riot, NSU International Journal of Criminal Justice Vol. X, Issue 4, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences. February, 2015. Pages 1-4.

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The Supreme Court Giveth, the Supreme Court Taketh, NSU International Journal of Criminal Justice Vol. X, Issue 2, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences. November, 2014. Pages 1-5.

Rub-a-dub-dub: Who's in the Tub?, NSU International Journal of Criminal Justice Vol. X, Issue 1, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences. October, 2014. Pages 1-4.

James Clayton Vaughn is Dead!, Who Cares? NSU International Journal of Criminal Justice Vol. IX, Issue 6, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences. April-May, 2014. Pages 1-4.

Good Will Squandered, NSU International Journal of Criminal Justice Vol. IX, Issue 5, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences. March, 2014. Pages 1-8.

Are the Thought Police Coming for You and Me?, NSU International Journal of Criminal Justice Vol. IX, Issue 4, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences. February, 2014. Pages 2-6.

Officer Involved Shooting: What Happens Next?, NSU International Journal of Criminal Justice Vol. IX, Issue 3, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences. December 2013-January, 2014. Pages 1-3.

Deadly Force, NSU International Journal of Criminal Justice Vol. IX, Issue 2, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences. November, 2013. Pages 1-6.

Is Terry Dying? Or Being Murdered?, NSU International Journal of Criminal Justice Vol. IX, Issue 1, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences. October 2013. Pages 1-3.

Outlaw Motorcycle Gangs, NSU International Journal of Criminal Justice Vol. VIII, Issue 6, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences. April/May 2013. Pages 2-6.

Concealed Carry on College Campuses, NSU International Journal of Criminal Justice Vol. VIII, Issue 5, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences. March 2013. Pages 1-2.

Choices, NSU International Journal of Criminal Justice Vol. VIII, Issue 5, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences. March 2013. Pages 3-4.

What's in A Name?, NSU International Journal of Criminal Justice Vol. VII, Issue 5, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences. March 2012. Pages 2-3.

The Family Criminal, NSU International Journal of Criminal Justice Vol. VIII, Issue 4, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences. February 2013. Pages 1-3.

How to do More with Less, NSU International Journal of Criminal Justice Vol. VIII, Issue 3, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences. December 2012/January 2013. Pages 2-6.

Why Do Good Officers Go Bad?, NSU International Journal of Criminal Justice Vol. VIII, Issue 2, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences. November 2012. Pages 1-3.

It Never Goes Away..., NSU International Journal of Criminal Justice Vol. VIII, Issue 1, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences. October 2012. Pages 1-3.

What's in a Name?, NSU National Journal of Criminal Justice, Vol. VII, Issue 5, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences. March 2012. Pages 2-3.

Legal Case Trends Regarding Excited Utterances and Domestic Violence, NSU National Journal of Criminal Justice, Vol. VII, Issue 4, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences. February 2012. Pages 1-4.

When It's time..., NSU National Journal of Criminal Justice, Vol. VII, Issue 3, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences. December 2011-January 2012. Pages 1-4.

The Game of Role Playing, NSU National Journal of Criminal Justice, Vol. VII, Issue 2, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences. November 2011. Pages 1-3.

Domestic Violence: Who's to Blame? Who Do We Hold Accountable?, NSU National Journal of Criminal Justice, Vol. VII, Issue 1, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences. October, 2011. Pages 1-4.

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Domestic Terrorism: Earth Liberation Front, NSU National Journal of Criminal Justice, Vol. VI, Issue 4, a publication from the

Northwestern State University's Department of Criminal Justice, History, Social Sciences. February 2011. Pages 1-4.

Domestic Terrorism: Animal Liberation Front, NSU National Journal of Criminal Justice, Vol. VI, Issue 3, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences. December 2010/January 2011. Pages 1-4.

The United States, Russia, North Korea, and Japan: The Ingredients for World War III (1969)?, NSU National Journal of Criminal Justice, Vol. VI, Issue 2, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences. November, 2010. Pages 1-6.

Execution or Murder? You Decide, NSU National Journal of Criminal Justice, Vol. VI, Issue 1, a publication from the Northwestern State University's Department of Criminal Justice, History, Social Sciences, October, 2010. Pages 1-4.

Separation of Church and State: The United States Supreme Court's Dilemma?, NSU National Journal of Criminal Justice, Vol. V, Issue 6, a publication from the Northwestern State University's Department of Criminal Justice, April/May 2010. Pages 1-3.

What is Double Jeopardy? What Can Be Won?, NSU National Journal of Criminal Justice, Vol. V, Issue 5, a publication from the Northwestern State University's Department of Criminal Justice, March 2010. Pages 1-3

The Problem with Gun Control, NSU National Journal of Criminal Justice, Vol. V, Issue 4, a publication from the Northwestern State University's Department of Criminal Justice, February 2010. Pages 1-3.

To Serve and Protect, NSU National Journal of Criminal Justice, Vol. V, Issue 3, a publication from the Northwestern State University's Department of Criminal Justice, December 2009/January 2010. Pages 1-2.

The Problem with Cell Phones, NSU National Journal of Criminal Justice, Vol. V, Issue 2, a publication from the Northwestern State University's Department of Criminal Justice, November 2009. Pages 1-3.

What Did I Say?, NSU National Journal of Criminal Justice, Vol. V, Issue 1, a publication from the Northwestern State University's Department of Criminal Justice, October 2009. Pages 1-3.

Church Security – Who Needs It?, NSU National Journal of Criminal Justice, Vol. IV, Issue 7, a publication from the Northwestern State University's Department of Criminal Justice, May 2009. Pages 1-2.

Cell Phone Forensics, NSU National Journal of Criminal Justice, Vol. IV, Issue 6, a publication from the Northwestern State University's Department of Criminal Justice, April 2009. Pages 1-3.

The Garrity Rule for Law Enforcement Officers, NSU National Journal of Criminal Justice, Vol. IV, Issue 5, a publication from the Northwestern State University's Department of Criminal Justice, March 2009. Pages 1-3.

Death Notification, NSU National Journal of Criminal Justice, Vol. IV, Issue 3, a publication from the Northwestern State University's Department of Criminal Justice, December 2008/January 2009. Pages 1-3.

The Slippery Slope, NSU National Journal of Criminal Justice, Vol. IV, Issue 2, a publication from the Northwestern State University's Department of Criminal Justice, November 2008. Pages 1-2.

“Granny Bashing” aka Elderly Abuse, NSU National Journal of Criminal Justice, Vol. IV, Issue 1, a publication from the Northwestern State University's Department of Criminal Justice, October 2008. Pages 1-3.

Communications: The Lifeblood of Policing, NSU National Journal of Criminal Justice, Vol. III, Issue 5, a publication from the Northwestern State University's Department of Criminal Justice, February 2008. Pages 1-3.

Justice or Injustice: Domestic Violence Arrests, NSU Journal of Criminal Justice, Vol. III, Issue 4, a publication from the Northwestern State University's Department of Criminal Justice, January 2008. Pages 1-3.

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from the Northwestern State University's Criminal Justice Program, December 2005. Pages 1-2.

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Student Study Guide for Gaines/Miller's Criminal Justice in Action, 3rd edition, 2005.

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Internet Study Guide for Samaha's Criminal Justice, 2002.

Facilitator's Manual and Participant's Manual for Interacting with the Public in a Positive Way 2000

Revised the Instructor's Manual for Full Faith and Credit of Protective Orders

Co-authored the Participant's Manual for Full Faith and Credit of Protective Orders

Revised the Instructor's Manual for Accessing and Sharing Information

Co-authored the Participant's Manual for Accessing and Sharing Information

Revised the Instructor's Manual for Dynamics of Domestic Violence

Co-authored the Participant's Manual for Dynamics of Domestic Violence

Revised the Instructor's Manual for *Communities Reducing Domestic Violence*

Co-authored the Participant's Manual for *Communities Reducing Domestic Violence*

Revised the Instructor's Manual for *Evidence Gathering in Domestic Violence*

Co-authored the Participant's Manual for *Evidence Gathering in Domestic Violence*

Professional Presentations

"Community/Agency Assessments: What We Can Learn." FBI National Academy Alumni Conference, Louisiana Chapter, Toledo Bend, LA (April 2001).

"Report Writing and Interviewing." The Institute for Corrections and Juvenile Justice, Monroe, LA (May 2001).

"Domestic Violence Awareness." The Central Louisiana Task Force, Alexandria, LA (November 1990).

Donald Stewart

US Homeland Security and Home, Volume V, Issue 1, October 2009, p.4-6.

Be Safe Over the Upcoming Holidays, Volume V, Issue 2 November 2009, p. 4.

Domestic Violence, Volume V, Issue 3, December 2009/January 2010, p. 3-4.

The Ethical Role in the Criminal Justice System, Volume V, Issue 4, February 2010, p.4-5.

Domestic Violence-How Much Do You Know About It?, Volume V, Issue 6, April/May 2010, p.5-7.

Multiculturalism and Human Relations for Law Enforcement, Volume V, Issue 2, November 2010, p.25-26.

If It Sounds Too Good To Be True, Volume V, Issue 3, December 2010/January 2011, p. 30-31.

Law Enforcement and the Elderly, Volume VIII, Issue 1, October 2012, p.15-16.

Violence in the Workplace: An Everyday Issue for Criminal Justice Employees, Volume VIII, Issue 2, November 2012, p.15-

Shirley Snyder

Editor, NSU International Journal of Criminal Justice. Editor for eight years of the Journal for six issues per year, the journal published fall and spring. Vols. 2 (2006-2007); 2008-2015).

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Knock and Announce: A Rule With No Teeth? (Part II). NSU Journal of Criminal Justice. Volume 2-Issue 1, October 2006. and *Knock and Announce: A Rule With No Teeth? (Part I)*. NSU Journal of Criminal Justice. Volume 2-Issue 1, September 2006.

Anticipatory Search Warrants: High Court Gives Thumbs Up. NSU Journal of Criminal Justice. Volume 1-Issue 8, April 2006.

The Changing of the Guard. NSU Journal of Criminal Justice. Volume 1-Issue 7, March 2006.

The Supreme Court: Why All The Fuss? Part II. NSU Journal of Criminal Justice. Volume 1-Issue 6, February 2006, and *The Supreme Court: Why All The Fuss?* Part I. NSU Journal of Criminal Justice.. Volume 1-Issue 5, January 2006.

Fireworks or Fizzle; The Search for Justice? NSU Journal of Criminal Justice. Volume 1-Issue 3, November 2005.

Who is the Newest Chief Justice of the Supreme Court? NSU Journal of Criminal Justice. Volume 1-Issue 2. October 2005.

Professional Presentations

Presenter. Louisiana Folklife Center, 3rd Annual Louisiana Studies Conference, entitled Louisiana Fictions. Attended as a presenter and participant in the Louisiana Studies Conference, held on 9/23-2/11.

Session Chair: *Louisiana Images*, for the 3rd Annual Louisiana Studies Conference, entitled Louisiana Fictions, on Sat., 9/24/11.

Bill Shaw

Northwestern State University International Journal of Criminal Justice. *Why So Serious?* Volume X, Issue 6. April/May 2015
Northwestern State University International Journal of Criminal Justice. *The Unnatural.* Volume X, Issue 3. December 2014/January 2015

Northwestern State University International Journal of Criminal Justice. *Jolly Jane.* Volume X, Issue 2. November 2014

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Northwestern State University International Journal of Criminal Justice. *Death and the Death Penalty?* Volume VI, Issue 6. April/May 2011

Northwestern State University International Journal of Criminal Justice. *Another Fine Mess.* Volume VI, Issue 5. March 2011

Northwestern State University International Journal of Criminal Justice. *He's Innocent. Really. No, Really!* Volume VI, Issue 4. February 2011

Northwestern State University International Journal of Criminal Justice. *The Most Famous Serial Killer You've Never Heard Of*. Volume VI, Issue 3. December 2010/January 2011

Northwestern State University International Journal of Criminal Justice. *Just Because You're Paranoid Doesn't Mean They Aren't Out to Get You*. Volume VI, Issue 2. November 2010

Northwestern State University International Journal of Criminal Justice. *Time to Freak Out – Again*. Volume VI, Issue 1. October 2010

Northwestern State University International Journal of Criminal Justice. *Should We Care About Apathy? Nah. The Kitty Genovese Story Revisited*. Volume V, Issue 6. April/May 2010

Northwestern State University International Journal of Criminal Justice. *Get a Haircut and Get a Real Job (with apologies to George Thurgood)*. Volume 5, Issue 5. March 2010

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Northwestern State University International Journal of Criminal Justice. *Kids Will Be Kids*. Volume V, Issue 3. December 2009/January 2010

Northwestern State University International Journal of Criminal Justice. *Disappointed in Liberty, Again*. Volume V, Issue 2. November 2009

Northwestern State University International Journal of Criminal Justice. *On the Death Penalty, Innocence, & Arson*. Volume V, Issue 1. October 2009

Northwestern State University International Journal of Criminal Justice. *Yes, There is Evil*. Volume IV, issue 7. May 2009

Northwestern State University International Journal of Criminal Justice. *How to Hang with the Rest of the Monkeys*. Volume IV, Issue 6. April 2009

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Northwestern State University International Journal of Criminal Justice. *Will the Real Bad Guy Please Stand Up (Because sometimes we need help figuring out who you are)*. Volume IV, Issue 4. February 2009

Northwestern State University International Journal of Criminal Justice. *Summum's Up with the First Amendment-Again*. Volume IV, Issue 3. December 2008/2009

Northwestern State University International Journal of Criminal Justice. *It's Hard to Exercise Free Speech with a Noose Around Your Neck*. Volume IV, Issue 2. November 2008

Northwestern State University International Journal of Criminal Justice. *Hoaxes and Horror*, Volume IV, Issue 1. October 2008

Northwestern State University International Journal of Criminal Justice. *Please Don't Confuse Me With The Facts! A Review of Mistakes Were Made (but not by me)*. Volume III, Issue 7, April/May 2008

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Jack Atherton

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Bill Sexson

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The Juvenile Officer/ Probation Officer. Volume IX, Issue 1. October 2013

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The Place to Be When the End is Near: Kingston, Arkansas. Volume VIII, Issue 4. February 2013

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Sharon Green

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Mark Melder

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Professional Presentations

"Social Networks Analysis of Terror Networks" – Lecturer and scenario developer for Department of Homeland Security Cyber Initiative Camp 2.0, 2014. LA Tech, Ruston, LA.

"Placed and Displaced: Deviant Places Re-imagined: Toward a Human Ecology of Place" – Presentation at 2013 ASLE Conference, Lawrence, KS.

“Social Networks and Their Utility in Combating Cyber-Terrorism” - Lecturer for Department of Homeland Security Cyber Initiative Camp 1.0, 2014 LA Tech, Ruston, LA.

“Network Analysis as a Tool for Understanding Cyberwarfare” - Lecturer for Department of Homeland Security Cyber Initiative Camp 2.0, 2013. LA Tech, Ruston, LA.

“Utilizing Sociological Concepts to Enhance STEM” - Lecturer for Department of Homeland Security Cyber Initiative Camp 1.0, 2013 LA Tech, Ruston, LA.

“From The Trailer to The Boardroom: An examination of the TEA Party as an Outgrowth of the Militia Movement.” Presented to faculty of Social Sciences Department, Spring, 2011.

“The Anomaly of Racial Variance in Female Perpetrated Spousal Killing: A Structural Explanation” Presented at the 2009 Annual Meetings of the Southern Sociological Society, New Orleans, LA.

“The Patriots Revisited: Some Post 9-11 Observations on the Militia Movement.” Presented at the 2005 Annual Meetings of the Southern Sociological Society, New Orleans, LA.

“Becoming a Patriot.” Presented at the 2001 Annual Meetings of the Southern Sociological Society, Knoxville, TN.

Guest lecturer – “Moral Careers and Deviant Lifestyles: Militia Membership.” Presentations to undergraduate courses at Northwestern State University and LA Tech.

Guest lecturer – “Gaining Entry into Deviant Groups: Methodological Issues in Qualitative Research.” Presentations to undergraduate courses and graduate seminars at Northwestern State University, LA Tech University and Louisiana State University.

Michelle Holcomb

Cold, Still Silence: A Story from the Morgue. Volume X, Issue 6. NSU International Journal of Criminal Justice. April/May 2015

Tragedy Breeds Tragedy. Volume X, Issue 5. NSU International Journal of Criminal Justice. March 2015

Familiar Faces. Volume X, Issue 4. NSU International Journal of Criminal Justice. February 2015

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Frank Hall

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Running a Detention Center – Not in My Plans. Volume X, Issue 2. November 2014

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Assessment of Mission CMD, International Journal of Criminal Justice 2014

Fusion Centers Impact on HS, International Journal of Criminal Justice 2014

Level of Corruption in Afghanistan, How bad is it, Counterterrorism Task Force Afghanistan request 2012

Afghan Spring Offensive 2012, Defense Intelligence Agency 2012

Afghan Senior Leader Protection Program, DIA / CIA Request 2012

Status of Afghan Military, National Intelligence Estimate (NIE) 2012

Chronology of the Insider Threat – DIA / Joint Chiefs of Staff / White House 2012

Insider Threat, U.S Army TRADOC Pam 2012

Electronically Fired Projectile (EFP) Use in Iraq, U.S. Congress Request 2009

Status of IED's use in South America, US. Congress Request 2009

IED Development in Iraq and Afghanistan, U.S. Congress 2009

Pakistan Involvement in IED / Fertilizer Production, U.S. Congress 2009

Improvised Explosive Device Supply Chain, JIEDDO National CMD Publication 2009

Coalition Warfare – Art of Negotiations, US Army War College 2007

Status of Iraqi Joint Intelligence, National Intelligence Estimate (NIE) 2007

Are Military Intelligence Officers being trained for the 21st Century? Saint Mary's College 1998

Status of Army Intelligence, U.S. Army Green Book 1997

Battlefield Visualization, U.S. Military Intelligence Review 1997

Intelligence Support to Counterdrug Operations, Military Intelligence Review 1993

Intelligence in Counterinsurgency, U.S. Military Intelligence Review 1989

Professional Presentations:

With over 28 years of military service, Colonel Hall has presented and or briefed thousands of internal and external professional organizations.

Key audiences were:

White House Staff members
Current President of Afghanistan
Prime Minister of Iraq
U.S. House Permanent Select Committee on Intelligence
U.S. Senate Select Committee on Intelligence
Secretary of Defense
Current Chairman of the Joint Chiefs of Staff
Current Chief of Staff of the Army
U.S. Deputy Chief of Staff for Intelligence
U.S. Deputy Chief of Staff for Operations
US Congressional Members
Commander U.S. Cyber Command
Senior U.S. and Foreign General Officers to include General Petraeus, Commander of US/Coalition Forces Iraq General Allen, Commander U.S. / Coalition Forces Afghanistan, Gen Allah, Iraqi Security Forces

Senior leaders in:

Central Intelligence Agency
Defense Intelligence Agency
Federal Bureau of Investigation
Department of Homeland Security
Counterterrorism Task Force
Drug Enforcement Agency
State and local government officials and other notable persons and organizations

B. Historical and Projected Grants and Contract Dollars.

The faculty in the Criminal Justice Program has been active in the area of grants and contracts. The program has, in the past, received federal grants in excess of 1.2 million dollars and contracts exceeding \$125,000 for operation of the Gulf States Regional Community Policing Institute (GSRCPPI). However, the GSRCPPI program has been discontinued. At the present time the program receives approximately \$2,500 in operating expenses with no projected grants or contract dollars.

11. Strengths and Long-term Potential of the Program.

A. Quality of Curriculum Offerings.

Northwestern State University's Criminal Justice Program was established in 1997 and has become known as a program that provides a solid foundation in Criminal Justice education. The Area Concentration

Achievement Test (ACAT) is given to all graduating criminal justice seniors. Scores are compared to other schools nationwide that take the exam and NSU's are consistently above the norm.

The curriculum provides the student with a strong foundation in the basics of the criminal justice system. There are courses that deal specifically with police, courts, corrections, investigations, criminal law, and court procedures. There are two courses dealing specifically with forensic sciences, probation and parole, juvenile delinquency, criminology and penology, and drug use in modern society.

B. Special competencies of Existing Faculty and Quality of the Faculty.

Below is a short description of the special competencies of the faculty members who are active in the Criminal Justice Program (Full vitae are included in Appendix B).

Joe Morris

Associate professor of Criminal Justice
Department Head of Criminal Justice, History, and Social Sciences
M.S., Criminal Justice, Grambling State University
Fields of Interest: Criminal Justice, Community Policing, Search and Seizure, Electronic Surveillance and Critical Incident Stress.

Jack Atherton

Coordinator Unified Public Safety Administration
Associate professor of Criminal Justice
M.C.J.A., Criminal Justice Administration, Oklahoma City University
Fields of Interest: Corrections, Homeland Security

Sharon M. Green

Assistant Professor of Criminal Justice
M.F.S, Science in Forensic Sciences, National University, San Diego
Fields of Interest: Forensic Science, Criminalistics, Police Operations

Frank Robert Hall

Assistant professor Criminal Justice
M.S. Management, Saint Mary College/University
M.S., Strategic Studies-National Policy, U.S. Army War College
Fields of Interest: Homeland Security, Terrorism

Michelle Holcomb

Assistant Professor of Criminal Justice

M.S., Administration of Justice and Security, University of Phoenix
Fields of Interest: Forensics, Ethics, CJ Administration

Mark Osborn Melder

Associate professor of Homeland Security
Ph.D., Sociology, Louisiana State University
M.A., Sociology, Louisiana State University
Fields of Interest: Deviance, Criminology, Methods

William H. Sexson

Associate professor of Criminal Justice
M.A., Liberal Arts, Louisiana State University
Fields of Interest: Probation/Parole, Corrections, Juvenile Justice

Bill Shaw

Associate professor of Criminal Justice
M.A., Social Science, Northwestern State University
Fields of Interest: Criminal and Constitutional Law, Criminology,
Criminal Evidence and Procedure, Juvenile Justice.

Shirley Snyder

Associate professor of Criminal Justice
Coordinator of Criminal Justice
J.D., Juris Doctorate, Louisiana State University, Baton Rouge, LA
M.A., Student Personnel Services, Northwestern State University,
Natchitoches, LA
Fields of Interest: Criminal Justice, Criminal Law; the Historical and
Current Application of Criminal Procedure and Criminal Evidence
within the Criminal Justice System.

Donald R. Stewart

Associate professor of Criminal Justice
Ph.D. Administration of Justice, University of Southern Mississippi
M.P.A., Public Administration, Texas A&M University Corpus Christi
Fields of Interest: Domestic Violence, Homeland Security

C. Quality of Students.

There are several sets of data that can be used to evaluate the level of quality of students who finish their Criminal Justice Degree at Northwestern State University. The Composite ACT scores for the School of Social Sciences is 19.6757. There are currently 382 CJ majors comprising approximately 74% of the students in the Department of Criminal Justice, History and Social Science and 11% of the College of Arts and Science. Criminal Justice is among the top 10 in numbers of majors and graduates.

The quality of students can also be evaluated by the number of students who complete the required curriculum and graduate. There were a total of 296 criminal justice majors who graduated during the past five years.

D. Quality of Academic Support, Such as Counseling, Equipment, and Library Holdings.

The level of academic support for the Criminal Justice Program is adequate. Through grants obtained from Student Technology fees and the Perkins Program, and indirect cost monies on federal grants, we have several classrooms with a PowerPoint projector, computer, DVD player, document camera, and Internet access for classroom presentations.

The library has made a concerted effort to provide the resources necessary for a good academic program in Criminal Justice.

Northwestern State University's library is constantly moving toward a virtual environment and has in place a number of features that enhance distance education (such as online and/or Internet) programs.

The library provides a number of full-text databases, including *Criminal Justice Abstracts*, *Lexis-Nexis Academic*, *Newswires*, *Newspaper Source*, *PysciINFO*, *Psychological and Behavioral Sciences Collection*, and *SociINDEX*. All of these databases are accessible through the World Wide Web using student ID and password.

The library also subscribes to net Library, a collection of e-books. It holds approximately 32,000 titles, many of which support a criminal justice program.

In addition, the library utilizes the Iliad, an OCLC program for interlibrary loan requests. The turn-around time is minimal for in-state requests and 3-5 days for out-of-state requests.

Students can make interlibrary-loan requests electronically utilizing a form located on the library homepage.

E. Outside Evaluation of Program.

The Criminal Justice Program does not have an accreditation board; however, as part of the periodic review by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the program is evaluated along with the others in the University. The Academy of Criminal Justice Sciences (ACJS) minimum standards for Criminal Justice Education will be used as a guide.

II. STUDENTS

1. Advising and Counseling.

Academic advising for students in the Criminal Justice Program is a responsibility of the Criminal Justice Faculty. In-coming freshmen who participate in the Freshman Connection meet with the Criminal Justice Program Coordinator who assists students in identifying the classes the students should take during their first semester. The coordinator makes students aware of how to obtain assistance in registering for classes after they begin attending NSU.

The academic advisors serve as mentors for the students and students are encouraged to meet with their advisors often. This advice is reinforced during the students' orientation class taken during their first semester. The advisors track the courses the students take during each semester and advise the students on what courses need to be taken and in what order. This ensures that the students will make appropriate progress through their degree program and toward meeting their career goals. The advisors also counsel the students on career options and opportunities such as graduate or professional programs. While assisting students, each advisor also encourages the students to evaluate their options independently and to take responsibility for their own careers.

The Office of Counseling and Career Services also provides assistance to students in the areas of personal counseling and career planning. The mission of this office is to aid students in developing, evaluating, and effectively implementing career plans based in part on the students' personal goals, and strengths, and on the job market. The office has available career counselors, career testing, and a career research library to assist students. In addition, the office provides a credentials service to assist in establishing a credentials file for students, a resume service to help students prepare resumes, and a status file which contains current resumes, transcripts, and reference letters for the students. The Office of Counseling and Career Services also schedules on-campus interviews for companies, holds workshops on resume writing, interviewing skills, and personal development issues, and an annual Career/Graduate Day where prospective employers and representatives from various graduate programs meet with students.

2. Financial Support.

Northwestern State University offers a number of financial aid programs including a variety of scholarship opportunities, grants such as the Federal Pell Grant Program, other loans with low interest rates, and federally

funded work-study programs. Additionally, there is a tuition reduction available for the first nine credit hours for full-time public safety officers.

3. Enrollment Capacity.

The Criminal Justice Program, with its present faculty, has the capacity to absorb additional students. Extensive use of compressed video at the four sites (Natchitoches, Leesville, and Alexandria) allows the criminal justice faculty to provide classes to the many students requiring them. The criminal justice program is cost effective.

4. Anticipated Changes.

No changes are planned for the 2015-2016 school year.

III. Core Items SWOT Analysis

1. Students

a. Demographics and Comparisons:

Consulting the demographic information on students provides support for the conclusion that, in most respects, Criminal Justice majors are "typical" Northwestern State University students. Specifically, they reflect the regional population of the state of Louisiana that applies for college educational opportunities, and most are specifically from the Northwest Louisiana parishes. The population of students in this program is in frequently found distributions of gender, race, and age.

b. Advising Practices (refer to the SWOT in this)

Criminal Justice faculty personally conduct advising with undergraduates throughout each semester, employing Degree Works that summarizes student information in great detail. Although students may sometimes overlook the necessity for informed, updated auditing of their progress, faculty track their progress regardless of whether or not they seek advising input. In these confidential advising sessions, every question a student might pose is answered fully for them, their options described, their plans discussed. Faculty are cognizant of the value of foresight in this process, and strive to anticipate coming choices for each student. Using the conveniences of checklists, webpage resources, and knowledge of specific course offerings, faculty offer expertise with the program, the profession, and the University to each major. As noted elsewhere, this mode of advising contributes to a high retention level.

c. Assessment System:

Banner and Degree Works, and other centralized sources of data and data manipulation are employed by the program to track student performance course by course, semester by semester, for advising and auditing purposes. The

ACAT, a standardized, nationally-normed instrument, our graduates almost always score above the 50th percentile and this should be interpreted as an indication of success for the program

d. Academic Support for Students needing Remediation

As indicated in the SWOT analyses, the program offers no remedial courses. However, the faculty direct students with particular learning difficulties or needs to the Student Support Services Office, which arranges personally tailored tutoring and study skills resources as well as assistance with students with disabilities. The Criminal Justice program provides Student Support Services with study materials for Criminal Justice courses upon request to facilitate individual tutoring.

e. Financial Support/Scholarships:

A substantial percentage of majors receive financial aid in some form, and most also are employed during their enrollment. The Criminal Justice major population reflects the larger Northwestern State University student population in amount and types of financial aid and employment levels. The scholarship process includes a requirement that each student will submit an application along with an essay addressing how he or she plans to contribute to the criminal justice career field, and to explain how the degree will help them accomplish their goals. Additional requirements for consideration for these scholarships include a major in criminal justice, junior or senior status for the DeVanie, Daughtry, and Kyle scholarships, the Doyle & Barbara Bailey Scholarship, LaValley Memorial Scholarship, Marion T. Loftin scholarship and Kyser Endowed scholarships are open to all criminal justice major candidates regardless of academic year. Lastly, students must have an overall minimum GPA of 2.5, and a minimum major GPA of 3.0. The Criminal Justice Program offers 6 scholarships and the specifics of each are listed below.

- **Glen Denning DeVanie Memorial Scholarship** was established to honor the legacy of Glen Denning DeVanie, a criminal justice major and an Alexandria deputy marshal at the time of his death in the spring of 2003. The scholarship honors Glen through financial assistance by encouraging students who are working toward their Criminal Justice Degree to take their learning experience along with Glen's legacy into the future.
- The **Bradley Alan Daughtry Memorial Scholarship** was established to honor the memory and legacy of Bradley Alan Daughtry, a Northwestern State University student, majoring in criminal justice, who lost his life in the fall of 2006. The scholarship was set up by friends of the Daughtry family with a tremendous outpouring of support from Brad's hometown, Winnfield, Louisiana. Brad Daughtry was a graduate of Winnfield Senior High School where he participated as a member of the football team. Brad also worked as a dispatcher for the Winn Parish Sheriff's Office where he developed a desire to continue work in the area of criminal

justice. Preference for this scholarship will be given to residents of Winn Parish.

- The **Frank C. Kyle Memorial Scholarship** was established to honor the legacy of Frank C. Kyle, a deceased faculty member of the Department of Criminal Justice at Northwestern State University in Natchitoches, Louisiana. Frank was a member of the faculty from 1999 to 2004. Frank's desire to provide real world experience to the educational experience of students and increase the understanding to those graduates who enter the world of professionalism within the Corrections disciplines is his legacy.
- The **Doyle & Barbara Bailey Criminal Justice Scholarship** is funded by Mr. and Mrs. Doyle Bailey of Natchez, Louisiana and will be awarded to a deserving Criminal Justice major. The Baileys have worked with law enforcement in the Critical Incident Stress Debriefing area for a number of years and want to help develop talent for law enforcement. This scholarship is available for any Criminal Justice major and is not limited to juniors or seniors.
- The **Thomas LaValley Memorial Scholarship** was established to honor Shreveport Police Officer, Thomas LaValley, a Northwestern State alumnus who gave his life helping and protecting others. Officer LaValley, born in Baton Rouge and a 2007 graduate, was fulfilling his dream of being a police officer when he tragically lost his life while responding to a disturbance call on 5 August 2015. The Officer Thomas LaValley Memorial Scholarship is awarded to students majoring in Criminal Justice preferably from Caddo, Bossier, and Ascension parishes and for the sons and daughters of fallen police officers.
- The Natchitoches Parish Sheriff's Office and the NSU Department of Criminal Justice, History and Social Sciences established the **Ricky Issac Jr. Memorial Scholarship**. It is testament to the dangers officers face every day when they put on their uniform and go out to serve others facing unknown dangers, not only ill meaning people, but also the elements. Ricky was going on a call, which he would never answer because due to heavy rain the roads were wet, his patrol unit hydroplaned, he was unable to gain control, went off the road and hit a tree where he sustained fatal injuries.

f. Satisfaction with Program:

As indicated in the Graduating Student Survey, the satisfaction levels for the program and faculty reported are very high, and high on multiple dimensions of the program.

Core Item I Students	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
<p>Advising practices.</p>	<p>High faculty commitment to advising.</p> <p>Faculty knowledge of program aids accurate, personal advising.</p> <p>Ongoing advising throughout academic calendar.</p> <p>Organized advising procedures and systematic approach over student undergraduate career.</p> <p>Program requirements disseminated through all available channels of communication.</p>	<p>Occasional Errors and inconsistencies in DegreeWorks and NSU Connect hinders some aspects of advising process.</p> <p>Student role in seeking advising is voluntary rather than mandatory.</p> <p>Transfer students learn value of advising late in undergraduate career.</p>	<p>Northwestern State University has begun sending reports to advisors of their advisees' academic progress during the semester, facilitating intervention</p>	

Core Item I Students	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Assessment system – In what ways do you assess student performance?	<p>Existence of DegreeWorks to manage student data.</p> <p>DegreeWorks accessible to all program faculty: program faculty collaborate.</p> <p>Program collects all performance data.</p> <p>Tracking of majors' progress throughout undergraduate career.</p>	<p>No nationally normed assessment instrument to measure graduates in relation to national cohort</p> <p>No mandatory mechanism for tracking graduates: voluntary contacts initiated by students.</p> <p>No employer survey to date.</p> <p>Noncompleters do not communicate their reasons for noncompletion</p>	<p>University could implement a nationally normed assessment system (e.g., exit exam)</p> <p>Availability of skilled graduates to prospective employers and graduate programs could be more effectively communicated.</p> <p>University could introduce some mechanism to survey noncompleters for their reasons for noncompletion upon either changing majors or not enrolling in University the next semester (short prepaid</p>	<p>Lack of local employers specifically recognizing value of program graduates as employees.</p>

			postcard survey? –funding? Grades? Change of interest? Change of university? Relocation from area? Other _____?)	
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Core Item I Students	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
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<p>Academic support for students needing remediation.</p>	<p>Personal attention by Criminal Justice faculty to individual student needs enhanced by lower faculty/student ratio.</p> <p>Criminal Justice faculty possess expertise in skills applicable to the field: able to tailor improvement efforts to student and field of study.</p> <p>Students become increasingly aware of Criminal Justice faculty expectations as students' progress through curriculum.</p>	<p>Program lacks specific remedial courses and remedial tutoring resources.</p> <p>Students may feel self-conscious volunteering knowledge of their deficiencies to their professors.</p>	<p>Students rely on Student Support Services for individualized tutor/student tasks.</p> <p>Student work-study position could be designated in Student Support Services to specifically aid program majors.</p> <p>Writing Center in Languages and Communication offers individual help editing written assignments.</p>	<p>Security of funding for remedial instruction.</p>
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<p>Core Item I</p>	<p>Strengths (Internal)</p>	<p>Weaknesses (Internal)</p>	<p>Opportunities (External)</p>	<p>Threats (External)</p>
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Students				
Financial Support	<p>Availability of Scholarships exclusively to Criminal Justice majors beginning in freshman year</p> <p>Scholarships can be awarded on a continuing basis.</p> <p>Availability of array of financial aid options (grants, loans, TOPS program).</p>	<p>Combining employment and undergraduate enrollment difficult for some students (particularly non-traditional students).</p> <p>Lack of financial support options may result in non-completion of program.</p> <p>Students must individually seek most financial support.</p>	<p>Available traditional financial aid options continue.</p> <p>University actively pursue endowments and other contributions to financial support of undergraduates.</p> <p>Internet delivery allows some flexibility in coordinating employment and enrollment.</p>	<p>Rising cost of higher education nationwide.</p> <p>Failure of federal, state, and local programs to remain solvent in an uncertain economy.</p> <p>Scholarships dependent on market forces.</p>

Core Item I	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
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Students				
<p>Satisfaction with program.</p>	<p>Reported satisfaction with program is high or above average in major areas measured by Graduating Student Survey</p> <p>Criminal Justice majors report high levels of satisfaction with acquiring critical thinking skills, writing abilities, appreciating diversity, and fulfilling citizenship responsibilities.</p> <p>Program quality rated above average as measured by Graduating Student Survey.</p>	<p>Surveys almost exclusively measure satisfaction upon completion rather than during the program (except Student Evaluation of Instruction).</p> <p>Small respondent population results in difficult analysis of results.</p>	<p>Addition survey opportunities might be developed to measure student satisfaction earlier in undergraduate career.</p> <p>Role of Institutional Research in disseminating results could be enhanced.</p>	

IV. PERSONNEL (FACULTY-STAFF)

1. Faculty Who Are Direct Participants in the Program

A. Full Time Faculty

The full time faculty of the Department of Criminal Justice strive to bring the best education possible to the student body of Northwestern State University. In order to complete this task, our staff is constantly and continuously working to better educate themselves. **Table 18** summarizes the background and interests of each faculty member along with the courses taught during the academic year of 2014-2015 through present (Fall 2015).

TABLE 18

ROSTER OF INSTRUCTIONAL STAFF – FULL TIME

NAME	POSITION	MOST ADVANCED DEGREE	OTHER DEGREES	COURSES TAUGHT 2014-2015	FIELDS OF INTEREST
Joe Morris	Associate Professor of Criminal Justice Department Head of Criminal Justice, History, and Social Science	M.S., Criminal Justice, Grambling State University	B.A., Criminal Justice, Louisiana State University in Shreveport	CJ 1100 CJ 3350 CJ 3360	-Criminal Justice -Community Policing -Search & Seizure -Electronic Surveillance -Critical Incident Stress -Report Writing -Investigation -Police Operations
Jack Atherton	Associate Professor of Criminal Justice Coordinator of Unified Public Safety Administrat	M.C.J.A., Criminal Justice, Oklahoma City University	B.S.E., Education Southwest Texas State University	UPSA 1500 UPSA 2100 UPSA 2550 UPSA 3000 UPSA 3700 UPSA 4000 UPSA 4100 UPSA 4200 UPSA 4350 UPSA 4400	-Corrections -Correctional Security -Homeland Security -Public Safety -Emergency Management -Emergency Response -Use of Force -Crisis Intervention

	ion			UPSA 4480 UPSA 4700	
Sharon Green	Assistant Professor of Criminal Justice	DBA/ABD, in Criminal Justice, North Central University M.F.S., Science in Forensic Sciences, National University	B.A., Criminal Justice, Northwestern State University Of Louisiana	CJ 1100 CJ 2300 CJ 2600 CJ 3360 CJ 4470 CJ 4500	-Forensic Science -Criminalistics -Medicolegal Death Investigations -Police Operations -Sexual Assault Prevention & Awareness
Frank Hall	Assistant Professor of Criminal Justice	M.S., Strategic Studies-National Policy, U.S. Army War College M.S., Management Saint Mary College/ University	B.S., Criminal Justice, Western Caroline University	CJ 2400 CJ 4475	-Homeland Security -Terrorism -Counter-terrorism -Military Intelligence -Strategic Studies
Michelle Holcomb	Assistant Professor of Criminal Justice	M.S., Administration of Justice and Security, University of Phoenix	B.A., Criminal Justice, Louisiana State University in Shreveport	CJ 1100 CJ 2500 CJ 3350 CJ 3380 UPSA 2250 UPSA 3400 UPSA 3700	-Forensic Science -Ethics -Criminal Justice Administration -Death Penalty -Corrections -Emergency Response -Emergency Medical Technician -Medicolegal Death Investigations
Mark Melder	Associate Professor of Homeland Security	Ph.D., Sociology, Louisiana State University	M.A., Sociology, Louisiana State University B.A.,	CJ 4200	-Deviance -Criminology -Methods -Homicide -Militias -Social Movements -Qualitative Methodology

			Sociology, Northwestern State University of Louisiana		-Social Networks -Sociology of the Family -Domestic Terrorism
William "Bill" Sexson	Associate Professor of Criminal Justice	M.A., Liberal Arts, Louisiana State University	B.A., Liberal Arts, Northwestern State University of Louisiana	CJ 2500 CJ 3090 CJ 4250 CJ 4480 CJ 4500	-Probation & Parole -Corrections -Juvenile Justice -Substance Abuse -Hate Groups -Police Operations -Crisis Intervention
Bill Shaw	Associate Professor of Criminal Justice	M.A., Criminal Justice, University of North Texas	B.A., Anthropol ogy, Northwestern State University of Louisiana M.A., Anthropol ogy/ Social Science, Northwestern State University of Louisiana	CJ 2400 CJ 3040 CJ 3090 CJ 4110 CJ 4450 CJ 4460	-Criminal Law -Constitutional Law -Criminology -Criminal Evidence & Procedure -Juvenile Justice
Shirley Snyder	Associate Professor of Criminal Justice Coordinator of Criminal Justice	J.D., Juris Doctorate, Louisiana State University	M.A., Student Personnel Services, Northwestern State University of Louisiana B.A., Social	CJ 4450 CJ 4460	-Criminal Law -Historical and Current Application of Criminal Procedure -Criminal Evidence -Disability Rights Law -Grant Writing -Civil Rights Violations

			Welfare Northwestern State University in Louisiana		
Donald Stewart	Associate Professor of Criminal Justice	Ph.D., Administra tion of Justice, University of Southern Mississippi	M.P.A., Public Administra tion, Texas A&M – Corpus Christi	CJ 1100	-Domestic Violence -Homeland Security -Future of Criminal Justice Professionals

B. Adjunct Faculty

The adjunct faculty of the Department of Criminal Justice have been carefully chosen. These individuals provide strong content knowledge within their chosen fields. They provide additional insight to our student body along with providing support to full time faculty. **Table 19** summarizes the background and interests of each of the adjunct faculty along with the course taught during the academic year of 2014-2015 through present (Fall 2015).

TABLE 19

ROSTER OF INSTRUCTIONAL STAFF – ADJUNCT FACULTY

NAME	POSITION	MOST ADVANCED DEGREE	OTHER DEGREES	COURSES TAUGHT AY 2014-2015	FIELDS OF INTEREST
Marianne Fisher-Giorlando	Adjunct Faculty	Ph.D., Sociology, Ohio State University	M.A., Sociology, Ohio State University B.A., Sociology, Wright State University	CJ 2500	-History of Crime and Punishme nt -Study of Crime -Deviant Behavior

Melissa Johnson	Adjunct Faculty	M.S., Criminal Justice, Grambling State University	B.S., Elementary Education, Louisiana State University	CJ 2400	-Private Investigation -Domestic Violence -Stalking -Victimology
George Lange, III	Adjunct Faculty	ABD/Ph.D., Criminal Justice, University of Southern Mississippi J.D., Juris Doctorate, Loyola School of Law	M.B.A., Business Administration University of New Orleans B.A., English, University of New Orleans	CJ 3380	-Ethics -Study of Crime -Criminal Law -Criminal Theory
Stephen Morrison	Adjunct Faculty	Ph.D., Administration of Justice, University of Southern Mississippi	M.A., Behavioral Science/ Sociology, University of Houston at Clearlake	CJ 3090	-Sociology -Juvenile Delinquency
Ralph Peters	Adjunct Faculty	M.A., Homeland Security Northwestern State University of Louisiana	B.A., Criminal Justice, University of Louisiana at Lafayette	CJ 3360	-Criminal Investigation -Homeland Security
Karl Jacob Ruppert	Adjunct Faculty	J.D., Juris Doctorate City University of New York School of	B.A., Arts Administration University of New Orleans	PLPS 3050	-Criminal Law -Corporate Law

		<i>Law</i>			
Thomas Tiefenwerth	<i>Adjunct Faculty</i>	Ph.D., Administration of Justice, <i>University of Southern Mississippi</i>	M.P.A., Public Administration <i>University of Texas at Tyler</i> M.A., Forensic Psychology, <i>John Jay College of Criminal Justice</i> M.P.S., Criminal Justice, <i>Long Island University</i> B.S., Criminal Justice, <i>New York Institute of Technology</i>	<i>CJ 4110 CJ 4500</i>	<i>-Drug Use in Modern Society -Sex Offender Treatment -Criminal Investigation</i>

2. Salaries.

The salary range for our full time faculty including positions of assistant/associate professors over the past five academic years have been from \$42,000 - \$50,000 on a nine month basis. Currently, the Department of Criminal Justice has no full professors, seven (7) associate professors and three (3) assistant professors. Our current total of full time faculty stands at ten (10).

3. Tenure Policy.

Northwestern State University's tenure policy is outlined in the Faculty Handbook and is quoted and/or paraphrased in part below (see Faculty Handbook, Chapter Six, pages 34-50).

The basic criteria for obtaining tenure are excellence in carrying out the responsibilities of the position and significant promise for continued achievement. The responsibilities of a faculty member include, but are not

limited to, teaching, advising students, scholarly achievement, public service, and contributing to the department and the University.

Northwestern State University follows a standard of evaluation of its faculty members. Those methods of evaluation include student evaluations, classroom teaching assessment by supervisors, student appraisals of academic advising and self-reported activities.

The criteria for evaluation are as follows:

- a. Teaching Effectiveness. Faculty are expected to be:
 - * academically demanding in classes;
 - * fully prepared, well-organized, informative, and intellectually stimulating in teaching;
 - * open to trying new teaching techniques;
 - * conscientious and prompt in evaluations of assigned student work during the term;
 - * prompt in reporting of grades for students at the end of the term;
 - * willing, outside of class, to discuss the special academic interests and problems that students present; and
 - * accessible, helpful, and responsible academic advisors.

- b. Scholarly and Professional Activities. NSU believes that for effective teaching, the faculty member must be actively and continuously engage in some form of scholarship. Faculty are expected to engage in the following activities:
 - * publication of books;
 - * publication of articles in referred journals;
 - * invited articles in journals or anthologies;
 - * book reviews;
 - * publications of creative works such as novels, short stories, poetry, dramatic works, or musical compositions;
 - * professional performances in music and drama and exhibition of works of art such as paintings and sculpture in juried shows or selective galleries;
 - * development of new areas or levels of academic competence;
 - * refereed or invited presentations at professional meetings;
 - * participation in professional seminars or symposia;

- * attendance at professional meetings and official duties in professional organizations;
- * professional development through workshops and short courses;
- * pursuit, receipt, and fulfillment of grants, scholarships, and fellowships;
- * service as a referee on grants, books, and articles; and
- * campus lectures, performances, or art exhibitions.

c. University and Public Service. An important part of the mission of NSU and therefore an important responsibility for the faculty member is public service through training and education programs, technical assistance, consulting, and applied research. The faculty member is expected to be active in the following activities:

- * service on departmental, college and University committees, and all other activities that contribute to the operation of NSULA academic programs;
- * involvement in activities that promote and enrich the life of the NSULA community;
- * recruitment of prospective students;
- * helping to organize local, regional, and national conferences and symposia;
- * service to professional organizations as an officer or committee member;
- * service on local, state, and national governmental boards; and
- * service to the general public through activities related to the faculty member's field of professional expertise or the University's mission.

At the beginning of each academic year, the faculty members in the Department of Criminal Justice, History and Social Sciences develop their goals and objectives for that year. The goals and objectives are reviewed by the program coordinators and the director to ensure that all understand what is expected of the faculty member. In the spring of each calendar year, the faculty members summarize their activities over the last twelve months and present the results in Taskstream. The program coordinator and director reviews each member's Taskstream, student evaluations, classroom visitation documents, articles and other material provided by the faculty member. Based on this review, the program coordinator provides a written summary of the performance which is given to the faculty member. The faculty member is given an opportunity to respond to this evaluation. Each year the school's Tenure, Promotion, and Retention

committee reviews the performance of all non-tenured faculty members. Any comments that the committee members have concerning the performance of the faculty member is summarized by the program coordinator and submitted to the faculty member. If there is concern that the non-tenured faculty member is not making adequate progress, the faculty member is informed in writing about this and is encouraged to correct the problem areas. In the Department of Criminal Justice, excellent teaching alone will not guarantee tenure but poor teaching will guarantee that the faculty member will not remain employed.

Currently, out of the 10 full time faculty positions, seven (7) are tenured and (3) are non-tenured. Out of the three (3) that are non-tenured, one (1) is seeking tenure this academic year and the remaining two are in their second year of teaching.

4. Leave

- a. Sabbatical Leave. Sabbatical leave is defined in LSA-R.S. 17:3304. Sabbatical leave has never been requested in the Department of Criminal Justice, History and Social Sciences. In the event a faculty member at NSULA requests sabbatical leave, they must notify their supervisor and apply through the Office of the Vice President, Faculty and Student Offices (VPASA).
- b. Emergency Leave. In the event of an emergency, the absent faculty member is responsible for notifying the department head or director immediately.
- c. Sick Leave. Sick leave may be used only for illness of the employee. The faculty member is responsible for notifying the department head or director immediately

5. Support or Advisory Faculty

There is no support or advisory faculty for the Department of Criminal Justice.

6. Current Support Staff

There are two (2) administrative assistants assigned to the Department of Criminal Justice, History, and Social Sciences. These administrative assistants work in conjunction with the faculty and department head to meet all the needs of the department in an efficient and timely manner. They are an integral part of the success of the Criminal Justice Program.

V. INFORMATIONAL RESOURCES/FACILITIES AND EQUIPMENT

1. Library Resources.

Eugene P. Watson Memorial Library is a three-story modular structure with a floor area of approximately 95,000 square feet. The building provides comfortable seating for 875 students and has a capacity of more than 350,000 volumes. There is also access to Louis Library Catalogues for resources elsewhere in Louisiana. Excellent individual study facilities include private carrels for graduate students and faculty members engaged in research. The building includes a Reference Room, a Current Periodicals Reading Room, a Media Center, and informal lounge facilities for students and faculty. The Cammie B. Henry Research Center houses a significant collection of Louisiana books, archival materials and rare books. Branch libraries are maintained at the Nursing Education Center in Shreveport and at the Northwestern-Leesville facility near Fort Polk.

The library has made a concerted effort to provide the resources necessary for a good academic program in Criminal Justice. Northwestern State University's library is constantly moving toward a virtual environment and has in place a number of features that enhance distance education (such as online and/or Internet) programs.

Resources available to the Criminal Justice Program includes:

- * Criminal Justice reference book
- * Circulatory collection
- * Government databases
- * E Books
- * Print and e Journals
- *Criminal Justice databases
- * Academic Search Complete
- * Criminal Justice Abstracts with full text
- * International Security and Counter Terrorism Research Center
- * LexisNexis Academic

- * Public Relations Abstract
- * Social Work Abstracts
- * Sociology Index with full text
- * Urban Studies Abstracts
- * Violence and Abuse Abstracts

In addition, the library utilizes the Iliad, an OCLC program for interlibrary loan requests. The turn-around time is minimal for in-state requests and 3-5 days for out-of-state requests. Students can make interlibrary-loan requests electronically utilizing a form located on the library homepage.

Northwestern State University's library is constantly moving toward a virtual environment and has in place a number of features that enhance distance education (such as online and/or Internet) programs.

The library provides a number of full-text databases, including *Expanded Academic ASAP*, *ERIC*, *Education Index*, and *Lexis-Nexis Academic Universe*. All of these databases are accessible through the World Wide Web using either EZProxy or a password.

In addition, many free materials related to national security leadership are available on the World Wide Web from professional associations and governmental agencies.

The library's current collection is varied and includes titles from a number of related fields.

The library is a selective repository for government documents and receives many titles supporting the program.

The library also utilizes a fax machine and a copier/scanner that digitizes images and sends them to specified printers and/or computers to fill patron requests for journal articles and book chapters, including those on microfilm.

2. Current Facilities and Capital Equipment.

Most of the teaching in Criminal Justice takes place in Kyser Hall classrooms. The physical conditions of the classrooms are in fair shape.

Equipment available to the Criminal Justice Program includes:

- * Standard classroom equipment including a “dry erase” board) and screen.
- * Rooms 333 and 429, the primary classrooms for Criminal Justice are compressed video classroom with each having a computer with CD/DVD player capability, VCR, document camera, monitors, and Internet access.
- * Two basic scantron readers.
- * A “Krimelite Imager” for detecting latent fingerprints.
- * A “Comparator” that is used to compare microscopic evidentiary items.
- * Fingerprint kits.
- * Infant and adult skeletons.
- * One adult female mannequin
- * Various other forensic supplies for instructional purposes

There are currently 25 offices occupied by Criminal Justice, History and Social Science Departmental faculty and staff.

Suite 103 – Department head and admin assistant, conference room, work room, store room and a classroom for the Natchitoches Parish Sheriff’s Office training division.

Suite 108 – Graduate faculty – three offices occupied – one vacant office.

Suite 301 – Social Science Coordinator (presently vacant) and admin assistant.

343 B – Criminal Justice Coordinator.

343 A – Faculty and staff lounge.

Third floor Kyser Hall – 15 offices occupied by faculty.

Second floor Kyser Hall – 2 offices occupied by faculty and Williamson Museum.

First floor Kyser Hall 118 – Creole Heritage Center and 2 faculty offices.

Room 306 Kyser Hall – equipment store room.
Vacant offices – 1 first floor and 5 on third floor.

The doors to the classrooms need to be properly secured and grates placed correctly over the windows to protect the equipment inside.

3. Needed Additional Equipment.

Kyser Hall is in general a strong and well-built building. No additional equipment is needed at this time.

VI. COMMUNITY SERVICE RELATED TO PROGRAM GOALS

1. Current Activities.

The faculty of the Criminal Justice Program at NSU have been actively involved in a number of community service activities that relate to criminal justice and the program goals.

CJ faculty also participate in the Natchitoches Police Reserve Academy by providing participants in the reserve program and training for the cadets.

The faculty also work with the NSU Criminal Justice Club which provides community services through ongoing projects in cooperation with community leaders and organizations. Individual faculty members participate in religious and community organizations (such as scouting) providing leadership and aid.

2. Major Program Outcomes.

The goals of the Criminal Justice Program are designed to improve the recidivism rate for Natchitoches Parish and ultimately the entire State of Louisiana. Additionally, the assistance of the CJ faculty in the Police Reserve Academy and provide a better trained law enforcement member and more positive interaction and cooperation between law enforcement and the community.

VII. INTERNAL MECHANISMS FOR ASSESSMENT

1. Evaluation Procedures.

The Criminal Justice Program uses several different assessment methods to evaluate the success of its faculty, students, and curricula.

Evaluation of Faculty.

Faculty members are evaluated in three main areas: teaching effectiveness; scholarly and professional activities; and university and public service. At the beginning of each academic year, each faculty member in the school prepares a list of goals and objectives that he/she hopes to accomplish during the year in each of the three main areas. This list includes, in addition to the goals and objectives, the timetables for the completion of the tasks and the strategies that will be employed to reach these goals. This document is reviewed by the program coordinator and then discussed with the faculty member. Once approved, this document becomes the annual action plan for the faculty member for that year.

Teaching Effectiveness.

Each semester students are asked to complete a faculty evaluation form. This form asks the students to rate the teacher on a scale of 1 to 4 based on nine different statements. These include:

- The instructor's objectives for the course were made clear.
- The instructor was well-prepared for each class.
- The instructor clearly explained difficult topics.
- The instructor told students how they would be evaluated in this course.
- Examinations reflected the important aspects of the course.
- The instructor seemed genuinely concerned with students' progress.
- Compared to other college courses taken, this course has been much more difficult.
- I learned as much, or more, from this course as from other comparable college courses.
- Indicate the grade you expect to receive in this course.

A final statement asks for the student's evaluation of the "instructional quality in this course" (1) Poor, (2) Fair, (3) Average, (4) Good, or (5) Excellent."

Students are also given an opportunity to add comments on the effectiveness of the instructor's teaching.

The results of these questionnaires and students' comments are reviewed by the Criminal Justice Department Head and the Program Coordinator. Any problems that are identified as part of this review are discussed by the Criminal Justice Department Head and Program Coordinator and the faculty member. The results of these teacher evaluations are one of a number of items that become part of the annual review of the faculty member's performance. Other data used in the evaluation of teaching

effectiveness include the visit to the classroom made by the program coordinator each semester, a review of the syllabi and exams used each semester, and an assessment of the grade distribution in the class.

Scholarly and Professional Activities.

Although effective Criminal Justice program teaching is the most important responsibility of faculty in the Criminal Justice Program at Northwestern State University, the faculty members are to be teacher-scholars. The faculty members are expected to “keep abreast of currents and trends in their fields, maintain intellectual vigor, and retain excitement for their disciplines.” (Faculty Handbook, Chapter Two, page 36). Measure of the success of the faculty members in these areas include the publication of books, articles, book reviews, presentations at professional meetings, attendance at workshops and short courses, and other professional activities. The faculty members’ goals in these areas are included in the annual action plan. Their successes in reaching these goals are summarized in their annual activity report.

University and Public Service:

The third area of faculty activity evaluation is university and public service. “An important part of the mission of the University is public service through training and educational programs, cultural activities, technical assistance, consulting, clinical services, and applied research” (Faculty Handbook, Chapter Two, page 37). Measures of success in this area include working on committees of the Department of Criminal Justice, History and Social Science and the university and on local, state, and national governmental boards that are related to the faculty member’s area of expertise and by serving as officers or committee members for professional organizations. The faculty member’s activity in this area is also included in the annual activity report.

Evaluation of Students.

Students are evaluated in a number of different ways. Graduating seniors also take the Area Concentration Achievement Test (ACAT) which is a nationally normed exam taken by graduating criminal justice majors.

The students’ proficiency in their major area of study is evaluated in their courses by examinations, papers, and research projects (see Appendix A). Students also take a senior exit exam which addresses how well they have mastered their discipline.

Evaluation of Curriculum.

The success of the curriculum can be measured by how effective it is in reaching the goals and objectives of the degree program. The program objectives for the Criminal Justice Program are for the students to develop an understanding of and the relationship between the police, courts, and corrections. Also for the students to be able to understand and appropriately apply the law, taking into consideration germane Supreme Court decisions, to understand and protect the rights of the citizens they serve, and to communicate this understanding to others. The syllabi in Appendix A provide additional detail on how this is measured and evaluated.

The Area Concentration Achievement Test (ACAT) is one measure on how successful the Criminal Justice Program has been in reaching its goals. A better measure is the success of the students in pursuing graduate degrees, doctoral work, and careers in the field of criminal justice.

2. Use of Results.

The Criminal Justice program and its faculty routinely review the results of the evaluation procedures for its faculty, students, and curricula.

Faculty.

At the end of each calendar year, the Department Head and Program Coordinator review the Faculty Activity Report, the annual goals and objectives for the last two years, the student evaluations, etc., and provides a written report for each faculty member. The Department Head and the faculty member then meet to discuss the findings. Suggestions are made for any changes that may be necessary.

Students

The students' primary methods of evaluation are the students' performance on the exams that they take in the courses. Exams are returned to the students so they can review the results. Faculty members are always available to students to discuss the results of the exams.

Curriculum

The senior exit exam, the ACAT, the students who find employment in the field, and the number of students who succeed in graduate school are measures of success of the curriculum. If certain sections of the senior exit exam indicate that the students are not prepared in those areas, then efforts are made to address these areas in the curriculum. Reports from students enrolled in graduate school about areas that they find are weak in are also used to evaluate the program.

VIII. RECOMMENDATIONS RESULTING FROM THIS REVIEW.

The faculty members of the Criminal Justice Program have several Recommendations that would improve the quality of the Criminal Justice Degrees offered at Northwestern State University.

- ❖ The Criminal Justice Program currently lacks adequate support for faculty research. To correct this deficiency, it would first be necessary to reduce the maximum teaching load to 12 hours.

- ❖ The Criminal Justice Program also requires adequate travel funds to make it possible for the faculty to participate in faculty development activities such as attending major professional meetings, workshops, and making research trips. Both a reduction in teaching load and more funds for travel are necessary for adequate professional development of the Criminal Justice Faculty.

- ❖ The Criminal Justice Program lacks a laboratory. A laboratory would enable the addition of a Forensic Science Field Investigation concentration.

Appendix A

Criminal Justice Curriculum Syllabi

CJ 1100 -

1. Identification of Course

CJ 1100 – Introduction to Criminal Justice
Fall Semester 2015
3 Credit Hours
Undergraduate Credit
Prerequisites – None

Required Textbooks

Fagin, James A., *CJ 2012*, Custom Edition for Northwestern State University of Louisiana; Boston, MA: Prentice-Hall, 2012

This text may be purchased from the NSU Bookstore on campus, or by calling the Bookstore at (318) 357.5944 and having it shipped to you via UPS with a credit card purchase. The ISBN is 978-1-256-68441-1.

Technology Requirements

- A. A computer (computer access)
- B. Internet access (required for online submissions)
- C. Microsoft Word 2010 or newer (used for assignments)
Microsoft Word is free for students; it can be downloaded from <http://helpdesk.nsula.edu/>
See MS Office Software policy at <https://www.microsoft.com/enable/microsoft/mission.aspx>

General Information

Instructor:

Name: Michelle Holcomb, MSAJS
Office: Room 343H, Kyser Hall
Phone: 318.357.5706
Email: holcombm@nsula.edu

Office Hours: In addition to the office hours below, email and phone consultations are also available and welcomed. All office hours are held in Room 343H, Kyser Hall, on the days and times below.

Monday	8:45 am – 11:00 am & 11:50 am – 12:20 pm
Tuesday	8:45 am – 11:00 am
Wednesday	8:45 am – 11:00 am & 11:50 am – 12:20 pm
Thursday	8:45 am – 11:00 am
Friday	NO OFFICE HOURS

2. Course Catalog Description

A study of the agencies and processes involved in the criminal justice system – Legislative, Police, Prosecutor, Public Defender, Courts and Corrections. This course offers an analysis of the roles and problems of law enforcement in a democratic society with an emphasis on inter-component relations and checks and balances. *There are NO pre-requisites for this course.*

Justification/Rationale

The criminal justice system is undergoing tremendous change. This course is designed to comprehensively introduce the students to the criminal justice system and aid them in understanding these changes. It will make a difference in the civil liberties they have, in their legal rights and responsibilities, in their quality of life, and in their feelings of safety and security.

Mission of the Criminal Justice Department

The Criminal Justice Department at Northwestern State University is dedicated to the education of students for professional, leadership, academic, and research careers in the challenging fields of criminal justice, public safety, homeland security, public service, and the social sciences. The Department provides instruction across a broad range of concepts, with the ultimate goals of student attainment of excellence in analytical and critical thinking abilities, effective interpersonal communication, problem-solving skills, moral commitment, and the acquisition of substantive bases of knowledge necessary to secure positions in criminal justice at all levels of government, public policy, and private organizations. Using active learning, participatory pedagogies, and a Global perspective, the Department holds a generalist orientation, through innovative analyses, in a student-centered, nurturing environment, and emphasizing an occupational context.

3. Course Outcomes (Objectives)

1. State the interrelatedness of the criminal justice system.
2. Explain and recite the history of the development of the process of law enforcement in our society.
3. Compare and contrast various courts at the federal, state, and local level.
4. Illustrate the use of laws related to criminal justice.
5. Explain the relationship of corrections to the criminal justice system.

4. Content/Methods of Instruction/Procedures

1. Readings as assigned.
2. Class participation and discussion.
3. Class exercises and assignments.

4. Lectures.
5. Checking emails and virtual classroom daily.

Course Content

Chapter 1	Criminal Justice
Chapter 2	Crime: Why and How Much
Chapter 3	Criminal Law Control Versus Liberty
Chapter 4	Roles and Functions of the Police
Chapter 5	Police Officers and the Law
Chapter 6	The Court System
Chapter 7	Courtroom Participants and the Trial
Chapter 8	Sentencing
Chapter 9	Jails and Prisons
Chapter 10	Probation and Parole
Chapter 11	Corrections in the Community
Chapter 12	The Juvenile Justice System
Chapter 13	Homeland Security

5. **Evaluation Policies – Course Requirements, Activities, & Evaluation Procedures**
General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University Regulations.

Professor Holcomb requires that each student check their university email and virtual classroom daily for any updates and messages.

Email

1. You will be required to check your NSU email account daily for updates from or regarding our class. Checking email is your responsibility.
2. Emails sent to Professor Holcomb will only be accepted if sent from your NSU email account. Emails from personal email accounts will be disregarded. You are to include in the subject line
 - a. Your course number
 - b. Descriptive topic of what the email is about
 - ** Example (201530.CJ.3380.01N – Term Paper information)
3. You are to ensure when sending the email that you include your first and last name at the bottom of the email, so that the instructor will know who sent the message.

Moodle Classroom

You will be required to check our Moodle classroom daily for updates regarding our class or any assignments from your instructor. Checking our Moodle classroom is your responsibility.

Instructor Response

You may expect a response to email messages within 48 hours during the week. This 48 hour response time does not include weekends or university holidays. If you do not receive a response within 48 hours, you must inquire whether your email has arrived, unless your instructor notifies you in advance that she will be unavailable.

The only way the instructor has of knowing you've sent the email is if it arrives. If you do not receive an answer, it is your responsibility to get to the bottom of the problem. You would be wise to copy yourself in all correspondence with your instructor so that you have proof of your attempt to reach them.

Your assignments will be graded within one week of your submission. However, if there is a change to this standard, the instructor will notify you via email. This does not apply to the Term Paper or Term Paper Topic. Your instructor will notify you of your grade as soon as possible regarding these assignments. It is necessary for her to take her time in grading these assignments due to the content.

Technical Support

If you suspect that you are experiencing problems with your email or with the Moodle system, you are responsible for finding a solution to the problem. You should contact one of the sources listed below:

- A. Your internet service provider
- B. The Student Help Desk at 318.357.6696 or sos@student.nsula.edu or <http://helpdesk.nsula.edu/>
- C. For a Moodle Tutorial see <https://www.nsula.edu/ensu/current-students/>
<https://docs.moodle.org/28/en/Accessibility>
- D. If you are in need of further information or tutoring, you may find one of these cites useful:
 - Watson Library <http://library.nsula.edu/>
 - Virus Information <http://helpdesk.nsula.edu/>
 - Phone Directory <https://www.nsula.edu/phone/>
 - Computer Labs <http://studenttech.nsula.edu/Labs/>

Assignments/Tasks

1. Three examinations and a final exam, all multiple-choice, true/false and essay style questions.
2. Thirteen (13) Chapter Lessons/Assignments ~ **ALL ASSIGNMENTS ARE TO BE IN MICROSOFT WORD ONLY**
3. Interview with Law Enforcement Person
4. Pop Quizzes

Detailed Descriptions

- A. Exams.** There will be four exams (multiple choice, essay and true/false) covering the material presented in class and in the text, as well as any assigned readings.

There will be one day set aside by Professor Holcomb for make-up exams. The time allotted will only allow for one make-up exam. If the student has more than one exam that requires to be made-up, it is the student's responsibility to contact Professor Holcomb and make arrangements.

- B. Chapter Assignments.** Students will be required to complete and turn in chapter assignments as specified by your instructor. **Assignments must be typewritten, double-spaced and must include both the question and resulting answer.** The answer must be well thought out and in complete sentences. Your assignments are to be placed into the "Assignment Drop Box" in our virtual classroom prior to the due date/classroom time. There will be point deductions for improper grammar, sentence structure or general failure to comply with the instructor's directions. Please note that late assignments **WILL NOT BE ACCEPTED.**

ALL ASSIGNMENTS ARE TO BE SUBMITTED IN MICROSOFT WORD ONLY. If YOU DO NOT HAVE MICROSOFT WORD, THEN CONTACT THE STUDENT HELP DESK FOR INSTRUCTIONS TO DOWNLOAD A FREE COPY.

- C. Interview a Law Enforcement Professional.** Students will be required to interview a person within the Law Enforcement community and ask them the following questions:

- a. What is good about Law Enforcement within the community they serve?
- b. What is bad about Law Enforcement within the community they serve?
- c. What would they recommend to change the problem stated?

These questions must be submitted in a well-thought out and well-organized format. The paper must be type-written and double-spaced. The submitted information must be written in Times New Roman, using 12 point font and can NOT be boldface. Be sure to use page numbers in your report within the header. A

business card of the individual being interviewed **MUST** accompany the assignment. This can be scanned and attached to the back of the interview report.

The report must be in the APA format. A title page containing the following information must accompany the report (being the first page). The information to include on the title page is (name of student, CJ 1100, Title of assignment "Interview with a Law Enforcement Professional", Professor's name, "Assistant Professor Michelle Holcomb", and date of assignment).

The second page of the report is the biography of the professional. The biography must be a minimum of one page in length (following type written and font instructions above). You must include what agency the person is employed with, how long they have been in the law enforcement profession and what drives them to have a career in the law enforcement field.

The third page of the report is the question and answer page. This portion of the assignment must be well thought out and well organized. The student is to present the question and the resulting answer given by the professional. Each answer is to be a minimum of 1 paragraph or 5 sentences in length. Be sure to have the professional expound on his/her answers to adequately cover the question and topic.

THE LAW ENFORCEMENT INTERVIEW IS DUE ON NOVEMBER 30TH AT THE BEGINNING OF THE CLASS PERIOD. NO LATE INTERVIEWS DUE. A HARD COPY IS DUE TO INSTRUCTOR BY DUE DATE.

- D. Pop Quizzes.** Pop Quizzes will be given by the professor throughout the semester. The students will not be notified in advance of the quiz. The quizzes will be counted for points and there will be NO makeup opportunities for missed quizzes. Class attendance is important.

Assignment Submission

You are responsible for submission of all written assignments, quizzes, etc. by the deadline indicated on the assignment. Computer hardware and software problems, or other electronic problems, do not constitute an excuse for submitting late work. (Most public libraries have internet-connected computers available for use.) Late work is NOT accepted by this instructor. For more information see <http://studenttech.nsula.edu/>

If you submit your work on time, but it does not arrive on time for any reason, you will be required to provide documentation that demonstrates that your work was submitted on time. Therefore, it is recommended that you save a copy of any assignments, files, emails, etc. you submit or send to your professor, in case you need to re-submit.

Policy on Late Assignments

Late assignments are NOT accepted. If you have any questions regarding a particular situation, please contact Professor Holcomb.

Class Attendance and Department Policy**A. Attendance**

This is a 16 week course and students MUST meet the deadlines set for this course. Students are responsible for ALL classwork missed regardless of the reason for any absence. **LATE ASSIGNMENTS ARE NOT ACCEPTED!!!!**

Class attendance is regarded as an obligation as well as a privilege, and all students are expected to regularly and punctually attend all classes in which they are enrolled. Failure to do so may jeopardize a student's scholastic standing, and may lead to disenrollment from the class and/or suspension from the university. Accordingly, students are expected to timely attend each class session, and to remain in class until dismissed by the instructor.

A student who is tardy for any class meeting should resolve the matter with the instructor at the end of the class period.

Students are expected to check their university email and virtual classroom daily for any updates and messages provided by the instructor.

B. Classroom Civility Statement

Any student who uses inappropriate language, is verbally abusive, displays defiance or disrespect to others or the instructor, or behaves aggressively towards others or the instructor during the class period, will be asked to withdraw/leave from the class and subjected to disciplinary action under the Northwestern State University Student Code of Conduct and Sanctions (Article VII Sanctions). The instructor of a course may deem additional behavior or actions inappropriate. You may find a list of these infractions in your Student Hand Book.

Each Northwestern State University student is encouraged to help create an environment that promotes learning, dignity, and mutual respect for everyone in the learning environment. This online class is different from a traditional face-to-face class in that your contact with other students in the class will be via emails and discussion forums. Therefore, it will be important that your responses are appropriate. The use of slang, swearing, or offensive icons will not be tolerated and

will be subjected to disciplinary action under the Northwestern State University Student Code of Conduct and Sanctions (Article VII Sanctions). The instructor of a course may deem additional behaviors or actions inappropriate; these actions or behaviors will be outlined in the course syllabus. Copies of infractions and sanctions are available on the NSU website at <https://www.nsula.edu/wp-content/uploads/studenthandbook20152016.pdf>

C. Department.

Northwestern State University recognizes the value of all individuals and strives to provide every student a full opportunity to achieve success by creating a climate in which faculty, staff, and students treat each other with dignity and respect. In keeping with those values, each student is entitled to a classroom environment that is free from distraction, promotes learning, and is conducive to the teaching-learning experience. Conversely, no student is entitled to behave in a way that adversely affects the educational processes of the university or the rights of others. Individual students are required to comport themselves in accordance with these values and standards. See the student Code of Conduct.

D. Withdrawal

The official university policy of course withdrawal must be followed to avoid receiving an "F" for this course. **YOU CAN NOT SIMPLY STOP ATTENDING THIS CLASS.** If circumstances arise that require withdrawal, please confirm with the instructor that you have been officially dropped.

E. Evaluation and Assessment: Exams, Grades, and Grading Scale

General University grading policies are located in the current General Catalog under *Academic Regulations*, and the grading policies of this course comply with those requirements. The course has been divided into eight (7) grading elements to afford multiple opportunities for earning a good course grade. In other words, your final grade is not dependent on any given element, so that good scores in one area of the course can offset poor scores in others.

The weight in points for each of the seven (7) graded course elements is shown below, and the final course score of 1050 points. The total points earned are then compared to the grading scale, also shown below, to determine the final course grade.

Graded Elements:	Exam 1	100 points
	Exam 2	100 points
	Exam 3	100 points
	Exam 4	100 points
	Chapter Lessons (13 Chapters)	260 points (20 points each)

Pop Quizzes	40 points
Interview with LEO	<u>200 points</u>
	900 points

Course Grade:	A	900 - 810 points	90% - 100%
	B	809 - 720 points	80% - 89%
	C	719 - 630 points	70% - 79%
	D	629 - 540 points	60% - 69%
	F	539 - 0 points	0% - 59%

Bibliography: Readings

<http://library.nsula.edu/>

Disability Statement. It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact Disability Services, located in the Student Union, Room 240A, telephone 318.357.4460, or <http://studentaffairs.nsula.edu/disability-support> for more information.

Academic Honor Code. Academic dishonesty is defined as (1) acquiring or using a published test bank, (2) copying from another student's test, paper, or computer file, (3) using unauthorized materials during a test, (4) collaborating during a test with any other person by giving or receiving information without authority, (5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests, (6) selling or giving away non-administered or unauthorized tests, (7) bribing anyone to obtain information about a test, (8) substituting for another student or permitting another person to substitute for oneself to take a test, (9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, (10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, (11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit, and (12) duplicity, defined as offering for credit identical or substantially unchanged work in two or more courses without approval by the instructor.

Academic dishonesty will result in one of the following disciplinary measures, as determined by the course instructor: (1) verbal/written warning, (2) conference with the department chair or dean, or (3) reduction of test/course grade to an "F". A student may subsequently be referred to Student Conduct and be placed on probation, suspended, expelled or forced to withdraw from Northwestern State University as a result of academic dishonesty.

Refer to the section in the Student Handbook concerning Academic Infractions and Sanctions for Academic Misconduct.

Have a GREAT semester!!

Michelle Holcomb, MSAJS

CLASS SCHEDULE

PLEASE read these notes:

1. This is a summary giving you an overview of the courses' assignments and due dates.
2. This is subject to change; however, if it does at the discretion of the instructor, she will notify you of any change necessary. Be sure to check the Moodle Classroom and your NSU email daily for information regarding changes to the Class Schedule.
3. Be sure to keep backup files of your assignments. (Remember, NSU provides every student with an M: drive that is available to you through myNSU.)

<i>MONTH</i>	<i>DAY</i>	<i>ASSIGNMENT</i>	<i>COMMENTS</i>
WEEK 1 AUGUST	24	Orientation Chapter 1	Discuss Class Syllabus & Class Schedule Begin Chapter 1
	26	Chapter 1	
Homework due only (no class)	30	Homework due via internet	Chapter 1 homework due - via Moodle Classroom before 11:55 pm

WEEK 2	31	Chapter 1 Chapter 2	
SEPTEMBER	2	Chapter 2	
Homework due only (no class)	6	Homework Chapter 2 due via internet	Chapter 2 homework due - via Moodle Classroom before 11:55 pm
WEEK 3	7	LABOR DAY HOLIDAY	BE SAFE!
	9	Chapter 3	
Homework due only (no class)	13	Homework Chapter 3 due via internet	Chapter 3 homework due - via Moodle Classroom before 11:55pm
WEEK 4	14	Chapter 3	
	16	Chapter 4	
Homework due only (no class)	20	Homework Chapter 4 due via internet	Chapter 4 homework due - via Moodle Classroom before 11:55 pm
WEEK 5	21	Chapter 4 Test Review	
	23	Exam #1 Chapters 1-4	BRING SCANTRON
WEEK 6	28	Chapter 5	
	30	Chapter 5	
Homework due only (no class)	October 4	Homework Chapter 5 due via internet	Chapter 5 homework due - via Moodle Classroom before 11:55 pm
WEEK 7 OCTOBER	5	FALL BREAK	ENJOY!
	7	Chapter 6	
Homework due only (no class)	11	Homework Chapter 6 due via internet	Chapter 6 homework due - via Moodle Classroom before 11:55 pm
WEEK 8	12	Chapter 6	
	14	Chapter 7	
Homework due only (no class)	18	Homework Chapter 7 due via internet	Chapter 7 homework due - via Moodle Classroom before 11:55 pm
WEEK 9	19	Chapter 7 Test Review	
	21	Exam #2 Chapters 5-7	BRING SCANTRON

WEEK 10	26	Chapter 8	
	28	Chapter 9	
Homework due only (no class)	November 1	Homework Chapter 8 due via internet	Chapter 8 homework due - via Moodle Classroom before 11:55 pm
WEEK 11 NOVEMBER	2	Chapter 9	
	4	Chapter 10	
Homework due only (no class)	8	Homework Chapter 9 due via internet	Chapter 9 homework due - via Moodle Classroom before 11:55 pm
WEEK 12	9	Chapter 10	
	11	Chapter 11	
Homework due only (no class)	15	Homework Chapter 10 due via internet	Chapter 10 homework due -via Moodle Classroom before 11:55pm
WEEK 13	16	Chapter 11 Test Review	
	18	Exam #3 Chapters 8-11	BRING SCANTRON
Homework due only (no class)	22	Homework Chapter 11 due via internet	Chapter 11 homework due - via Moodle Classroom before 11:55 pm
WEEK 14	23	THANKSGIVING HOLIDAY	BE SAFE!
	25	THANKSGIVING HOLIDAY	BE SAFE!
WEEK 15	30	Chapter 12	LAW ENFORCEMENT INTERVIEW DUE ~ in class submission
	2	Chapter 13	
Homework due only (no class)	6	Homework Chapter 12 due via internet	Chapter 12 homework due - via Moodle Classroom before 11:55 pm
WEEK 16	7	Test Review	Homework: Chapter 13 Due by 12:30 pm ~ online submission
DECEMBER	9	Make Up Test Day Graduating Seniors Final Exam	Bring Scantron

<i>FINAL EXAM</i>	11 2:00 PM - 4:30 PM	FINAL EXAM	Bring Scantron
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DEPARTMENT OF CRIMINAL JUSTICE, HISTORY, SOCIAL SCIENCES
Northwestern State University

1. Identification of Course

CJ 2300 Police Process
Fall 2015
3 Credit hours
Undergraduate credit
Prerequisites: CJ 1100

Textbook, Additional Reading, Supplementary Materials

Policing: A Brief Introduction—1st Edition
ISBN: 978-0-13-261019-3
Author: Worrall, John; Schmalleger, Frank
Publisher: Pearson

The book is available from the NSU Bookstore on campus. You may call the Bookstore at (318) 357.5944 with a credit card to have it sent to you via UPS.

Scantron Form No. 19641 B (Blue Half-Sheet)

General Information:

Professor Sharon M. Green, M.S.F.S.

Office: Room 343D, Kyser Hall

Phone: 318-357-5982

E-mail: greens@nsula.edu

**Make sure you put your class in the subject line of any virtual correspondence.*

Office Hours: M/W 8:00-10:00/11:00-12:00

T/R 12:00-12:30/1:45-2:00/3:15-4:30

Web address: <http://criminaljustice.nsula.edu/>

2. Course Catalog Description

The study of social and historical settings of the police; police role and career; police discretion; police values and culture; organization and control.

Justification/Rationale

This course exposes the student to the history of Criminal Justice, explains the hiring process and changes that a person entering the Criminal Justice field undergoes. It also identifies the various law enforcement agencies and their inter-relatedness which is essential to a successful career.

Mission of the Criminal Justice Department

The Criminal Justice Department at Northwestern State University is dedicated to the education of students for professional, leadership, academic, and research careers in the challenging fields of criminal justice, public safety, homeland security, and public service. The Department provides instruction across a broad range of concepts, with the ultimate goals of student attainment of excellence in analytical and critical thinking abilities, effective interpersonal, communication, problem-solving skills, moral commitment, and the acquisition of substantive bases of knowledge, necessary to secure positions in criminal justice, all levels of government, public policy, and private organizations. Using active learning, participatory pedagogy, and a global perspective, the department holds a generalist orientation, though innovative analyses, in a student-centered, nurturing environment, and emphasizing an occupational context.

3. Course Outcomes (Objectives)

- Explain the police process and its relationship to the adjudication and Corrections processes.
- Define the various theories and vagaries of criminal causation.
- Demonstrate effective communication skills that include oral and written communications, computer skills, and the ability to communicate cross-culturally.
- Select and apply appropriate methods and analytical skills.
- Demonstrate ethical behavior in a law enforcement setting.

4. Content/Methods of Instruction/Procedures

This is primarily a lecture course. Students are expected to attend class and participate in class discussions and activities. The course may include videotapes, written assignments and outside research.

Course - Course Calendar/Schedule

(To be provided by Professor on Moodle)

5. Evaluation Policies – Course Requirements, Activities, & Evaluation Procedures

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Assignments/Tasks

**Students are required to read assigned chapters in the textbook, complete assignments on their own, participate in class discussions, submit 1 written paper and 1 video summary, and take all exams in accordance with the class schedule. Detailed information below...*

- Examinations: Four examinations consisting true/false, fill-in the blanks, and multiple choice.
 - Scantron Form No. 19641 B (Blue Half-Sheet)
- Class Participation: Grade based on attendance, pop quizzes, assigned readings, exercises and discussion participation.
- Video Summary: Students will be required to complete and turn in one video summary. Video will be provided in-class and date will be announced by professor. Summary requirements are as follows:
 - At least 500 words (approx 2 pages).
 - Must be typewritten, double spaced, using size 12 fonts, Times New Roman and *not* boldface.
 - Proper grammar, correct spelling, and punctuation are mandatory.
 - Submit via Moodle in the drop box provided.
- Research paper: Students will be required to complete a research paper regarding *a current event in policing*. See specifics below. The topic must be approved by the Professor. Submit topics via Moodle.
 - Topic - **Current event in Policing – Opinion Paper!** You may write about any current event (within the past 3 months) that has caught your interest. Anything in the news that you have heard about or read about as long as it pertains to policing. It may be a local, state, or federal issue; just something law enforcement related. Ex.) A police chief brought up on charges. An officer shooting. Celebrities in the news if involved in a criminal matter. Homicide. Etc. Find something that interests you and save the article.
 - Once you have found an article that interests you, you will use this article to write your paper. This is a current event/opinion paper and what that means is that you will summarize your article, discuss the policing “issue” that the article is based upon (using reputable references) and then conclude your paper with your opinion on the article/topic.
 - The report must be at least 6 pages and include a title page, at least 2-3 pages of text, a reference page, and a copy of your article for the last page. The report must be typewritten, 1” margins, double spaced, using size 12 fonts, Times New Roman and *not* boldface.
 - Page #1: Title page must have the following information on it – centered on the page in the above detailed font. Include: The article title, your name, class, term, university, professor and date.
 - Pages #2-#4: Summarize your article, explain what the police issue is, and then conclude with your opinion. Find and discuss the “issue” is within the article. What I mean is that if your article is about a police officer shooting during a stop; then tell me what you think can be done to solve this problem. If your article is about animal cruelty; then explain how the police are involved and what can be done within the criminal justice arena to solve this problem. If your article is about convicts escaping from prison; then explain how you think this can be controlled more effectively. This paper

is an “information/opinion” paper.....Tell me what you think of the subject and explain whether you agree or disagree. Clarify and justify your answer/opinion.

- Page #5: Create a correct reference page and list your article here as your only reference. You may use more references if you choose but you **MUST** list the proper reference citation for your article.
- Page #6: Copy and paste your full article here.
- The report will be written using the APA format (6th Edition). Internal citations are not required. This is an opinion paper.
- Proper grammar, correct spelling, and punctuation are mandatory.
- Reports shall be turned in no later than the date indicated on the attached class schedule. The report will be worth 100 points and remember; **LATE REPORTS WILL NOT BE ACCEPTED!**
- *Early submissions of reports are accepted and encouraged.* I am willing to proof and return any paper that printed and brought to me with such a request prior to Nov. 20th.
- The completed report will submitted via Moodle in provided drop box and a hard copy will be provided to professor on or before the due date!
- Reports shall be turned in no later than the date indicated on the attached class schedule. The report will be worth 100 points and remember; **LATE REPORTS WILL NOT BE ACCEPTED!**

Class Attendance Policy

A. Attendance

1. Class attendance is regarded as an obligation as well as a privilege, all students are expected to attend class, complete and submit class work as instructed by professor.
2. Excessive unexcused absences may result in your class grade being lowered and can lead to suspension from the university.

6. Evaluation and Assessment: Exams, grades, grading scale

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Your grade for this course will be based on a percentage of 600 points—400 points for exams (100 pts. each), 100 points for paper, and 100 points for video summary. Additional points may be added at the professors’ discretion.

Disability Statement

It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University’s commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example in seating placement or in arrangements for examinations, should inform the Professor at the beginning of the course. Students with disabilities are

encouraged to contact Disability Services, which is located in Kyser Hall, Room 239, telephone 357-6950 or (TTD) 357-4393.

Academic Honor Code

Academic dishonesty is defined as the following: 1) acquiring or using a published test bank, 2) copying from another student's test, paper or computer file, 3) using unauthorized materials during a test, 4) collaborating during a test with any other person by giving or receiving information without authority, 5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests, 6) selling or giving away non-administered or unauthorized tests, 7) bribing anyone to obtain information about a test, 8) substituting for another student or permitting another person to substitute for oneself to take a test, 9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, 10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, and 11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit.

Academic dishonesty will result in one of the following disciplinary measures to be decided by the course Professor: 1) verbal/written warning, 2) conference with department chair or dean, 3) reduction of test/course grade to an "F". A student may subsequently be placed on probation or suspended or expelled and forced to withdraw from Northwestern as a result of academic dishonesty.

Refer to the section in the Student Handbook concerning Academic Infractions and Sanctions for Academic Misconduct.

DEPARTMENT OF CRIMINAL JUSTICE

CJ 2400 – Court Process

Fall 2015

1. Identification of Course: CJ 2400 – Court Process

- Fall & Spring semesters
- 3 x Credit hours
- Undergraduate credit
- Prerequisites: CJ 1100

A. Textbook, Additional Reading, Supplementary Materials.

America's Courts and the Criminal Justice System, 11th Ed. ISBN: 978-1-285-06194-8, Author: Neubauer, David W & Fradella, Henry F Publisher: Wadsworth. The book is available from the NSU Bookstore on campus. You may call the Bookstore at (318) 357-5944 with a credit card to have it sent to you via UPS.

B. General Information

- Instructor: Mr. Frank R. Hall
- Instructor BIO: Separate Attachment
- Kyser Hall, Room: 108-B
- Phone: 318-357-4571 (FAX) 318-357-6966
- Office Hours: M/W 0900 - 1100 / 2:00 - 3:00, T/TH 1:00-3:00
- E-mail address: half@nsula.edu

C. Technology Requirements

- **A computer** with the following **minimum** configuration:
 - Microsoft Windows 2000, XP or later version
 - 800 MHz processor (1.5 GHz strongly recommended for PowerPoint recordings)
 - 512 MB of RAM (main memory)
 - 40 MB of hard-disk space for program installation
- **PowerPoint 2007** for completing projects and required multimedia slide shows for presentations. This Microsoft package is available at most big retail stores.
- **Optional: USB flash drive or CD-RW** for saving/backing-up Large assignment files. Your assignments can also be saved to your hard drives. Note: Also remember that you have an M: drive from NSU available via your MyNSU.

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2. Course Catalog Description. The course explores the role of prosecution, public defense, and courts, the basic elements of substantive criminal law, procedural law and their relation to constitutional guarantees.

A. Justification / Rationale. The course is designed to provide criminal justice students an understanding of the structure, organization, purpose, and management of the criminal court system in order to be adequately prepared to obtain employment in the criminal justice field. Those completing this course will also have a better understanding of the basic elements of substantive criminal law, procedural law and their relation to constitutional guarantees.

B. Mission of the Department of Criminal Justice. The Criminal Justice Department at Northwestern State University dedicates itself to the education of students for professional, leadership, academic, and research careers in the challenging fields of criminal justice, public safety, homeland security, and public service. The Department provides instruction across a broad range of concepts, with the ultimate goals of student attainment of excellence in analytical and critical thinking abilities, effective interpersonal, communication, problem-solving skills, moral commitment, and the acquisition of substantive bases of knowledge, necessary to secure positions in criminal justice, all levels of government, public policy, and private organizations. Using active learning, participatory pedagogy, and a Global perspective, the Department holds a generalist orientation, through innovative analyses, in a student-centered, nurturing environment, and emphasizing an occupational context.

C. Mission of the Homeland Security Program. Through the Homeland Security Act of 2002, the United States Strategic Plan and Strategy focused on the organization and mobilization of our country, in a unified national effort to fully secure the homeland from terrorist attacks. Mirroring the U.S. department of Homeland Security, the mission of the NSU Department of Criminal Justice is to provide advanced graduate education through exploration and application of state-of-the-art theory. This is accomplished through the utilization of multidisciplinary and comparative analysis, to understand, predict, and explain the potential of International and Domestic terrorist attacks, natural and manufactured hazards, regarding both traditional and asymmetrical threats to our nation. Students will gain a distinct appreciation for the complexities of homeland security challenges, significant responses, the development of transnational policy formulation, and evaluation of counterterrorism methods. The Masters Degree in Homeland Security is unique in that it may be the only graduate degree to attempt to provide answers to these inexorable International and National threats. As such, instruction and analysis of Diplomacy, De-escalation, and Peace-studies are also presented. Reflecting the diverse background of the faculty, graduate students will conduct research, implement projects, and or instruct in this continually evolving field.

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3. Goals and Outcomes.

A. Goals Statement. Develop comprehension of the fundamental characteristics of the structure, organization, purpose, and management of the criminal court system in order to be adequately prepared to obtain employment in the criminal justice field.

B. Objectives.

- To be able to describe the contemporary American court system and the criminal court processes from arrest through the conviction or release of the accused.
- To demonstrate an understanding of our legal system, its historical basis, and how it works in theory and in reality.
- To recite the basic principles, similarities, and differences in court organization state and federally.
- To articulate an understanding of the dynamics of courthouse justice, the importance of the courthouse actors and their roles within the system.
- To demonstrate understanding of the bail system, the importance of evidence and procedures, and negotiated justice through the use of the plea-bargain.
- To describe the role of sentencing in the criminal justice system.

C. Student Evaluation / Assessment. Evaluation of students understanding of the above objectives considers the following criteria; demonstrated through the completion of their weekly assignments in a grammatically articulate manner - and on time, their participation in class, their exam scores, producing a well-researched paper presenting a well-developed and supported argument, participation in discussion boards, and their weekly attendance. Your exams account for 40% of your grade, weekly assignments and discussion board - presentation participation accounts for 30%, your Research Paper 20%, and your attendance / class participation accounts for 10%.

The Discussion Board and Class Presentation Rubric is as follows: concise relevant fact based presentation – 5, original thought – 5 points, response to classmates – 5, relevance and constructive nature of response to your classmate – 5 points (total 20 points).

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4. Student Activities and Evaluation Numeric.

A. Assignments / Tasks for Undergraduate Students

- Exam 1 (See course schedule) – 100 points.
- Exam 2 (See course schedule) – 100 points.
- Exam 3 (See course schedule) – 100 points
- Final Exam (See course schedule) – 100 points.
- Term Paper (**5 NOV 2015**) – 200 points.
- Class Attendance / Participation (See below) – 100 points.
- Weekly Assignments – Discussion Boards – 300 points.

B. Evaluation, Assessment, and Scale: This course will adhere to the standard NSU grading policy. Grade scale: A = 90 - 100; B = 80 - 89; C = 70 - 79; D = 60 - 69; F = below 60. In order to request, an Incomplete (I) grade, you must meet the following criteria. The student's situation is unavoidable and directly affects the student's ability to complete the remainder of the course within the required semester. The student has completed at least 75% of the coursework at the time of the request. The student must be passing the course at the time of the request. Should an Incomplete be awarded the student will have sixty days from the last day of the semester to complete the coursework. If the student does not complete the coursework within the sixty days, the Incomplete grade will revert to a Failing (F) grade. Remember, the issuance of an Incomplete is at the discretion of the instructor.

C. Weekly Assignments.

1. Your assignments will be posted weekly in Moodle. This word document explains the assignment in detail. Weekly assignments are available at 0800 on Thursday and are due the following Thursday by 23:59. This allows you seven days to complete the assignment and turn it in through Moodle in the corresponding drop box. Unless approved by the instructor expect to lose points for late work submissions.

2. Submit all assignments via Moodle. Do **not** submit any Assignments as an attachment via email unless you have prior arrangements with the course professor.

3. Include **question, answer and page number of where you found your answer** for each weekly assignment.

4. Submit all assignments in either MS Word or .rtf documents or they will not be accepted.

5. Come to class prepared to discuss or lead a discussion on the

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assignment.

D. Research Paper.

1. The paper will reflect an effort by each student to research some aspect of policy with respect to Criminal Justice at the local, state, or federal levels. *You may NOT use / submit a paper that has been previously submitted for another class.* If you do so, it will be flagged in TurnItIn as being plagiarized.

2. The paper must include a title page, abstract, and reference page(s).

3. The paper is five to seven (**5-7**) pages in length not including the title page, abstract, and reference page(s). It will be typewritten and double-spaced, using Times Roman, 12 font, and 1-inch margins. Any deviation from the format described above will result in the deduction of points.

4. The paper is uses correct grammar and punctuation.

5. The topic of the paper must relate to Criminal Justice.

6. The paper will use the APA writing style (6th Edition) format with internal documentation and a "Reference" page listing no less than five references. "**Wikipedia**" is not an acceptable source. The Internet may be used to access information from scholarly journals, libraries, etc. *Google Scholar* is an excellent database for research materials.

7. A minimum of five (5) references are required for this research paper.

8. Papers will be turned in no later than **5 NOV 2015** as indicated On the attached class schedule. Late papers will be accepted but **points will be deducted for each day it is late INCLUDING SATURDAY, SUNDAY AND HOLIDAYS.**

Special Note.

- The completed report must be submitted through TurnItIn via Moodle. **The university threshold for similarity, meaning your paper matches another source almost word for word is a 25% (MAX). Therefore, ensure you cite your work properly.** Papers with a similarity rate higher than 25% will require an additional review by your instructor. If it is subsequently determined to be plagiarism, the student will receive a failing grade and could face an academic discipline board.

- All sources other than your own ideas must be cited in the paper And documented on the reference page.

- The topic of the paper can reflect the student's interest in a Specific problem relating to homeland security policy studies. Students will have the flexibility in pursuing their own interests in choosing a topic.

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E. Class Participation.

1. Students are required to participate in class, log into Moodle and submit assignments, participate in Discussion Boards, and or take four exams throughout the semester.
2. Failure to participate in class, log into Moodle on a weekly basis, participate in discussion boards will result in a loss of points on your final Class Attendance and or Participation grade.

5. Methods of Instruction / Procedures.

This is a Lecture / Internet course. Students will be required to read the required texts, complete assignments on their own, hand in one original research paper, complete examinations, all in a timely manner.

This class will utilize Moodle. If you need additional assistance, please use Student Help Desk at: http://www.nsula.edu/help_desk. Students MUST meet the deadlines set for the course per the schedule.

Postings for class discussions will utilize Moodle's asynchronous discussion board. Once you have posted your position (minimum of 250 words), you will be required to respond in a thoughtful manner to at least two other students. The instructor's job is to oversee the discussion and maintain focus and direction. The Discussion Board Rubric is as follows: concise relevant presentation – 5, original thought – 5 points, response to classmates – 5, relevance and constructive nature of response to your classmate – 5 points (total 20 points).

All exams will be taken in class using Test Answer Sheets B, Form Number 19641. There will be a series of questions (multiple choice, short answer, true and false). Grades will be available by the end of the testing day.

You are responsible for reading all course materials and for paying especially close attention to directions. You are expected – and encouraged – to contact the instructor any time you have a question. Remember, the instructor has no way of knowing that you have questions or difficulties unless you say so! Failure to ask questions about assignments before they are due does not mitigate your responsibility for completing the assignment in a timely manner.

However, before asking a question, please read the course materials. I have endeavored to anticipate and provide answers to the most frequently asked questions and concerns of students about the class.

6. Policy on Participation, Academic honesty, behavior, classroom management.

- A. Email.** You should always check your NSU e-mail account. This

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Account is the one to which the Blackboard system sends e-mail. Checking this account is your responsibility.

Each email you send must have a subject line. Include your Course number with a descriptive topic. Example: "CJ 2400 – Question about Exam". If there is no subject line, your email will be dropped to the bottom of the queue to be answered. Subject lines help to streamline the handling of these emails and help to assure that all students receive timely responses to their queries.

Email addresses are often cryptic and do not indicate a person's real name. Therefore, type your full name and associated class at the bottom of the message, so that your instructor will know who sent the message.

You may expect a response to email messages within 48 hours during the week. If you do not receive a response within 48 hours, you should inquire whether your email has arrived, unless I notify you in advance that I will be unavailable. This 48-hour period does not include weekends and university holidays.

The only way I know you have sent an email is if it arrives! If you do not receive an answer, it is your responsibility to get to the bottom of the problem. You would be wise to copy yourself in all correspondence with me so that you have proof of your attempt.

Additionally, ALL written communication must utilize correct English and complete sentences.

B. Technical Support. If, at any time during the semester, you suspect that you are experiencing problems with your email or with Moodle, you are responsible for finding a solution to the problem. You should contact one of the two sources listed below:

- Your internet service provider
- The Student Help Desk at 318.357.6696 or sos@student.nsula.edu. Additional help is also available at http://www.nsula.edu/help_desk/

C. Attendance. I highly recommend you attend class and that you are prepared to engage in the learning process. If you are, absent for any reason, more than three times during the semester you will be penalized one letter grade. Therefore, max grade you could then obtain would be a B. If you miss six classes, your max grade is a C, nine absences a D and ten or more you will fail. You are required to log-in into this course and check announcements and assignments WEEKLEY or as specified by your instructor. Moodle records the date / time that you log-in, and this will be used to determine your dates of attendance. Northwestern State University has a stated attendance policy that if you stop actively participating in this course, the date of your last log-in will be considered your date of last attendance. Do not assume you will be dropped if you stop logging on. If you feel you cannot stay current with the work at hand, you must drop the course. If, at any point during the semester, you exceed two full weeks without logging in (whether consecutive or

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not), you are subject to being dropped from the course for non-attendance or receive an F for non-completion. **Assignment Submission.** You are responsible for submission of all written assignments, quizzes, etc. by the deadline indicated on the assignment. Computer hardware and software problems, or other electronic problems, do not constitute an excuse for submitting late work. (Most public libraries have internet-connected computers available for use.) Late work will be evaluated based on the late policy outlined in your course syllabus.

If you submit your work on time, but it does not arrive on time for any reason, you will be required to provide documentation that demonstrates that your work was submitted on time. Therefore, it is recommended that you save a copy of any assignments, files, emails, etc. you submit in case you need to re-submit.

D. Policy on Late Assignments. Points will be deducted for late work. It is always good practice to copy yourself on emails you send to your instructor as proof of sending it.

E. Methods for Delivering Assignments. Almost all assignments will be turned in through the corresponding assignment drop box in Moodle. The only exception is your Research Paper; it will be submitted in Moodle through TurnItIn.

F. Classroom Civility “Net Etiquette” Statement. Each Northwestern State University student is encouraged to help create an environment that promotes learning, dignity, and mutual respect for everyone in the learning environment. This class is a traditional face-to-face class and an internet class in that your contact with other students will be in the class room and via email during Discussion Boards. Therefore, it will be important that your responses are appropriate. The use of slang, swearing, or offensive icons will not be tolerated and will be subjected to disciplinary action under the Northwestern State University Student Code of Conduct and Sanctions (Article VII Sanctions). The instructor of a course may deem additional behaviors or actions inappropriate; these actions or behaviors will be outlined in the course syllabus. Copies of infractions and sanctions are available on the NSU website at <http://www.nsula.edu/studenthandbook/page100.htm>.

G. Tips for improving your performance in Class. Participate in class, ask questions, challenge your classmates in their understanding of the material. Take ownership of your grade; do not leave it up to me. If you want an “A” then do what it takes to get an “A”.

- **Be clear.** In all conversations and correspondence. Make sure the subject line in emails and file names reflect their content. Always sign your full name in all messages.

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- **Use appropriate language.** If you have a question on whether or not your message is too emotional, don't say it or send it; save it, and review it "later". Remember: no one can guess your mood, see your facial expressions, etc. All they have are your words, and your words can express the opposite of what you feel. Do not use ALL CAPITAL LETTERS--it's equal to shouting or screaming.
- **Make a good impression.** Your words and content represent you; review / edit your words and images before sending. Always use complete sentences with proper grammar.
- **Be selective** on what information you put in an e-mail or in a post. Information within the class is very public.
- **Forward e-mail** messages you receive *only with permission of the sender*.
- **You are not anonymous.** What you write in an e-mail and web site can be traced back to you.
- **Consider others.** We are all human. Forgive bad spelling, poor grammar, and seemingly careless statements from others. The instructor will correct/reprimand offenders.
- **Obey copyright laws.** Don't use others' images, content, etc. without permission. Visit the Library of Congress' Guide on "[Copyright Basics](#)".
- **Cite others' work** you use. Refer to the Guide on "[Citation](#)".
- **Don't respond to "flames" or personal attacks.** Contact your Instructor for action and referral.
- **Call me anytime** if you think it would be helpful to you or I to get a Better understanding of the situation.

7. Classroom Civility Statement. Each Northwestern State University student is encouraged to help create an environment that promotes learning, dignity, and mutual respect for everyone in the learning environment. Students should be mindful of their behavior in the virtual classroom as well. You should not make inappropriate comments or belittle others opinions, be verbally abusive, display defiance or disrespect others, or behave aggressively toward others. You will be subject to disciplinary action under the Northwestern Statue University Student Code of Conduct and Sanctions. The instructor of a course may deem additional behaviors or actions inappropriate. Copies of the infractions and sanctions are

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available on the NSU web sites at [www.nsula.edu/studenthandbook/documents/Student HandBook-05-6.pdf](http://www.nsula.edu/studenthandbook/documents/Student%20HandBook-05-6.pdf) or <http://www.nsula.edu/studenthandbook> .

8. Academic Honor Code. Academic dishonesty is defined as the following:

1) acquiring or using a published test bank, 2) copying from another student's test, paper or computer file, 3) using unauthorized materials during a test, 4) collaborating during a test with any other person by giving or receiving information without authority, 5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests, 6) selling or giving away non-administered or unauthorized tests, 7) bribing anyone to obtain information about a test, 8) substituting for another student or permitting another person to substitute for oneself to take a test, 9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, 10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, and 11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit.

The professor will use "Turnitin.com" to test original work validity and plagiarism. The above infractions may lead to the sanction of probation, suspension, or expulsion from the University.

9. Disability Policy. It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example, in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact the Office of Disability Support, which is located in Student Union, Room 240-A, telephone 318.357.4460.

10. Final Thoughts. An Internet course requires a great deal of personal initiative and responsibility. Your instructor is available to help you succeed and is willing and happy to help make your experience with an Internet course a positive one. Your instructor, however, can only assist with issues that you bring to his attention. You can only succeed in an online course by staying abreast of the course requirements. Please contact your instructor any time you are in need of assistance with course-related questions.

11. Bibliography: Readings http://www.nsula.edu/watson_library/

12. Course Calendar / Schedule: Attached

NOTE. This syllabus is subject to change at the discretion of the instructor.

1. Identification of Course

CJ 2500 – CORRECTIONS PROCESS
Fall Semester 2015
3 Credit Hours
Undergraduate Credit
Prerequisites – CJ 1100
MWF 11:00 – 11:50

Textbook, Additional Reading, Supplementary Materials

**** Two (2) Book are required.**

Seiter, Richard, A., *Corrections: An Introduction*, 4th edition; Upper Saddle River, New Jersey: Pearson Education, Inc., 2014.

Braswell, M., & Miller, L., & Cabana, D. *Human Relations and Corrections*, 5th edition; Long Grove, Illinois: Waveland Press Inc., 2006.

These texts may be purchased from the NSU Bookstore on campus, or by calling the Bookstore at (318) 357.5944 and having it shipped to you via UPS with a credit card purchase. The ISBN numbers are: 978-0-13-300978-1 & 978-1-57766-427-7.

General Information**Instructor:**

Name: Michelle Holcomb, MSAJS
Office: Room 343H, Kyser Hall
Phone: 318.357.5706
Email: holcombm@nsula.edu

Office Hours: In addition to the office hours below, I am usually available to meet with students immediately before and after class. Email and phone consultations are also available and welcomed. All office hours are held in Room 343H, Kyser Hall, on the days and times below. Office hours are subject to change without notice. Please check for updates located on my office door.

Monday	8:45 am – 11:00 am & 11:50 am – 12:20 pm
Tuesday	8:45 am - 11:00 am
Wednesday	8:45 am – 11:00 am & 11:50 am – 12:20 pm
Thursday	8:45 am – 11:00 am
Friday	NO OFFICE HOURS

2. Course Catalog Description

A study of the post-conviction correction process. This course concentrates on the development of correctional philosophies, theory and practices. The student will learn a description of institutional operation programming and management, community based corrections and probation and parole.

Justification/Rationale

The criminal justice system is undergoing tremendous change. This course is designed to comprehensively introduce the students to the corrections process and aid them in understanding these changes. It will make a difference in the civil liberties they have, in their legal rights and responsibilities, in their quality of life, and in their feelings of safety and security.

Mission of the Criminal Justice Department

The Criminal Justice Department at Northwestern State University is dedicated to the education of students for professional, leadership, academic, and research careers in the challenging fields of criminal justice, public safety, homeland security, public service, and the social sciences. The Department provides instruction across a broad range of concepts, with the ultimate goals of student attainment of excellence in analytical and critical thinking abilities, effective interpersonal communication, problem-solving skills, moral commitment, and the acquisition of substantive bases of knowledge necessary to secure positions in criminal justice at all levels of government, public policy, and private organizations. Using active learning, participatory pedagogies, and a Global perspective, the Department holds a generalist orientation, through innovative analyses, in a student-centered, nurturing environment, and emphasizing an occupational context.

3. Course Outcomes (Objectives)

1. State the practical understanding of the correctional process and operations.
2. Explain and recite the history of the development of the process of corrections in our society.
3. Compare and contrast various correctional processes, theories and practices at the federal, state, and local level.
4. Illustrate the use of various correctional operational and management styles in relation to criminal justice system.
5. Explain the correctional sanctions used in the criminal justice system.

4. Content/Methods of Instruction/Procedures

1. Readings as assigned.
2. Class participation and discussion.
3. Class exercises and assignments. **ALL ASSIGNMENTS ARE TO BE SUBMITTED IN MICROSOFT WORD ONLY.**

4. Lectures.
5. Checking emails and virtual classroom daily.

Course Content

Part I	Putting Corrections in Perspective	
	Chapter 1	The History of Crime and Corrections
	Chapter 2	Sentencing and the Correctional Process
Part II	Correctional Policy and Operations	
	Chapter 3	Jails
	Chapter 4	Probation & Intermediate Sanctions
	Chapter 5	Prison Systems
	Chapter 6	Parole and Prisoner Reentry
Part III	Correctional Clients	
	Chapter 7	The Clients of Adult Correctional Agencies
	Chapter 8	The Juvenile Correctional System
	Chapter 9	Special Offenders
Part IV	Prison Life	
	Chapter 10	The Management of Prisons
	Chapter 11	Prison Life for Inmates
	Chapter 12	The World of Prison Staff
	Chapter 13	Custody within a Prison
	Chapter 14	Treatment and Programs within a Prison
Part V	Issues in Corrections	
	Chapter 15	Legal Issues and the Death Penalty
	Chapter 16	Current and Future Issues in Corrections

5. Evaluation Policies – Course Requirements, Activities, & Evaluation Procedures

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University Regulations.

Professor Holcomb requires that each student check their university email and virtual classroom daily for any updates and messages.

Email

1. You will be required to check your NSU email account daily for updates from or regarding our class. Checking email is your responsibility.

2. Emails sent to Professor Holcomb will only be accepted if sent from your NSU email account. Emails from personal email accounts will be disregarded. You are to include in the subject line
 - a. Your course number
 - b. Descriptive topic of what the email is about** Example (201530.CJ.2500.01N – Term Paper information)
3. You are to ensure when sending the email that you include your first and last name at the bottom of the email, so that the instructor will know who sent the message.

Moodle Classroom

You will be required to check our Moodle classroom daily for updates regarding our class or any assignments from your instructor. Checking our Moodle classroom is your responsibility.

Instructor Response

You may expect a response to email messages within 48 hours during the week. This 48 hour response time does not include weekends or university holidays. If you do not receive a response within 48 hours, you must inquire whether your email has arrived, unless your instructor notifies you in advance that she will be unavailable.

The only way the instructor has of knowing you've sent the email is if it arrives. If you do not receive an answer, it is your responsibility to get to the bottom of the problem. You would be wise to copy yourself in all correspondence with your instructor so that you have proof of your attempt to reach them.

Your assignments will be graded within one week of your submission. However, if there is a change to this standard, the instructor will notify you via email. This does not apply to the Term Paper or Term Paper Topic. Your instructor will notify you of your grade as soon as possible regarding these assignments. It is necessary for her to take her time in grading these assignments due to the content.

Technical Support

If you suspect that you are experiencing problems with your email or with the Moodle system, you are responsible for finding a solution to the problem. You should contact one of the sources listed below:

- A. Your internet service provider
- B. The Student Help Desk at 318.357.6696 or sos@student.nsula.edu or <http://helpdesk.nsula.edu/>
- C. For a Moodle Tutorial see <https://www.nsula.edu/ensu/current-students/>

- D. <https://docs.moodle.org/28/en/Accessibility>
If you are in need of further information or tutoring, you may find one of these sites useful:
- | | |
|-------------------|---|
| Watson Library | http://library.nsula.edu/ |
| Virus Information | http://helpdesk.nsula.edu/ |
| Phone Directory | https://www.nsula.edu/phone/ |
| Computer Labs | http://studenttech.nsula.edu/Labs/ |

Assignments/Tasks

1. Three examinations and a final exam, all multiple-choice, true/false and essay style questions.
2. Thirteen (16) Chapter Lessons/Assignments. **ALL ASSIGNMENTS ARE TO BE SUBMITTED IN MICROSOFT WORD ONLY.**
3. Term Paper Topic
4. Term Paper
5. Pop Quizzes

Detailed Descriptions

- A. **Exams.** There will be four exams covering the material presented in class and in the text, as well as any assigned readings. These exams will be multiple choice, true/false, short answer and essay style questions.

There will be one day set aside by the Professor for make-up of exams. The time allotted will only allow for one make up exam. If the student has more than one exam that requires to be made up, it is the student's responsibility to contact the Professor and make arrangements.

- B. **Chapter Assignments.** Students will be required to complete and turn in chapter assignments as specified by your instructor. Assignments must be typewritten, double-spaced and must include both the question and resulting answer. The answer must be well thought out and in complete sentences. Your assignments are to be placed into the "Assignment Drop Box" in our virtual classroom prior to the due date/classroom time. There will be point deductions for improper grammar, sentence structure or general failure to comply with the instructor's directions. Please note that late assignments **WILL NOT BE ACCEPTED.** ALL ASSIGNMENTS ARE TO BE SUBMITTED IN MICROSOFT WORD ONLY.

- C. **Term Paper Topic.** Each student is required to turn in an assignment depicting their proposed topic for the assigned term paper. This proposed topic **MUST** be a current event (within the last year (August 2014 – current date) dealing with a correctional facility, correctional issues or correctional process in the United

States of America. The topic must cover some aspect of correctional processes. This assignment must include:

- a. Student's Name & Course Information
- b. Proposed Topic
- c. Name of article/journal/resource used for current event and appropriate citation. I will look the article up, make sure that I get the appropriate information needed.
- c. Well organized, well written paragraph (minimum of ½ page in length) as to why this topic was chosen what will be gained from learning more about this subject. One, two or 3 sentences are not sufficient and will result in a zero for this assignment as well as a zero for the term paper.
- d. What can be changed about this current situation to make the American correctional system better?

The topic assignment must be submitted into the "Term Paper Topic Drop Box" provided by your instructor in your virtual classroom. A hard copy of this assignment must also be turned into the instructor during the designated class period. There are no exceptions to this. If a hard copy is not turned in and/or the electronic submission is not made to the virtual classroom by the designated time/date, you will not receive credit for this assignment and your term paper may not be accepted by the instructor. The instructor will review these topics and provide you with an "accepted" or "denied" status. If an "accepted" status is received, you are free to begin writing your paper on the topic that was approved. If you receive a "denied" status, you must find a new topic, meet the above requirements, and resubmit the assignment by the date provided by your instructor. There will be point deductions on this assignment if your original topic is denied. You must have the resubmission turned in by the appropriate time/date set up by the Professor or your term paper will not be accepted. Please understand that you will only have one chance to resubmit this assignment. If your topic is denied the during the second submission, you will receive a zero for this assignment as well as a zero for the term paper assignment.

Note that if you fail to turn in a topic to the instructor, or your topic is denied and you do not resubmit receiving an accepted status, OR you write your paper on something other than the topic that was agreed upon, you will automatically receive a ZERO for your term paper grade. NO EXCEPTIONS! You will NOT be allowed to change your topic once it has been accepted by the Professor. There are NO exceptions to this rule.

D. Term Paper.

1. **Topic Paper.** Each student is to write a report which will reflect an effort by each student to research some aspect of the corrections

process by finding a current event involving the American correctional system. An opinion paper will be submitted to your instructor with the topic chosen as indicated on the class schedule.

2. **Report.**

a. **Reports must be 3 pages in length (3 pages of text), excluding the title page, abstract page, and an additional "Works Cited" page at the end (for a total of 5 pages),** and the last page of text must be completed to within two inches from the bottom of the page (no $\frac{1}{2}$ or $\frac{3}{4}$ pages permitted). They must be typewritten, double-spaced, with one-inch margins and 12 point font in Times New Roman. The title page must include your name, the professor's name (Assistant Professor Michelle Holcomb), the course title (Corrections Process – CJ 2500), the due date (November 16, 2015), and the title of your paper.

b. The report should be WELL organized, thoughtfully written and grammatically correct. There will be substantial point reductions for improper format, grammar, citation, pagination, or failure to comply with any and all requirements herein. I strongly suggest having another person proof read your paper PRIOR to submission. You must include page numbers. You are to address the issue selected by explaining

1. How this issue impacts the current American correctional system.
2. What measures the issues could be best resolved.
3. What type of impact that this issue could have on future correctional processes.
4. What can be changed about this current situation to make the American correctional system better?

c. The report will be written using APA format with internal documentation and a "Works Cited" page listing the article/journal/newspaper/reference that your selected article was found. You must also cite any additional references used. However, you are not required to use any additional references, other than the original article/journal/newspaper/reference. "Wikipedia" or "U-tube" is **NOT** an acceptable reference. *Google Scholar* is an excellent database for research materials.

d. DO NOT include any source(s) not included in the body of your report in reference page. All sources other than your own ideas must be documented in the paper and on Works Cited page.

e. Submit your paper to your instructor upon the due date. No late submissions will be accepted. APA format required. For more information

on APA format, please reference

<https://owl.english.purdue.edu/owl/resource/560/01/> or
<https://www.library.cornell.edu/research/citation/apa>

There will be a link provided in our Moodle Classroom for your submission of your paper. I will open multiple levels within this link in case you find that you need to resubmit after making various corrections. Also there will be a origination score provided to you by the website used for submission. This origination score must be on or below 30% or you will receive a zero on this assignment.

f. **Fifty (50) points will be deducted for every ½ page length the paper falls short of three (3) full pages of text. There will be significant point deductions for poor grammar, typographical errors, or other failures to comply with these instructions. If you fail to include an adequate title page, citation page or abstract, you will receive a 50 point deduction per violation.**

PAPERS ARE DUE ON NOVEMBER 16, 2015 BY 11:00 AM. STUDENTS MUST SUBMIT THE TERM PAPERS BOTH ONLINE AND IN THE CLASSROOM.

- E. **Pop Quizzes.** Pop Quizzes will be given by the professor throughout the semester. The students will not be notified in advance of the quiz. The quizzes will be counted for points and there will be NO makeup opportunities for missed quizzes. You will receive a zero in the gradebook if you miss the quiz. Class attendance is important.

Assignment Submission

You are responsible for submission of all written assignments, quizzes, etc. by the deadline indicated on the assignment. Computer hardware and software problems, or other electronic problems, do not constitute an excuse for submitting late work. (Most public libraries have internet-connected computers available for use.) Late work is NOT accepted by this instructor. For more information see <http://studenttech.nsula.edu/>

If you submit your work on time, but it does not arrive on time for any reason, you will be required to provide documentation that demonstrates that your work was submitted on time. Therefore, it is recommended that you save a copy of any assignments, files, emails, etc. you submit or send to your professor, in case you need to re-submit.

Policy on Late Assignments

Late assignments are NOT accepted. If you have any questions regarding a particular situation, please contact Professor Holcomb.

Class Attendance and Department Policy**A. Attendance**

This is a 16 week course and students MUST meet the deadlines set for this course. Students are responsible for ALL classwork missed regardless of the reason for any absence. **LATE ASSIGNMENTS ARE NOT ACCEPTED!!!!**

Class attendance is regarded as an obligation as well as a privilege, and all students are expected to regularly and punctually attend all classes in which they are enrolled. Failure to do so may jeopardize a student's scholastic standing, and may lead to disenrollment from the class and/or suspension from the university. Accordingly, students are expected to timely attend each class session, and to remain in class until dismissed by the instructor.

A student who is tardy for any class meeting should resolve the matter with the instructor at the end of the class period.

Students are expected to check their university email and virtual classroom daily for any updates and messages provided by the instructor.

B. Classroom Civility Statement

Any student who uses inappropriate language, is verbally abusive, displays defiance or disrespect to others or the instructor, or behaves aggressively towards others or the instructor during the class period, will be asked to withdraw/leave from the class and subjected to disciplinary action under the Northwestern State University Student Code of Conduct and Sanctions (Article VII Sanctions). The instructor of a course may deem additional behavior or actions inappropriate. You may find a list of these infractions in your Student Hand Book.

Each Northwestern State University student is encouraged to help create an environment that promotes learning, dignity, and mutual respect for everyone in the learning environment. This online class is different from a traditional face-to-face class in that your contact with other students in the class will be via emails and discussion forums. Therefore, it will be important that your responses are appropriate. The use of slang, swearing, or offensive icons will not be tolerated and will be subjected to disciplinary action under the Northwestern State University Student Code of Conduct and Sanctions (Article VII Sanctions). The instructor of a

course may deem additional behaviors or actions inappropriate; these actions or behaviors will be outlined in the course syllabus. Copies of infractions and sanctions are available on the NSU website at

<https://www.nsula.edu/wp-Content/uploads/studenthandbook20152016.pdf>

B. Department.

Northwestern State University recognizes the value of all individuals and strives to provide every student a full opportunity to achieve success by creating a climate in which faculty, staff, and students treat each other with dignity and respect. In keeping with those values, each student is entitled to a classroom environment that is free from distraction, promotes learning, and is conducive to the teaching-learning experience. Conversely, no student is entitled to behave in a way that adversely affects the educational processes of the university or the rights of others. Individual students are required to comport themselves in accordance with these values and standards. See the student Code of Conduct.

C. Withdrawal

The official university policy of course withdrawal must be followed to avoid receiving an “F” for this course. **YOU CAN NOT SIMPLY STOP ATTENDING THIS CLASS.** If circumstances arise that require withdrawal, please confirm with the instructor that you have been officially dropped.

D. Electronic Devices

All electronic devices must be **TURNED OFF** at the beginning of every class period and remain so until class is dismissed. All electronic devices must be placed out of site as to not be a distraction for the student or instructor. No recording devices may be used during class without the express permission of the instructor. Unauthorized use may result in expulsion and/or disenrollment from this course, or other disciplinary action, depending on its frequency and severity. There will be **NO** usage of IPods, earphones or other electronic devices during class. If you violate this understanding, you will be asked to leave class immediately.

E. Evaluation and Assessment: Exams, Grades, and Grading Scale

General University grading policies are located in the current General Catalog under *Academic Regulations*, and the grading policies of this course comply with those requirements. The course has been divided into eight (8) grading elements to afford multiple opportunities for earning a good course grade. In other words, your final grade is not dependent on any given element, so that good scores in one area of the course can offset poor scores in others.

The weight in points for each of the eight (8) graded course elements is shown below, and the final course score of 1050 points. The total points earned are then compared to the grading scale, also shown below, to determine the final course grade.

Graded Elements:	Exam 1	100 points
	Exam 2	100 points
	Exam 3	100 points
	Exam 4	100 points
	Chapter Lessons (16 Chapters)	320 points (20 points each)
	Pop Quizzes	30 points
	Term Paper Topic	50 points
	Term Paper	<u>200 points</u> 1000 points
Course Grade:	A	1000 – 900 points 90% – 100%
	B	899 – 800 points 80% - 89%
	C	799 – 700 points 70% - 79%
	D	699 – 600 points 60% - 69%
	F	599 – 0 points 0% - 59%

Bibliography: Readings

<http://library.nsula.edu/>

Disability Statement. It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact Disability Services, located in the Student Union, Room 240A, telephone 318.357.4460, or <http://studentaffairs.nsula.edu/disability-support> for more information.

Academic Honor Code. Academic dishonesty is defined as (1) acquiring or using a published test bank, (2) copying from another student's test, paper, or computer file, (3) using unauthorized materials during a test, (4) collaborating during a test with any other person by giving or receiving information without authority, (5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests, (6) selling or giving away non-administered or unauthorized tests, (7) bribing anyone to obtain information about a test, (8) substituting for another student or

permitting another person to substitute for oneself to take a test, (9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, (10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, (11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit, and (12) duplicity, defined as offering for credit identical or substantially unchanged work in two or more courses without approval by the instructor.

Academic dishonesty will result in one of the following disciplinary measures, as determined by the course instructor: (1) verbal/written warning, (2) conference with the department chair or dean, or (3) reduction of test/course grade to an "F". A student may subsequently be referred to Student Conduct and be placed on probation, suspended, expelled or forced to withdraw from Northwestern State University as a result of academic dishonesty.

Refer to the section in the Student Handbook concerning Academic Infractions and Sanctions for Academic Misconduct.

Have a GREAT semester!!

Michelle Holcomb, MSAJS

CLASS SCHEDULE

PLEASE read these notes:

1. This is a summary giving you an overview of the courses' assignments and due dates.
2. This is subject to change; however, if it does at the discretion of the instructor, she will notify you of any change necessary. Be sure to check the Moodle Classroom and your NSU email daily for information regarding changes to the Class Schedule.
3. Be sure to keep backup files of your assignments. (Remember, NSU provides every student with an M: drive that is available to you through myNSU.)

COURSE CALENDAR

<i>MONTH</i>	<i>DAY</i>	<i>ASSIGNMENT</i>	<i>COMMENTS</i>
AUGUST WEEK 1	24	Orientation	Discuss Class Syllabus & Class Schedule
	26	Chapter 1	
	28	Chapter 1	
Homework due only (No Class)	30	Homework Chapter 1 due via internet	Chapter 1 homework due – via Moodle Classroom Before 11:55 pm
*****	*****	*****	*****
WEEK 2	31	Chapter 2	
SEPTEMBER	2	Chapter 2	TERM PAPER TOPIC DUE ~ ONLINE SUBMISSION & hand in hard copy
	3	Chapter 2	
Homework due only (No Class)	6	Homework Chapter 2 due via internet	Chapter 2 homework due – via Moodle Classroom Before 11:55 pm
*****	*****	*****	*****
WEEK 3	7	Labor Day	
	9	Chapter 3	
	11	Chapter 3	
Homework due only (No Class)	13	Homework Chapter 3 due via internet	Chapter 3 homework due – via Moodle Classroom Before 11:55 pm
*****	*****	*****	*****
WEEK 4	14	Chapter 4	
	16	Chapter 4	
	18	Chapter 5	
Homework due only (No Class)	20	Homework Chapter 4 due via internet	Chapter 4 homework due – Via Moodle Classroom Before 11:55 pm
*****	*****	*****	*****
WEEK 5	21	Chapter 5	
	23	Chapter 5	
		Exam #1 Review	

		Chapters 1-4	
	25	Exam #1 Chapters 1-4	
Homework due only (No Class)	27	Homework Chapter 5 due via internet	Chapter 5 homework due – Via Moodle Classroom Before 11:55 pm
*****	*****	*****	*****
WEEK 6	28	Chapter 6	
	30	Chapter 6	
OCTOBER	2	Chapter 7	
Homework due only (No Class)	4	Homework Chapter 6 due via internet	Chapter 6 homework due – via Moodle Classroom before 11:55 pm
*****	*****	*****	*****
WEEK 7	5	Fall Break	
	7	Chapter 7	
	9	Chapter 8	
Homework due only (No Class)	11	Homework Chapter 7 due via internet	Chapter 7 homework due – via Moodle Classroom before 11:55 pm
*****	*****	*****	*****
WEEK 8	12	Chapter 8	
	14	Chapter 8	
		Exam #2 Review Chapters 5-8	
	16	Exam # 2 Chapters 5-8	
Homework due only (No Class)	18	Homework Chapter 8 due via internet	Chapter 8 homework due – via Moodle Classroom before 11:55 pm
*****	*****	*****	*****
WEEK 9	19	Chapter 9	
	21	Chapter 9	
	23	Chapter 9	
Homework due only (No Class)	25	Homework Chapter 9 due via internet	Chapter 9 homework due – via Moodle Classroom before 11:55 pm
*****	*****	*****	*****
WEEK 10	26	Chapter 10	
	28	Chapter 10	
	30	Chapter 10	

Homework due only (No Class)	November 1	Homework Chapter 10 due via internet	Chapter 10 homework due – via Moodle classroom before 11:55 pm
*****	*****	*****	*****
NOVEMBER WEEK 11	2	Chapter 11	
	4	Chapter 11	
	6	Chapter 12	
Homework due only (No Class)	8	Homework Chapter 11 due via internet	Chapter 11 homework due – via Moodle Classroom before 11:55 pm
*****	*****	*****	*****
WEEK 12	9	Chapter 12	
	11	Exam #3 Review Chapters 9-12	
	13	Exam #3 Chapters 9 - 12	
Homework due only (No Class)	15	Homework Chapter 12 due via internet	Chapter 12 homework due- via Moodle Classroom before 11:55 pm
*****	*****	*****	*****
WEEK 13	16	Chapter 13	TERM PAPERS DUE BY 11 AM
	18	Chapter 13	
	20	Chapter 14	
Homework due only (No Class)	22	Homework Chapters 13 & 14 due via internet	Chapters 13 & 14 homework due via Moodle Classroom before 11:55 pm
*****	*****	*****	*****
WEEK 14	23	Thanksgiving Break	
	25	Thanksgiving Break	
	27	Thanksgiving Break	
*****	*****	*****	*****
WEEK 15	30	Chapter 15	
DECEMBER	2	Chapter 15	
	4	Chapter 16	Chapter 15 homework due via Moodle Classroom before 11:55 pm
Homework due only (No Class)	6	Homework Chapter 16 due via internet	Chapter 16 homework due via Moodle Classroom before 11:545 pm
*****	*****	*****	*****
WEEK 16	7	Final Exam Review	

	9	Make UP Test Day for all students	
		GRADUATING SENIOR FINAL EXAM DAY	
FINAL EXAM NOTE CHANGE IN TIME	MONDAY	DECEMBER 14TH	11:00 – 1:30

DEPARTMENT OF CRIMINAL JUSTICE, HISTORY, SOCIAL SCIENCES
Northwestern State University

*****Pay attention to areas in red*****

1. **Identification of Course**

CJ 2600 Introduction to Criminalistics and Forensic Science

Fall 2015 semester

3 Credit hours

Undergraduate credit

Prerequisites: Sophomore status and declared major in criminal justice; or permission of the Professor

Textbook, Additional Reading, Supplementary Materials

Crime Scene Investigation: The Forensic Technician's Field Manual
ISBN: 978-0-13-512712-4

Author: Young, Tina; Ortimeier, P.J.

The book is available from the NSU Bookstore on campus. You may call the Bookstore at (318) 357.5944 with a credit card to have it sent to you via UPS.

General Information

Professor: **Sharon M. Green, M.S.F.S.**

Office: Room 343D, Kyser Hall

Phone: 318-357-5982

E-mail: greens@nsula.edu

**Make sure you put your class in the subject line of any virtual correspondence.*

Office Hours: M/W 09:00-11:00 & 12:00-1:00

T/R 10:15:00-12:15

Web address: <http://criminaljustice.nsula.edu/>

2. **Course Catalog Description**

The practical application of science to law in a criminal justice setting. Students will fully examine the role that physics, chemistry, biology, pathology, anatomy, psychology, and other branches of science play in courtroom settings. Emphasis will be placed on the application of scientific methods in relation to crime solving.

Justification/Rationale

This course is designed to provide those entering the criminal justice field with an understanding of how forensic science can be used to solve

crimes.

Mission of the Criminal Justice Department

The Criminal Justice Department at Northwestern State University is dedicated to the education of students for professional, leadership, academic, and research careers in the challenging fields of criminal justice, public safety, homeland security, and public service. The Department provides instruction across a broad range of concepts, with the ultimate goals of student attainment of excellence in analytical and critical thinking abilities, effective interpersonal, communication, problem-solving skills, moral commitment, and the acquisition of substantive bases of knowledge, necessary to secure positions in criminal justice, all levels of government, public policy, and private organizations. Using active learning, participatory pedagogy, and a global perspective, the Department holds a generalist orientation, though innovative analyses, in a student-centered, nurturing environment, and emphasizing an occupational context.

3. Course Outcomes (Objectives)

At the end of the term, each student will understand and be able to critically evaluate the application of science to law in a criminal justice setting. Students will explore the role that physics, chemistry, biology, pathology, anatomy, psychology, and other major branches of the science play in a courtroom setting.

4. Content/Methods of Instruction/Procedures

This is primarily a lecture course. Students are expected to participate in class discussion. The course may include videotapes and outside research.

Course - Course Calendar/Schedule

(To be provided by Professor on Moodle)

5. Evaluation Policies – Course Requirements, Activities, & Evaluation Procedures

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Assignments/Tasks

***Students are required to read assigned chapters in the textbook, complete assignments on their own, participate in class discussions, submit a written report and take all exams in accordance with the class schedule. Detailed information below...**

- **Examinations:** Four examinations consisting true/false, fill-in the

blanks, multiple choice, and short essay questions.

- Class Participation: Grade based on possible pop quizzes, assigned readings, exercises and discussion participation.
- Chapter Assignments: Students may be required to complete and turn in chapter assignments (as specified by the Professor). Assignments must include both the question and the answer, if applicable. I will not grade ANY assignment that is submitted with the answers only!
 - **I do not accept late work!**
- Labs: Students will be required to participate in labs. Labs will be held at the Professors' discretion and location and materials provided. There will be NO make-up labs allowed!
- Research paper: Students will be required to complete a research paper regarding a current *death investigation*. This death investigation must include an actual case concerning a DEAD BODY... (Hence the "death" part of the requirement). This may be a case that's been in the news or perhaps one that you personally know about or really anything as long as it includes that body AND has already been adjudicated. This means that the case must be closed. (We will speak more on this in class). The topic must be approved by the Professor. Submit topic for approval via Moodle.
 - The report must be at least 5 pages and include a title page, at least five (5) pages of text, and a reference page. The report must be typewritten, 1" margins, double spaced, using size 12 fonts, Times New Roman and *not* boldface. The report will be written using the APA format (6th Edition) with internal documentation and a reference page listing no less than two (2) references. "Wikipedia" is not an acceptable source. The Internet may be used to access information from scholarly journals, libraries, etc. *Google Scholar* is an excellent database for research materials.
 - Title page must contain the following information, centered in the middle of the page. Title of paper, student name, class, semester, university, professor and date.
 - DO NOT include any source(s) not included in the body of your report in the references page. All sources other than your own ideas must be documented in the paper and on the works cited page.
 - Proper grammar, correct spelling, and punctuation are mandatory.
 - Reports shall be submitted via Moodle drop box AND you must also turn in a hardcopy to the Professor – both are required and must be turned in no later than the date indicated on the attached class schedule. The Hard copy of your report must be stapled in the upper left hand corner and will not be placed in a folder/binder.
 - The report will be worth 100 points and remember - **LATE REPORTS WILL NOT BE ACCEPTED!**

- *Early submissions of reports are accepted and encouraged. I will proofread and return any report that is handed in to me in a hard copy prior to Nov 20th.*

Class Attendance Policy

- A. Attendance
1. Class attendance is regarded as an obligation as well as a privilege, and all students are expected to attend class and complete and submit class work as scheduled.
 2. Excessive unexcused absences may result in your class grade being lowered and can lead to suspension from the university.

6. Evaluation and Assessment: Exams, grades, grading scale

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Your grade for this course will be based on a percentage of 600 points—100 points for each exam, 100 points for weekly assignments/labs/participation, and 100 points for the written report.

Bibliography: Readings

<http://library.nsula.edu/>

Disability Statement

It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example in seating placement or in arrangements for examinations, should inform the Professor at the beginning of the course. Students with disabilities are encouraged to contact Disability Services, which is located in Kyser Hall, Room 239, telephone 357-6950 or (TTD) 357-4393.

Academic Honor Code

Academic dishonesty is defined as the following: 1) acquiring or using a published test bank, 2) copying from another student's test, paper or computer file, 3) using unauthorized materials during a test, 4) collaborating during a test with any other person by giving or receiving information without authority, 5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests, 6) selling or giving away non-administered or unauthorized tests, 7) bribing anyone to obtain information

about a test, 8) substituting for another student or permitting another person to substitute for oneself to take a test, 9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, 10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, and 11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit.

Academic dishonesty will result in one of the following disciplinary measures to be decided by the course Professor: 1) verbal/written warning, 2) conference with department chair or dean, 3) reduction of test/course grade to an "F". A student may subsequently be placed on probation or suspended or expelled and forced to withdraw from Northwestern as a result of academic dishonesty.

Refer to the section in the Student Handbook concerning Academic Infractions and Sanctions for Academic Misconduct.

**SCHOOL OF LIBERAL ARTS
DEPARTMENT OF CRIMINAL JUSTICE, HISTORY, &
SOCIAL SCIENCE**

1. Identification of Course

CJ 3040 – Criminology, Foundations, & Punishment
MWF 10 AM, RM 429 Kyser
3 Credit hours
Undergraduate credit
Prerequisites: CJ 2500 or consent of instructor

Textbook, Additional Reading, Supplementary Materials

Schmallegger, Frank. *Criminology Today: An Integrative Introduction*. 7th edition

ISBN-10: 0133495531; **ISBN-13:** 978013349553

The book is available from Campus Corner Bookstore on the NSU campus. You may call Campus Corner Bookstore at (318) 357-4473 with a credit card to have it sent to you via USPS.

General Information

Instructor: Bill Shaw

Kyser Hall: Room 343F

Phone: 318-357-6928

Fax: 318-357-6966

Office Hours: 8-9, 1-3 MWF

11-12 F

8-11 TTh

Best Contact is Through Email

E-mail address: shawb@nsula.edu

Web address:

<http://www.nsula.edu/criminaljustice/>

2. Course Catalog Description

A scientific approach to the study of criminal behavior; the etiology, extent, and nature of crime in society, foundations and punishment..

Justification/Rationale

A student who has an understanding of deviance as it relates to the Criminal Justice System will better understand the factors which lead a person to violate societal norms. This course will provide

this background.

3. Course Outcomes

Summarize the concepts of crime, law and criminology.
Differentiate between the various theories of crime causation.
List crime typologies and differentiate between the causes of crime.
Identify the various parts of the criminal justice system and each part's role in relation to the other parts.

4. Content

Methods of Instruction/Procedures

This is primarily a lecture course. Students are expected to participate in class discussion. The course will include videotapes and outside research.

Course Outline

1. What is Criminology
2. Where Do Theories Come From
3. Classical and Neoclassical Thought
4. Early Biological Perspectives
5. Biosocial and other Contemporary Perspective
6. Psychological Foundations
7. Social Structure Theories
8. Social Process & Social Development
9. Social Conflict Theories
10. Crime Against Persons
11. Crimes Against Property
12. White-Collar Crime
13. Drug and Sex Crimes
14. Technology Crimes
15. Globalization & Terrorism

Course Calendar/Schedule

<u>Date</u>	<u>Remarks</u>
August 24	First class
September 04	First Exam —20 pts., bring scantron & pencil
September 07	Labor Day Holiday
September 18	Second Exam —30 pts, scantron, pencil
September 21	Turn in topic for Report by email by 5 PM
October 02	Third Exam —30 pts, scantron, yada yada
October 5-6	Fall Break
October 16	Fourth Exam —by now you got it, right?
October 19	Report by 5 PM (electronic thru Moodle)
October 30	Fifth Exam
November 13	Sixth Exam

November 23-28
December 07
December 09 (Wed.)
December 11, Friday 9 AM

Thanksgiving Break
Seventh Exam
Makeups, senior finals, pick up test #7
Final Exam

5. Evaluation Policies – Course Requirements, Activities, & Evaluation Procedures

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Assignments/Tasks for Undergraduate Students

1. Seven short examinations and a final consisting of multiple choice questions
2. Class participation
3. Written Report

Detailed Description of Report

A. Written Report:

1. Report will reflect an effort by each student to research some aspect Criminology – “Penology”.
2. **The paper must be submitted electronically through Moodle under “paper submission link.” If you do not receive a confirmation email from Turnitin, the paper did not submit correctly.**
3. Report must be no less than 7 ½ pages and no more than 10 pages in length. It must be typewritten and double-spaced, using a size 12 font, not boldface. This does not include cited page. Only **Arial** or **Times New Roman** fonts are permitted. **NO TITLE PAGE.** For this more about this, see the instructions in #5, link to MLA site.
4. Report should be written using correct grammar and punctuation.
5. Report will be written using the **MLA** format with **internal documentation** and a **works cited page** listing at least four references. [Any from the Internet must be peer-reviewed research, not blogs or someone’s opinion. Major news sources are ok (MSNBC, FOX, CNN, ABC, CBS, etc. Government

and university sites are usually ok, but check first. **DO NOT USE WIKIPEDIA.ORG!!** If you do, it will not be counted as a source. I may even count off for it. It is NOT reliable.]

Information concerning MLA can be found at:

<https://owl.english.purdue.edu/owl/resource/747/01/>

This site has links with which you can check your formatting.

6. Report shall be submitted no later than the date indicated on the class schedule page. Late reports will be accepted, but **10 points will be deducted for each day late**, beginning at 5 PM on the day on which the report is due. Papers may be submitted early. **The paper will be submitted electronically through the link “paper” on the welcome page of Moodle. It’s your job to submit it. Don’t email it to me.** An originality report will be generated for you after you submit it. Any paper with a **similarity report greater than 25%** will not be graded. You might want to submit early and revise if the originality report is too high. If you want to resubmit after the due date, you may but you will have to contact me and I will have to delete the original submission first. The final date of submission will be date used to compute the number of points deducted from the grade if the paper is late.
7. Papers will be graded along the following guidelines:
 - a. Any **failure to comply** with **MLA** format results in the loss of 20 points (this includes form of bibliography entries, notes, format of pages, etc.). 20 points will be lost for **each** lack of compliance with MLA. If your page numbers are out of compliance, that’s minus 20 points. If a bibliographic entry is out of compliance, that’s another 20 points, etc.
 - b. **Failure to comply with any requirements** found in syllabus is minus 20 points (this includes lack of stapling). 20 points will be lost for each reference less than the requirement of 4. However, a complete lack of references will result in a zero.
 - c. The **lack of a works cited page or complete lack of in-text citations** will result in a zero. **This constitutes plagiarism (claiming someone else’s work as your own) & is illegal.** Works that are not cited in the body of

the paper, even if listed in the “works cited” page will not count as a “work cited” because it isn’t one. **Direct quotes must be indicated by quotation marks or block quotes. Any quotation longer than 10 lines will earn the paper a ZERO.**

- d. 10 points will be deducted for every page that the report is short of the 7 ½ page requirement. The title and works cited pages do not count in the 7 ½ page length.
8. The topic of the paper can reflect the student’s interest in a specific problem related to Criminology or Penology, or it can evaluate a particular sociological study or perspective of some aspect of Criminology or Penology. A few sentences describing the proposed project will be required and must be submitted on the date indicated on the class schedule and approved by the instructor.

Class Attendance Policy

1. Class attendance is regarded as an obligation as well as a privilege, and all students are expected to attend class regularly and punctually. Excuses for absences must be submitted to the instructor within three days after returning to class.
2. Students who are tardy for a class after roll has been called will be marked absent. Period.
3. Students who must leave prior to end of class should inform the instructor before the class begins or the class may be counted as an unexcused absence.
4. Excessive unexcused absences may result in your class grade being lowered and can lead to suspension from the university.

6. Evaluation and Assessment: Exams, grades, grading scale

Your grade for this course will be based on a percentage of 400 points— 20 points for the first exam, 30 points per exam thereafter for a total of 200 points, 100 points for the final exam, and 100 points for the written report.

Make-ups: If you miss a test, it can be made up before the test is returned to the class. There will be a 3 point deduction from the grade for taking it late. If the test is not made up before the test is returned to the class, it can be made up on the last day of class for the semester. It will not be the same test taken by the class and will be essay. There will not be a penalty for taking this test late as your grade will be low enough. The penalty for making up a final exam is 10 points.

If a student needs to take a makeup test at the end of the semester, they must submit a written request to the instructor. **This may be submitted before the final two weeks of the semester and must be submitted before the second to last class meeting.**

Grade scale:

400 to 360 points = A (100 to 90%)
359 to 320 points = B (89 to 80%)
319 to 280 points = C (79 to 70%)
279 to 240 points = D (69 to 60%)
239 to 0 points = F (59% or less).

Disability Statement

It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example, in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact the Office of Disability Support, which is located in Student Union, Room 240-A, telephone 357-4460.

Classroom Civility Statement:

Each Northwestern State University student is encouraged to help create an environment that promotes learning, dignity, and mutual respect for everyone in the learning environment. Students who speak at inappropriate times, take frequent breaks, interrupt the class by coming to class late or leaving early, engage in loud or distracting behaviors, use cell phones or pagers (other noise-making devices like watches with alarms), listen to headphones/CDs, play with computers or hand held games, use inappropriate language, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others during the class period may be asked to leave the class and subjected to disciplinary action under the Northwestern State University Student Code of Conduct and Sanctions (Article VII Sanctions). If the instructor suspects that the student is texting in class, the student will lose 5 points on the next exam. The instructor of a course may deem additional behaviors or actions inappropriate; these action or behaviors will be outlined in the course syllabus. Copies of the infractions and sanctions are available on the NSU web sits at www.nsula.edu/studenthandbook/documents/StudentHandBook05-6.pdf or <http://www.nsula.edu/studenthandbook>.

Academic Honor Code

Academic dishonesty is defined as the following: 1) acquiring or using a published test bank, 2) copying from another student's test, paper or computer file, 3) using unauthorized materials during a test, 4) collaborating during a test with any other person by giving or receiving information without authority, 5)

stealing, buying, or otherwise obtaining non-administered or unauthorized tests, 6) selling or giving away non-administered or unauthorized tests, 7) bribing anyone to obtain information about a test, 8) substituting for another student or permitting another person to substitute for oneself to take a test, 9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, 10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, and 11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit. 12) "Duplicity" defined as the offering for credit identical or substantially unchanged work in two or more courses without approval in advance by the Instructor (s) and is not permitted.

Academic dishonesty will result in one of the following disciplinary measures to be decided by the course instructor: 1) verbal/written warning, 2) conference with department chair or dean, 3) reduction of test/course grade to an "F". A student may subsequently be placed on probation or suspended or expelled and forced to withdraw from Northwestern as a result of academic dishonesty.

Refer to the section in the Student Handbook concerning Academic Infractions and Sanctions for Academic Misconduct.

Attendance and Tardiness

I have been asked if attendance affects one's grades. While it does not do so directly (such as points added or subtracted) it does have this consequence. At the end of the semester, as I sit at my desk grading the final, adding all of those accumulated points for each student, determining what treasures they have laid up for themselves as their academic reward, I, occasionally, come across a student who has fallen short of the mark of the next highest letter grade by a meager two or three points. I consider this to be sad, tragic even, and my heart yearns to help this student. However, before I lend my aid to the needy, I, unlike Jesus, try to determine whether my succor is being extended to a worthy soul. To do this, I look at that waif's attendance record. If I joyously observe that they have missed but one or two classes, then I will immediately rush to their relief and, magically, a C will become a B, a 343 will become a 344, etc. However, if, with great shock and disappointment, I see that this student has fallen deeply in the pit of absenteeism then my healing red pen will be withheld—no points will be added and the student will receive exactly the grade they have earned. Remember, education is not by grace but by merit.

Also, if a student comes in late, after the roll has been called, they will be counted as absent.

CJ 3090

DEPARTMENT OF CRIMINAL JUSTICE, SOCIAL SCIENCE & HISTORY NORTHWESTERN STATE UNIVERSITY

1. Identification of Course

CJ 3090 – Juvenile Delinquency
Fall & Spring semesters
3 Credit hours

Textbook, Additional Reading, Supplementary Materials

Siegel, Larry J., Welsh, Brandon C
Juvenile Delinquency, Theory, Practice, and Law, 12th ed.
Student Copy - ISBN: 978-1-285-45840-3

The book is available Campus Corner Bookstore on the NSU campus.

General Information

Instructor: Bill Sexson

**Associate Professor
Kyser Hall, Room 343 M**

OFFICE HOURS

MW – 9 AM – 10 AM & 11 AM – 2:00 PM

TR – 9 AM – 11:00 AM

Phone – 318-357-4638

Email: sexsonw@nsula.edu

Web address: <http://www.criminaljustice.nsula.edu/>

2. Course Catalog Description

The study of diverse views and perspectives that characterize the study of juvenile delinquency and justice and reflect its interdisciplinary nature: research, theory, law, policy, and practice.

Justification/Rationale

Familiarization with the conceptual nation of Juvenile Delinquency as well as an understanding of some of the problems associated with the operational definition of Juvenile Delinquency is a necessity for students in the Sociology/Criminal Justice Program.

3. Course Outcomes (Objectives)

Explain the concept of delinquency.
Identify the theories of delinquency.
List the influences on delinquency.
Describe the juvenile justice system.

4. Content

Methods of Instruction/Procedures

This is primarily a lecture course. Students are expected to participate in class discussion. The course will include videotapes and outside research.

Course Outline

Part One: The Concept of Delinquency

1. Childhood and Delinquency
2. The Nature and Extent of Delinquency

Part Two: Theories of Delinquency

3. Individual Views of Delinquency
4. Structure, Process, Culture, & Delinquency
5. Social Reaction, Social Conflict, & Delinquency
6. Developmental Theories on Delinquency: Life Course, Propensity and Trajectory

Part Three: Social, Community & Environmental Influences on Delinquency

7. Gender & Delinquency
8. The Family & Delinquency
9. Peers and Delinquency: Juvenile Gangs & Groups
10. Schools and Delinquency
11. Drug Use and Delinquency
12. Delinquency Prevention: School & Developmental Perspectives

Part Four: The Juvenile Justice System

13. Juvenile Justice: Then and Now
14. Police Work with Juveniles
15. Juvenile Court Process: Pretrial, Trial, & Sentencing
15. Juvenile Corrections: Probation, Community Treatment, & Institutionalization
17. Delinquency and Juvenile Justice Abroad

5. Evaluation Policies – Course Requirements, Activities, & Evaluation Procedures

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Assignments/Tasks for Undergraduate Students

1. Four exams including the final – 400 points
2. Special Assignments/Essays and Quizzes – Possible 100 points
3. Written Report – 100 points

Detailed Description of Report

A. Written Report:

1. Report will reflect an effort by each student in research into some an aspect juvenile delinquency and justice.
2. **The paper must be submitted electronically through Moodle under “Turn-it In.” Because of this, the paper must be typed in a word processing program such as Word. Do not use Wordpad or Notepad. These will not preserve the format. In addition, all assignment should be submitted in Word.**
3. Report must be 7 to 10 pages in length. It must be typewritten and double-spaced, using a size 12 font, not boldface.
This includes title/cover and works cited page. Only **Arial** or **Times New Roman** fonts are permitted.
4. Report should be written using correct grammar and punctuation.
5. Report will be written using the **APA** format with **internal documentation** and a **works cited page** listing at least four references. Only one reference from the Internet is permitted, not blogs or someone’s opinion. Major news sources are ok (MSNBC, FOX, CNN, ABC, CBS, etc. Government and university sites are usually ok, but check first. **DO NOT USE WIKIPEDIA.ORG!!** If you do, it will not be counted as a source.]
Information concerning APA can be found on Blackboard under Course content.
6. Report shall be submitted no later than the date indicated on the class schedule. Late reports will not be accepted.
Papers may be submitted early.
7. Papers will be graded along the following guidelines:
 - a. Any **failure to comply** with APA format results in the loss of 20 points (this includes form of bibliography entries, notes, format of pages, etc.). 20 points will be lost for **each** lack of compliance with APA. If your page numbers are out of compliance, that’s minus 20 points. If a bibliographic entry is out of compliance,

- that's another 20 points, etc.
- b. **Failure to comply with any requirements** found in syllabus is minus 20 points (this includes lack of stapling). 20 points will be lost for each reference less than the requirement of 4. However, a complete lack of references will result in a zero.
 - c. The **lack of a works cited page or parenthetical citations** of references (**internal notes referencing your works cited**) will result in a zero. **This constitutes plagiarism (claiming someone else's work as your own) & is illegal.**
 - d. 20 points will be deducted for every page that the report is short of the full 7 page requirement. The title/cover and works cited pages count in the 7 page length.
8. The topic of the paper can reflect the student's interest in a specific problem related to Juvenile Justice and Delinquency, Students will be allowed flexibility in pursuing their own interests in choosing a topic, but the instructor will offer guidelines and discuss potential topics.
 9. **All sources other than your own ideas must be documented by parenthetical citations in the paper and on the works cited page.**

Class Attendance Policy

1. Class attendance is regarded as an obligation as well as a privilege, and all students are expected to attend class regularly and punctually. Excuses for absences must be submitted to the instructor within three days after returning to class.
 2. Students who are tardy for a class should resolve the matter with the instructor at the end of class period during which the tardiness occurred. Otherwise, the tardiness may be counted as an unexcused absence.
 3. Students who must leave prior to end of class should inform the instructor before the class begins or the class may be counted as an unexcused absence.
 4. Absences may result in your class grade being lowered due to missing in-class (special) assignments. There is no make-up opportunity for missing in-class (special) assignments.
 5. **CELL PHONES:** Use of a cell phone in this class interferes with the compressed video system. Therefore, all cell phones should be turned off prior to entering the classroom.
- 6. Evaluation and Assessment: Exams, grades, grading scale**

For Undergraduate Students

Your grade for this course will be based on a percentage of up to 600 points (This includes any special assignments/In-class essays and Quizzes.

100 points for each of the 4 exams (this includes the final), 100 points for the written report and up to 100 points for special assignments.

Make-ups: If you miss a test, it is the student's responsibility to schedule a make-up exam. There is no make-up opportunity for missing an in-class (special) assignment.

If a student needs to take a make-up test they should schedule an appointment with the instructor.

Grade scale:

A (100 to 90%)

B (89 to 80%)

C (79 to 70%)

D (69 to 60%)

F (59% or less)

7. Classroom Civility Statement:

Northwestern State University students, staff, and faculty are expected to create an environment that promotes academic excellence, personal dignity, mutual respect, and individual responsibility in both face-to-face and electronic educational settings regardless of the content of the ideas and opinions being shared. Ideas and opinions that are controversial or in opposition to others are welcomed in the NSU environment, and this policy shall not be used to prohibit the sharing of controversial or unpopular ideas or opinions but merely to call for civility when idea and opinion sharing.

All members of the NSU community have the right to a safe environment free of disturbances and civil in all aspects of human relations. Whether in a face-to-face or online classroom, students who engage in disruptive or abusive discourse or actions may be removed from the class and subject to disciplinary sanctions. In on-campus classrooms, students who speak at inappropriate times, take frequent breaks, interrupt the class by coming to class late or leaving early, engage in loud or distracting behaviors, use cell phones or other noise-making devices, wear headphones, are distracted with computers or other electronic devices, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others during the class period may be removed from the class and may be subject to disciplinary action under the Northwestern State University Student Code of Conduct (Articles IV Infractions and VII Sanctions).

8. Disability Policy

It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example, in seating placement, in arrangements for examinations or other disability-related issues, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact the Office of Disability Support: **234 Friedman Student Union; 318-357-4460.**

9. Academic Honor Code

Academic dishonesty is defined as the following: 1) acquiring or using a published test bank, 2) copying from another student's test, paper or computer file, 3) using unauthorized materials during a test, 4) collaborating during a test with any other person by giving or receiving information without authority, 5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests, 6) selling or giving away non-administered or unauthorized tests, 7) bribing anyone to obtain information about a test, 8) substituting for another student or permitting another person to substitute for oneself to take a test, 9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, 10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, 11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit, and 12) duplicity, defined as offering for credit identical or substantially unchanged work in two or more courses without approval. Academic dishonesty will result in one of the following disciplinary measures to be decided by the course instructor: 1) verbal/written warning, 2) conference with department chair or dean, 3) reduction of test/course grade to an "F". A student may subsequently be referred to Student Conduct and be placed on probation, suspended, expelled or forced to withdraw from Northwestern as a result of academic dishonesty. Refer to the section in the Student Handbook concerning Academic Infractions and Sanctions for Academic Misconduct.

10. Statement on Sexual Harassment & Assault

NSU is committed to eliminating sexual misconduct in our community, advocating for students who have experiences sexual assault or harassment, and respecting the legal rights of both complainants and respondents. Misconduct involving sexual assault, sexual harassment, domestic violence, dating violence, stalking, a hostile environment caused by sexual harassment, sexual exploitation, coercion, retaliation, intimidation, sexual consent, and discrimination based on sexual orientation, gender identity or gender expression should be reported to the Dean of Students (318) 357-5286. Also, hate crimes, including those based on gender identity or national origin,

should be reported. The offenses listed above are prohibited by the University. Information about conduct infractions and sanctions (Articles IV and VII of the Student Code of Conduct) are available on the NSU webpage at <https://www.nsula.edu/studenthandbook/>.

Reporting and Assistance: NSU strongly advocates reporting sex discrimination, sexual assault, intimate-partner violence, or sexual harassment. If a student discloses an incident they will learn options for assistance, such as health and wellbeing counseling, residence and class accommodations, and options for filing complaints or criminal charges. Disclosure to University personnel will not obligate the complainant to file a grievance or criminal charge, nor will it subject the complainant to scrutiny or judgmental opinions.

Students have two options:

1. Reporting to Dean of Students (318) 357-5286 or University Police (318) 357-5431.
For emergencies or a 24/7 Confidential Advisor, please call University Police.
2. Confidential Disclosure to Campus Counselor (318) 357-5621 or Confidential Advisor (318) 357- 5570.

For a comprehensive list of parish-wide resources for assistance, please visit <https://www.nsula.edu/notalone/>.

Confidentiality: All reporting of sex discrimination and sexual misconduct is treated as confidential to the greatest extent possible; the privacy of all individuals involved is important to the Northwestern State University. In most situations, only individuals involved in the resolution of the situation will have access to the information about the case. If there is a risk of the alleged perpetrator committing additional crimes, if a student is in immediate danger, or if there has been expressed intent to harm others, or other risks such as involvement of a weapon or the age of the students involved, the University may determine that it is necessary to compromise the level of privacy provided.

For more information and assistance in case of sexual assault or harassment, please see the Dean of Students *NSU: Not Alone* webpage: <https://www.nsula.edu/notalone/>.

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs and activities that receive federal financial assistance. NSU is committed to equal opportunity for student success by providing access to educational programs, tuition assistance, and social and recreational activities for all students without regard to race, color, gender, religion, sexual orientation, national origin, disability, genetic information, age, pregnancy or parenting status, veteran status, or retirement status.

11. Attendance and Tardiness

Tardiness and failure to attend class does have consequences. There are 100 points possible for special assignments. Students who are on time and attend class regularly will have an opportunity to earn those 100 points. Since there is no make-up opportunity for missed classroom assignments, those students who are tardy or absent will receive a zero (0). As a result those students face the possibility of losing up to 100 points. In addition, there is no extra credit possible in this course. Remember, education is not by grace but by merit.

This syllabus is a living document, which is subject to change and modification during the semester. Changes will be discussed before implementation.

**DEPARTMENT OF CRIMINAL JUSTICE, HISTORY, AND SOCIAL
SCIENCES**

1. Identification of Course

CJ 3350 – Analysis of Police Operations
Spring and Fall semesters
3 Credit hours
Undergraduate credit
Prerequisites: CJ 2300

Textbook, Additional Reading, Supplementary Materials

Hess, Karen Matison, Christine Hess Orthmann and Henry
Cho, *Police Operations: Theory and Practice*, 6th ed., Clifton
Park, NY: Delmar Cengage Learning, 2014.
ISBN: 1-2850-5262-5 // 978-1-2850-5262-5

Suggested as Supplement to required text:
Drew, Jr., Harmon and Jean Talley Drew, *True Blue
Drew Book*, Minden, LA: Drew and Drew, 2014.

These books are available from Barnes & Noble Bookstore
on the NSU campus. You may call them at (318) 357.4473
with a credit card to have it sent to you via UPS.

General Information

Instructor: Joe Morris
Kyser Hall, Room 103 A
Phone 318.357.5499
Fax: 318.357.6966
Office Hours: Monday/Wednesday/ Friday
9-11 Tuesday/Thursday 8:30 – 9:30

Preferred virtual mechanism communications:

E-mail address: morrisj@nsula.edu

Web address: <http://www.nsula.edu/criminaljustice/>

2. Course Catalog Description

Police organizations and management; allocation of police resources; information
systems; community-relations concerns; determinants of police policy.

Prerequisite: CJ 2300

Justification/Rationale

This course is designed to provide criminal justice students an
understanding of the organization, management and allocations of police
resources in order to be adequately prepared to obtain employment in the
criminal justice field.

Mission of the Department of Criminal Justice

The Criminal Justice Department at Northwestern State University
is dedicated to the education of students for professional,
leadership, academic, and research careers in the challenging

fields of criminal justice, public safety, homeland security, and public service. The Department provides instruction across a broad range of concepts, with the ultimate goals of student attainment of excellence in analytical and critical thinking abilities, effective interpersonal, communication, problem-solving skills, moral commitment, and the acquisition of substantive bases of knowledge, necessary to secure positions in criminal justice, all levels of government, public policy, and private organizations. Using active learning, participatory pedagogy, and a global perspective, the Department holds a generalist orientation, though innovative analyses, in a student-centered, nurturing environment, and emphasizing an occupational context.

3. **Goals and Objectives**

Goals or Goal Statement

Develop an understanding of the make up and the workings of the criminal justice system

Objectives

1. To provide the student an understanding of the fundamentals of criminal investigation.
2. The student will learn the importance of evidence security and protection.
3. The student will be able to distinguish between crimes against persons and crimes against property.
4. The student will understand the investigator's role in the judicial process.

4. **Student Activities and Experiences**

Disability Policy

It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example, in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact the Office of Disability Support, which is located in Student Union, Room 240-A, telephone 357-4460.

Assignments/Tasks

1. Four examinations consisting of multiple choice and/or short essay questions.
2. Class participation
3. Written Report

Detailed Description of Report

A. Report.

- 1). The report will reflect an effort by each student to research some aspect of police operations.

- 2). The report **must** include a title page with title of report, name of student, course title, date and name of instructor.
- 3). The report must be no less than 7 full pages and no more than 10 pages in length. It should be typewritten and double-spaced, using no larger than size 12 font with standard margins.
- 4). The report should be written using correct grammar, spelling and punctuation.
- 5). The report will be written using no less than four references. No references used shall be from the Internet but this does not preclude you from using the Internet to access legitimate resources.
- 6). The report shall be stapled in the top left hand corner. **It shall not be placed in a binder or other type of folder.**
- 7). Reports shall be turned in no later than the date indicated on the attached class schedule.

Reports must be submitted electronically through Turn-it-In.

See Special Note below.

Late reports will be accepted but **10 points will be deducted for each day late INCLUDING SATURDAY, SUNDAY AND HOLIDAYS.**
Early submission of reports is encouraged.

- B. Suggested topics:
- 1). Police Operations
 - 2). Communications in Law Enforcement
 - 3). Making Arrests
 - 4). Patrol Operations
 - 5). Auto Pursuit
 - 6). Violence in the Home, Classroom or on the Job
 - 7). Dealing with Emergency Situations
 - 8). Liability and Ethics
 - 8). Other course related topics may be chosen but clear them with your instructor.

Special Note: All sources other than your own ideas must be documented in the paper and on the works cited page.

The topic of the paper can reflect your interest in a specific problem relating to criminal investigations. You will be allowed flexibility in pursuing your own interests in choosing a topic. The instructor will offer guidelines, discuss potential topics and must approve the selected topic. A few sentences describing the

proposed report are required and must be submitted by the date indicated on the attached class schedule.

You must submit your paper by Turn-It-In which will check your paper for originality and compare it to other papers and publications. Your similarity "score" should be no more than 30%.

5. Content

Methods of Instruction/Procedures

This is primarily a lecture course. Students are expected to participate in class discussion. The course will include videotapes and outside research.

Course Outline

1. Introduction
 - A. The Basics Behind Effective Police Operations
 - B. Getting the Job Done: Basic Police Operations
 - C. Specialized Police Operations
 - D. The Personal Side of Police Operations

Course Calendar/Schedule

Aug	25	Overview	
	27	1-29	
Sep	1	30-56	Paper Topic due
	3	56-77	
	8	78-100	
	10	100-122	
	15	124-148	
	17	148-171	
	22	Exam 1	Chapters 1- 4
	24	171-197	
	29	198-224	
Oct	1	224-248	
	6	Fall Break	
	8	248-272	
	13	273-296	Paper Due
	15	Exam 2	Chapters 5-7
	20	296-317	
	22	318-338	
	27	338-361	
	29	364-388	
Nov	3	388-412	
	5	413-435	
	10	436-457	
	12	Exam 3	Chapters 8-11
	17	458-473	
	19	473-496	
	24	Thanksgiving Break	
	26	Thanksgiving Break	
Dec	1	498-526	

Dec	3	527-566	
	8	Makeup and Graduating Senior exams	
	15	Final Exam 8-10:30	Chapters 12-14 and some comprehensive

6. Evaluation Policies – Course Requirements, Activities, & Evaluation Procedures

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Class Attendance Policy

A. Attendance.

1. Class attendance is regarded as an obligation as well as a privilege, and all students are expected to attend class regularly and punctually. Excuses for absences must be submitted to the instructor within three days after returning to class.
2. Students who are tardy for a class should resolve the matter with the instructor at the end of class period during which the tardiness occurred. Otherwise, the tardiness may be counted as an unexcused absence.
3. Students who must leave prior to end of class should inform the instructor before the class begins or the class may be counted as an unexcused absence.
4. Excessive unexcused absences may result in your class grade being lowered and can lead to suspension from the university.

6. Evaluation and Assessment: Exams, grades, grading scale

Your grade for this course will be based on a percentage of 600 points. 100 points per exam, 200 points for the final exam, and 100 points for the written report. Grade scale: A = 90 - 100; B = 80 - 89; C = 70 - 79; D = 60 - 69; F = below 60.

Policy on Academic honesty, behavior, classroom management.

Every student and student group shall be required to act lawfully and in such a way as not to adversely affect the educational processes of the University or the rights of others.

Students have a right to an environment conducive to learning and free from distraction and are responsible for behavior which is conducive to the teaching/learning process.

Collaborating, conspiring or cooperating during an examination with any other person by giving or receiving information without authority is forbidden.

"Duplicity" defined as the offering for credit identical or

substantially unchanged work in two or more courses without approval in advance by the Instructor (s) and is not permitted.

"Plagiarism" is defined as the use of any other person's work and the unacknowledged incorporation of that work in one's own work in fulfillment of academic requirements is not permitted.

Selling or giving away or stealing, buying or otherwise obtaining all or part of an examination is not allowed.

The above infractions may lead to the sanction of probation, suspension, or expulsion from the University.

Bibliography: Readings

<http://criminaljustice.nsula.edu/> - Criminal Justice Home Page

<http://www.nsula.edu> – NSU Home Page

<http://library.nsula.edu/> - NSU Library

<http://library.nsula.edu/databases/> - NSU Library databases by title

<http://criminaljustice.nsula.edu/research-links/> - CJHSS Research Links

DEPARTMENT OF CRIMINAL JUSTICE, HISTORY, SOCIAL SCIENCES
Northwestern State University

*****Pay particular attention to text in red*****

1. Identification of Course

CJ 3360-I Introduction to Criminal Investigation

Fall 2015

3 Credit hours

Undergraduate credit

Prerequisites: CJ 2300

Textbook

Swanson, Charles R., Neil Chamelin, Leonard Territo and Charles Taylor,
Criminal Investigation, 11th Edition, Boston: McGraw Hill Publishing Co., 2009.
ISBN: 978-0-07-811152-5

Suggested as Supplement to required text: (not required)

Drew, Jr., Harmon and Jean Talley Drew, *True Blue Drew Book*, Minden, LA:
Drew and Drew, 2010.

The book is available from the NSU Bookstore on campus. You
may call the Bookstore at (318) 357.5944 with a credit card to have
it sent to you via UPS.

Professor:

 ***Sharon Green, M.S.F.S.***

Kyser Hall: Room 343-D

Phone: 318-357-5982

Phone: 318-357-6967 (Main Office)

Fax: 318.357.6966

Email: greens@nsula.edu

Office Hours: Virtual

Web address: <http://criminaljustice.nsula.edu/>

2. Course Catalog Description

Fundamentals of investigation, crime-scene search and recording; collection and
preservation of physical evidence; scientific aids; modus operandi; sources of
information; interview and interrogation; follow-up and case preparation.

Justification/Rationale

The criminal justice system is undergoing tremendous change. This course is
designed to provide students an understanding of the criminal investigative
process, how to conduct interviews, interrogations, recovering and processing
evidence in accordance with established legal standards among other topics.

Mission of the Criminal Justice Department

The Criminal Justice Department at Northwestern State University dedicated to the education of students for professional, leadership, academic, and research careers in the challenging fields of criminal justice, public safety, homeland security, and public service. The Department provides instruction across a broad range of concepts, with the ultimate goals of student attainment of excellence in analytical and critical thinking abilities, effective interpersonal, communication, problem-solving skills, moral commitment, and the acquisition of substantive bases of knowledge, necessary to secure positions in criminal justice, all levels of government, public policy, and private organizations. Using active learning, participatory pedagogy, and a global perspective, the Department holds a generalist orientation, though innovative analyses, in a student-centered, nurturing environment, and emphasizing an occupational context.

3. Course Outcomes (Goals and Objectives)

Goal Statement

Develop an understanding of the makeup and the relationship between the investigative process and the workings of the criminal justice system

Objectives

Upon completion of this course, the student should be able to:

1. Diagram and describe the make-up of and the inter-relationship of the criminal justice system.
2. List and explain the fundamentals and legal aspects of criminal investigation.
3. Distinguish between the various crimes by reciting the statute number and listing the elements of each.
4. Describe Schedules 1 through 5 of the Federal Schedule of Controlled Substances and list drugs that are under each schedule.
5. Define terrorism, differentiate between international and domestic terrorism and list some of the groups in each group.
6. Briefly outline the steps in the trial process and the role of the investigator during the trial.

4. Content/Methods of Instruction/Procedures

This is an online lecture course. The course will include written assignments and outside research.

Course Calendar/Schedule

(To be provided by Professor on Moodle)

5. Evaluation Policies – Course Requirements, Activities, & Evaluation Procedures

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Assignments/Tasks

**Students are required to read assigned chapters in the textbook, complete weekly assignments on their own, participate in Moodle forum discussions, submit 1 written research paper, and take all exams in accordance with the class schedule. Detailed information below...*

- **Examinations:** Four examinations consisting true/false, fill-in the blank, and multiple choice. (Final may be cumulative.)
- **Moodle Forums:** Students are required to submit answers to posted discussion board questions as specified by the professor. Refer to “*Course Schedule/Outline*”. New topics will be presented according to the date on the course schedule/outline. Appropriate submissions will include well thought-out, researched answers and should be, at a minimum, at least a paragraph.
**Students are also required to post replies to at least one of your classmates’ posts each week.*
- **Weekly Assignments:** Students are required to complete and turn in chapter assignments (as specified by the professor). Assignments must include both the question and the answer, if applicable. *I will not grade ANY assignment that is submitted with the answers only!* Assignments are always due on Sunday night (submitted via Moodle) by 11:55 p.m. ***I DO NOT accept late work! Moodle will NOT accept late work – make sure you turn in work well before the deadline!***
- **Research paper:** Students will be required to complete a research paper. See specifics below. The topic must be approved by the Professor. Submit topics via Moodle.
 - Topic - The paper will reflect an effort by each student to research some aspect of criminal investigation. The topic of the paper can reflect the student’s interest in a specific problem relating to criminal investigations. Students will be allowed flexibility in pursuing their own interests in choosing a topic. The professor will offer guidelines, discuss potential topics but must approve the selected topic.
 - An outline of the research paper must be submitted to the professor by the date indicated on the class schedule. The professor will make suggestions concerning the content of the paper to assist the student in writing a better research paper.
 - The report must be at least 7 pages and include a title page, at least 5 pages of text, and a reference page. The report must be typewritten, 1” margins, double spaced, using size 12 fonts, Times New Roman and *not* boldface.
 - Title page must have the following information on it – centered on the page in the above detailed font. Include: The article title, your name, class, term, university, professor and date.
 - The report will be written using the APA format (6th Edition) with internal documentation and a reference page listing no less than three (3) references. “Wikipedia” or “U-Tube” is not an acceptable reference. The

Internet may be used to access information from scholarly journals, libraries, etc. *Google Scholar* is an excellent database for research materials.

- DO NOT include any source(s) not included in the body of your report in references page. All sources other than your own ideas must be documented in the paper and on the works cited page.
- Proper grammar, correct spelling, and punctuation are mandatory. Each report must be submitted with a cover page listing the university, class, term, Professor name and date.
- The completed report will submitted via Moodle in provided drop box.
- Reports shall be turned in no later than the date indicated on the attached class schedule. The report will be worth 100 points and remember; **LATE REPORTS WILL NOT BE ACCEPTED!**
- *Early submissions of reports are accepted and encouraged.*

Class Attendance Policy

This is an Internet course. Students will be required to read the required text, complete assignments on their own, hand in one written report, and complete examinations, all in a timely manner. This is an 16 week course and students **MUST** meet the deadlines set for the course.

6. Evaluation and Assessment: Exams, grades, grading scale

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Your grade for this course will be based on a percentage of 840 points—400 points for exams (100 pts. each), 100 points for class research paper, 300 Points for weekly assignments (15 assignments at 20 points each), and 40 points for Moodle forums (4 forums at 10 points each). Grade scale: 10-Point

Bibliography: Readings: <http://library.nsula.edu/>

Disability Statement

It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example in seating placement or in arrangements for examinations, should inform the Professor at the beginning of the course. Students with disabilities are encouraged to contact Disability Services, which is located in Kyser Hall, Room 239, telephone 357-6950 or (TTD) 357-4393.

Academic Honor Code

Academic dishonesty is defined as the following: 1) acquiring or using a published test bank, 2) copying from another student's test, paper or computer file, 3) using unauthorized materials during a test, 4) collaborating during a test

CJ 3360-Internet

with any other person by giving or receiving information without authority, 5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests, 6) selling or giving away non-administered or unauthorized tests, 7) bribing anyone to obtain information about a test, 8) substituting for another student or permitting another person to substitute for oneself to take a test, 9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, 10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, and 11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit.

Academic dishonesty will result in one of the following disciplinary measures to be decided by the course Professor: 1) verbal/written warning, 2) conference with department chair or dean, 3) reduction of test/course grade to an "F". A student may subsequently be placed on probation or suspended or expelled and forced to withdraw from Northwestern as a result of academic dishonesty.

Refer to the section in the Student Handbook concerning Academic Infractions and Sanctions for Academic Misconduct.

1. Identification of Course

CJ 3380 – Criminal Justice Ethics

Fall Semester 2015

3 Credit Hours

Undergraduate Credit

Prerequisites – CJ 2300 or Instructor Permission

TR 11:00 am – 12:15 pm

Textbook, Additional Reading, Supplementary Materials

Braswell, M.C., McCarthy, B.R., & McCarthy, B.J. (2015). *Justice, Crime, and Ethics* (8th ed.). Waltham, MA: Anderson Publishing.

Braswell, M., Miller, L., & Pollock, J. ((2012). *Case Studies in Criminal Justice Ethics* (2nd ed.). Long Grove, IL: Waveland Press, Inc.

These texts may be purchased from the NSU Bookstore on campus, or by calling the Bookstore at (318) 357.5944 and having it shipped to you via UPS with a credit card purchase. The ISBN's are 978-0-323-26227-9 and 978-1-57766-747-6.

Technology Requirements

- A. A computer (computer access)
- B. Internet access (required for online submissions)
- C. Microsoft Word 2010 or newer (used for assignments)
Microsoft Word is free for students; it can be downloaded from <http://helpdesk.nsula.edu/>
See MS Office Software policy at <https://www.microsoft.com/enable/microsoft/mission.aspx>

General Information

Instructor:

Name: Michelle Holcomb, M.S.A.J.S., EMT

Office: Room 343H, Kyser Hall

Phone: 318.357.5706

Email: holcombm@nsula.edu

Office Hours: In addition to the office hours below, I am usually available to meet with students immediately before and after class. Email and phone consultations are also available and welcomed. All office hours are held in Room 343H, Kyser Hall, on the days and times below.

Monday	8:45 am – 11:00 am & 11:50 am – 12:20 pm
Tuesday	8:45 am – 11:00 am
Wednesday	8:45 am – 11:00 am & 11:50 am – 12:20 pm
Thursday	8:45 am – 11:00 am
Friday	NO OFFICE HOURS

2. Course Catalog Description

This course provides a comprehensive examination of theoretical and applied ethics and moral philosophy in criminal justice. It begins with a classical introduction from antiquity and continues to the present day. The practical focus of ethical decision-making topics will center on law enforcement ethics, judicial ethics, correctional ethics, and probation/parole ethics, and will include scenarios illustrating the ethical concepts under study.

Justification/Rationale

Perhaps no intellectual undertaking is more exciting, intriguing, and challenging than to explore how a free and democratic society governs that behavior of its citizens through criminal laws, processes, and sanctions. It goes to the very heart of our individual and collective sense of morality, decency, and justice. It implicates basic notions of personal liberty and freedom, raises assumptions about human nature, and sheds light on the relationship between citizen and state. No study of the criminal justice system is truly complete, however, without understanding how those entrusted with its just operation are influenced and guided by ethical and moral considerations. To that end, this course examines those concepts from a historical, theoretical, and applied perspective, with a view to providing a solid grounding in the elements and nuances of ethical decision-making by actors integral to our system of justice.

Mission of the Criminal Justice Department

The Criminal Justice Department at Northwestern State University is dedicated to the education of students for professional, leadership, academic, and research careers in the challenging fields of criminal justice, public safety, homeland security, public service, and the social sciences. The Department provides instruction across a broad range of concepts, with the ultimate goals of student attainment of excellence in analytical and critical thinking abilities, effective interpersonal communication, problem-solving skills, moral commitment, and the acquisition of substantive bases of knowledge necessary to secure positions in criminal justice at all levels of government, public policy, and private organizations. Using active learning, participatory pedagogies, and a Global perspective, the Department holds a generalist orientation, through innovative analyses, in a student-centered, nurturing environment, and emphasizing an occupational context.

3. Course Outcomes (Objectives)

1. Explain ethical concepts from a historical, theoretical, and applied perspective.
2. State individual ethical and moral values in the context of criminal justice.
3. Identify and discuss ethical issues in policing.
4. Compare and discuss ethical issues in the judicial process.
5. Illustrate and discuss ethical issues in corrections.
6. Explain ethical issues in policy and research.
7. State ethical concepts in relation to hypothetical scenarios.
8. Compare ethical considerations in criminal justice.

4. Content/Methods of Instruction/Procedures

1. Readings as assigned.
2. Class participation and discussion.
3. Class exercises and assignments. ALL SUBMISSIONS ARE TO BE IN MICROSOFT WORD ONLY.
4. Lectures.
5. Checking emails and virtual classroom daily.

Course Content**A Section 1 Introduction**

Chapter 1 Ethics, Crime & Justice: An Introductory Note to Students

Chapter 2 Utilitarian and Deontological Approaches to Criminal Justice Ethics

Chapter 3 Peacemaking, Justice, and Ethics

Section 2 Ethical Issues in Policing

Chapter 4 Learning Police Ethics

Chapter 5 Deception in Police Interrogation

Chapter 6 Using Ethical Dilemmas in Training Police

Chapter 7 Police Ethics, Legal Proselytism, and the Social Order: Paving the Path to Misconduct

Section 3 Ethics and the Courts

Chapter 8 What Ever Happened to Atticus Finch? Lawyers as Legal Advocates and Moral Agents

Chapter 9 Ethical Challenges for Prosecutors

Chapter 10 Criminal Sentencing: Goals, Practices, and Ethics

Chapter 11 Crime and Punishment: Punishment Philosophies, and Ethical Dilemmas

Chapter 12 To Die or Not to Die: Morality, Ethics, and the Death Penalty

Section 4 Ethical Issues in Corrections

Chapter 13 Ethical Issues in Probation, Parole, and Community Corrections

Chapter 14 Restorative Justice: Defining and Implementing the Peacemaking Paradigm

Chapter 15 Keeping an Eye on the Keeper: Prison Corruption and Its Control

Chapter 16 Ethics and Prison: Selected Issues

Section 5 Ethical Issues in Crime Control Policy and Research

Chapter 17 Crime and Justice Myths

Chapter 18 Juvenile Justice Ethical Issues: How Should We Treat Juveniles?

Chapter 19 Corporate Misconduct and Ethics

Chapter 20 Ethics and Criminal Justice Research

Chapter 21 Terrorism and Ethics

Section 6 Ethics and the Future

Chapter 22 Criminal Justice: An Ethic for the Future

5. Evaluation Policies – Course Requirements, Activities, & Evaluation Procedures

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University Regulations.

Professor Holcomb requires that each student check their university email and virtual classroom daily for any updates and messages.

Email

1. You will be required to check your NSU email account daily for updates from or regarding our class. Checking email is your responsibility.
2. Emails sent to Professor Holcomb will only be accepted if sent from your NSU email account. Emails from personal email accounts will be disregarded. You are to include in the subject line
 - a. Your course number
 - b. Descriptive topic of what the email is about** Example (201530.CJ.3380.01N – Term Paper information)
3. You are to ensure when sending the email that you include your first and last name at the bottom of the email, so that the instructor will know who sent the message.

Moodle Classroom

You will be required to check our Moodle classroom daily for updates regarding our class or any assignments from your instructor. Checking our Moodle classroom is your responsibility.

Instructor Response

You may expect a response to email messages within 48 hours during the week. This 48 hour response time does not include weekends or university holidays. If you do not receive a response within 48 hours, you must inquire whether your email has arrived, unless your instructor notifies you in advance that she will be unavailable.

The only way the instructor has of knowing you've sent the email is if it arrives. If you do not receive an answer, it is your responsibility to get to the bottom of the problem. You would be wise to copy yourself in all correspondence with your instructor so that you have proof of your attempt to reach them.

Your assignments will be graded within one week of your submission. However, if there is a change to this standard, the instructor will notify you via email. This does not apply to the Term Paper or Term Paper Topic. Your instructor will notify you of your grade as soon as possible regarding these assignments. It is necessary for her to take her time in grading these assignments due to the content.

Technical Support

If you suspect that you are experiencing problems with your email or with the Moodle system, you are responsible for finding a solution to the problem. You should contact one of the sources listed below:

- A. Your internet service provider
- B. The Student Help Desk at 318.357.6696 or sos@student.nsula.edu or <http://helpdesk.nsula.edu/>
- C. For a Moodle Tutorial see <https://www.nsula.edu/ensu/current-students/>
<https://docs.moodle.org/28/en/Accessibility>
- D. If you are in need of further information or tutoring, you may find one of these sites useful:
Watson Library <http://library.nsula.edu/>
Virus Information <http://helpdesk.nsula.edu/>
Phone Directory <https://www.nsula.edu/phone/>
Computer Labs <http://studenttech.nsula.edu/Labs/>

Assignments/Tasks

1. Three examinations and a final exam, all multiple-choice, true/false and essay style questions.
2. Five take-home, one-page writing assignments. ALL SUBMISSIONS ARE TO BE IN MICROSOFT WORD ONLY.
3. Homework Assignments
4. Term Paper.
5. Class Participation.

6. Detailed Descriptions

- A. Exams.** There will be four multiple-choice exams covering the material presented in class and in the text, as well as any assigned readings.

There will be one day set aside by Professor Holcomb for make-up exams. The time allotted will only allow for one make-up exam. If the student has more than one exam that requires to be made-up, it is the student's responsibility to contact Professor Holcomb and make arrangements..

- B. Take-Home Papers.** Prepare a one (1) page paper of your opinion concerning the topics assigned below and why you think that way. Each paper is due on the date indicated. Each paper must be typewritten, double-spaced, with one-inch margins and 12-point font in New Times Roman, and must be completed to within two inches from the bottom of the page (no $\frac{1}{2}$ or $\frac{3}{4}$ pages). Place your name and due date on a cover/title page and be sure to utilize page numbers. For maximum score, papers should be well organized, thoughtfully written, and grammatically correct. You may rely on the textbook in formulating your opinions, but no quotations are permitted. Citation to relevant parts of the textbook is permitted but not required. If citations are included, use proper format (APA format). ALL SUBMISSIONS ARE TO BE IN MICROSOFT WORD ONLY.

LATE ASSIGNMENTS WILL NOT BE ACCEPTED!

- C. Homework Assignments.** Each student will be required to complete and turn in a weekly homework assignment as specified by your instructor. Assignments must be typewritten, double-spaced and must include both the question and resulting answer. The answer must be well thought out and in complete sentences. Your assignments are to be placed into the "Assignment Drop Box" in our virtual classroom prior to the due date/classroom time. There will be point deductions for improper grammar, sentences structure or general failure to comply with the instructor's directions.

- C. Class Participation.** Each student is expected to read the assigned materials in advance of class and to meaningfully participate in class discussions and exercises, but

always with respect for contrary views or opinions. Comments that impugn the integrity or character of others are not appropriate and will not be tolerated.

The specific topics for discussion in class will be the class readings as assigned by chapter. The instructor will begin the discussion, and if no class participation spontaneously follows, may call upon students to share their thoughts. Do NOT panic. This is not a formal presentation in front of the class. No one leaves their desk. If you've read the assigned material and discussion topic for that class, all will be well. The instructor will partner with you and jump in if you get stuck. The idea is simply to promote a thoughtful discussion that contributes to the learning process. All discussions are very informal and unstructured.

- D. Term Paper.** Each student must prepare a term paper discussing their ethical framework and standards in the context of the criminal justice occupation they hope or expect to pursue or presently hold. You may rely on the textbook in formulating your ethical positions, but no quotations are permitted. Citation to relevant parts of the textbook is permitted but not required. If citation is included, you must use proper citation format (APA format).

Papers must be five (5) pages in length, excluding the title page and the abstract. The last page must be completed to within two inches from the bottom of the page (no ½ or ¾ pages). This entire presentation will consist of 7-8 pages (depending on the citation page). They must be typewritten, double-spaced, with one-inch margins and 12-point font in New Times Roman. *The title page must include your name, the professor's name (Assistant Professor Michelle Holcomb), the course title (Criminal Justice Ethics – CJ 3380), the due date (November 17, 2015), and the title of your paper (My Ethical Framework).*

Staple your paper in the upper left-hand corner prior to submission. **Do not place it in a folder of any kind.** APA format is required. An abstract page is also required, as specified in APA format. You will submit your paper online in our Moodle Classroom as well as hand in a hard copy to the instructor on the due date.

For maximum score, papers should be well organized, thoughtfully written, and grammatically correct. There will be substantial point reductions for improper format, grammar, citation, pagination, or failure to comply with any and all requirements herein. I strongly suggest having another person proof read the paper prior to submission.

NO LATE PAPERS WILL BE PERMITTED. Please note that fifty (50) points will be deducted for every ½ page length the paper falls short of five (5) full pages. There will be a 50 point deduction for the lack of an abstract as required.

There are no “right” or “wrong” answers here. I want **YOUR** ethical thoughts and beliefs, which means you must first think about and identify how you will decide what is ethically correct in a given situation. At minimum, address the following questions:

1. *What are your ethical standards?*
2. *On what do you base those ethical standards?*
3. *Which of the three ethical frameworks studied do you find most appealing (utilitarian, deontological, peacemaking)?*
4. *How will they be applied in your work as a criminal justice professional?*

I recommend that you first consider these questions before sitting down to write this paper and then clearly articulate your answers in the body of the paper. **Discuss at least three (3) hypothetical situations and how you would resolve them. ALL SUBMISSIONS ARE TO BE IN MICROSOFT WORD ONLY.**

PAPERS ARE DUE AT THE BEGINNING OF CLASS ON NOVEMBER 17TH BY 11:00 AM

E. Pop Quizzes. At the Professor's discretion, pop quizzes can/will be part of our curriculum. These quizzes will occur without prior notice. There will be no makeup opportunities for these quizzes. Class attendance is vital.

Assignment Submission

You are responsible for submission of all written assignments, quizzes, etc. by the deadline indicated on the assignment. Computer hardware and software problems, or other electronic problems, do not constitute an excuse for submitting late work. (Most public libraries have internet-connected computers available for use.) Late work is NOT accepted by this instructor. For more information see <http://studenttech.nsula.edu/>

If you submit your work on time, but it does not arrive on time for any reason, you will be required to provide documentation that demonstrates that your work was submitted on time. Therefore, it is recommended that you save a copy of any assignments, files, emails, etc. you submit or send to your professor, in case you need to re-submit.

Policy on Late Assignments

Late assignments are NOT accepted. If you have any questions regarding a particular situation, please contact Professor Holcomb.

7. Class Attendance and Department Policy

A. Attendance

This is a 16 week course and students MUST meet the deadlines set for this course. Students are responsible for ALL classwork missed regardless of the reason for any absence. **LATE ASSIGNMENTS ARE NOT ACCEPTED!!!!**

Class attendance is regarded as an obligation as well as a privilege, and all students are expected to regularly and punctually attend all classes in which they are enrolled. Failure to do so may jeopardize a student's scholastic standing, and may lead to disenrollment from the class and/or suspension from the university. Accordingly, students are expected to timely attend each class session, and to remain in class until dismissed by the instructor.

A student who is tardy for any class meeting should resolve the matter with the instructor at the end of the class period.

Students are expected to check their university email and virtual classroom daily for any updates and messages provided by the instructor.

B. Classroom Civility Statement

Any student who uses inappropriate language, is verbally abusive, displays defiance or disrespect to others or the instructor, or behaves aggressively towards others or the instructor during the class period, will be asked to withdraw/leave from the class and subjected to disciplinary action under the Northwestern State University Student Code of Conduct and Sanctions (Article VII Sanctions). The instructor of a course may deem additional behavior or actions inappropriate. You may find a list of these infractions in your Student Hand Book.

Each Northwestern State University student is encouraged to help create an environment that promotes learning, dignity, and mutual respect for everyone in the learning environment. This online class is different from a traditional face-to-face class in that your contact with other students in the class will be via emails and discussion forums. Therefore, it will be important that your responses are appropriate. The use of slang, swearing, or offensive icons will not be tolerated and will be subjected to disciplinary action under the Northwestern State University Student Code of Conduct and Sanctions (Article VII Sanctions). The instructor of a course may deem additional behaviors or actions inappropriate; these actions or behaviors will be outlined in the course syllabus. Copies of infractions and sanctions are available on the NSU website at <https://www.nsula.edu/wp-content/uploads/studenthandbook20152016.pdf>

C. Department.

Northwestern State University recognizes the value of all individuals and strives to provide every student a full opportunity to achieve success by creating a climate in which faculty, staff, and students treat each other with dignity and respect. In keeping with those values, each student is entitled to a classroom environment that is free from distraction, promotes learning, and is conducive to the teaching-learning experience. Conversely, no student is entitled to behave in a way that adversely affects the educational processes of the university or the rights of others.

Individual students are required to comport themselves in accordance with these values and standards. See the student Code of Conduct

D. Withdrawal

The official university policy of course withdrawal must be followed to avoid receiving an "F" for this course. **YOU CAN NOT SIMPLY STOP ATTENDING THIS CLASS.** If circumstances arise that require withdrawal, please confirm with the instructor that you have been officially dropped.

E. Evaluation and Assessment: Exams, Grades, and Grading Scale

General University grading policies are located in the current General Catalog under *Academic Regulations*, and the grading policies of this course comply with those requirements. The course has been divided into eight (7) grading elements to afford multiple opportunities for earning a good course grade. In other words, your final grade is not dependent on any given element, so that good scores in one area of the course can offset poor scores in others.

The weight in points for each of the seven (7) graded course elements is shown below, and the final course score of 1050 points. The total points earned are then compared to the grading scale, also shown below, to determine the final course grade.

Graded Elements:	Exam 1	100 points
	Exam 2	100 points
	Exam 3	100 points
	Exam 4	100 points
	Take-Home Papers (5)	250 points (50 points each)
	Homework Assignments	80 points (10 points each)
	Term Paper	<u>200 points</u>
	Total	930 points

Course Grade:

A	837 – 930 points	90% - 100%
B	744 – 836 points	80% - 89%
C	651 – 743 points	70% - 79%
D	558 – 650 points	60% - 69%
F	0 – 557 points	0 – 59%

Bibliography: Readings

<http://library.nsula.edu/>

Disability Statement. It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact Disability Services, located in the Student Union, Room 240A, telephone 318.357.4460, or <http://studentaffairs.nsula.edu/disability-support> for more information.

Academic Honor Code. Academic dishonesty is defined as (1) acquiring or using a published test bank, (2) copying from another student's test, paper, or computer file, (3) using unauthorized materials during a test, (4) collaborating during a test with any other person by giving or receiving information without authority, (5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests, (6) selling or giving away non-administered or unauthorized tests, (7) bribing anyone to obtain information about a test, (8) substituting for another student or permitting another person to substitute for oneself to take a test, (9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, (10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, (11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit, and (12) duplicity, defined as offering for credit identical or substantially unchanged work in two or more courses without approval by the instructor.

Academic dishonesty will result in one of the following disciplinary measures, as determined by the course instructor: (1) verbal/written warning, (2) conference with the department chair or dean, or (3) reduction of test/course grade to a "F". A student may subsequently be referred to Student Conduct and be placed on probation, suspended, expelled or forced to withdraw from Northwestern State University as a result of academic dishonesty.

Refer to the section in the Student Handbook concerning Academic Infractions and Sanctions for Academic Misconduct.

Have a GREAT semester!!

Michelle Holcomb, MSAJS

CLASS SCHEDULE

PLEASE read these notes:

1. This is a summary giving you an overview of the courses' assignments and due dates.
2. This is subject to change; however, if it does at the discretion of the instructor, she will notify you of any change necessary. Be sure to check the Moodle Classroom and your NSU email daily for information regarding changes to the Class Schedule.
3. Be sure to keep backup files of your assignments. (Remember, NSU provides every student with an M: drive that is available to you through myNSU.)

MONTH	DAY	ASSIGNMENT	COMMENTS
WEEK 1 AUGUST	25	ORIENTATION Overview/Syllabus	Discuss class syllabus & class schedule
	27	Chapter 1	
Homework due only (No Class)	30	Homework Lesson #1 Due via internet	Lesson 1 homework due ~ via Moodle Classroom before 11:55 pm
*****	*****	*****	*****
WEEK 2 SEPTEMBER	1	Chapter 2	
	3	Chapter 3	
Homework due only (No Class)	6	Written Assignment #1	Written Assignment #1 Due by 11:55 pm ~ online submission only
*****	*****	*****	*****
WEEK 3	8	Chapter 4	
	10	Chapter 5	
Homework due only (No Class)	13	Homework Lesson #2 Due via Internet	Lesson 2 homework due~ via Moodle Classroom before 11:55 pm
*****	*****	*****	*****
WEEK 4	15	Exam #1 Review Chapters 1-5	
	17	Exam #1 Chapters 1-5	
Homework due only (No Class)	20	Written Assignment #2 Due via Internet	Written Assignment #2 Due by 11:55 pm ~ online submission only
*****	*****	*****	*****
WEEK 5	22	Chapter 6	
	24	Chapter 7	

Homework due only (No Class)	27	Homework Lesson 3 Due via Internet	Lesson 3 homework due ~ via Moodle Classroom before 11:55 pm
*****	*****	*****	*****
WEEK 6	29		
OCTOBER	1	Chapter 8	
Homework due only (No Class)	4	Written Assignment #3 Due via Internet	Written Assignment #3 Due by 11:55 pm ~ online submission
*****	*****	*****	*****
WEEK 7	6	FALL BREAK	
	8	Chapter 9	
Homework due only (No Class)	11	Homework Lesson 4 Due via Internet	Lesson 4 homework due ~ via Moodle Classroom before 11:55 pm
*****	*****	*****	*****
WEEK 8	13	Chapter 10	
		Exam #2 Review	
	15	Exam #2	Bring a SCANTRON
		Chapters 5-10	
Homework due only (No Class)	20	Homework Lesson 5 Due via Internet	Lesson 5 homework due ~ via Moodle Classroom before 11:55 pm
*****	*****	*****	*****
WEEK 9	20	Chapter 11	
	22	Chapter 12	
Homework due only (No Class)	27	Written Assignment #4 Due via Internet	Written Assignment #4 Due by 11:55 pm ~ online submission
*****	*****	*****	*****
WEEK 10	27	Chapter 13	
	29	Chapter 14	
Homework due only (No Class)	4	Homework Lesson 6 Due via Internet	Lesson 6 homework due ~ via Moodle Classroom before 11:55 pm
NOVEMBER	*****	*****	*****
WEEK 11	3	Chapter 15	
		Exam #3 Review	
	5	Exam #3	
		(Chapters 11-15)	
*****	*****	*****	*****
WEEK 12	10	Chapter 16	
	12	Chapter 17	
Homework due only (No Class)	15	Homework Lesson 7 Due via Internet	Lesson 7 homework due ~ via Moodle Classroom before 11:55 pm
*****	*****	*****	*****

WEEK 13	17	Chapter 18	Term Paper due by 11:00 am ~ In class Submission and online submission
	19	Chapter 19	
Homework due only (No Class)	22	Written Assignment #5 Due via Internet	Written Assignment #5 Due by 11:55 pm ~ online submission
*****	*****	*****	*****
WEEK 14	24	THANKSGIVING BREAK	BE SAFE &
	26	THANKSGIVING BREAK	ENJOY!
*****	*****	*****	*****
WEEK 15 DECEMBER	1	Chapter 20 & 21	Must sign up with Professor to test for Make-up exams
	3	Final Review	
Homework due only (No Class)	6	Homework Lesson 13 Due via Internet	Lesson 13 homework due ~ via Moodle Classroom before 11:55 pm
*****	*****	*****	*****
WEEK 16	8	<i>Make up Test Day</i> <i>Graduating Senior Final Exam</i>	Must sign up with Professor to test for Make-up exams.
FINAL EXAM	15	FINAL EXAM 11:00 AM - 1:30 PM	BRING A SCANTRON

1. Identification of Course

CJ 4200.01 – Research Methods and Design
Spring and Fall Semesters
3 Credit Hours
Graduate Credit

Textbook, Additional Reading, Supplementary Materials

Hagan, F.E. (2009). *Research Methods in Criminal Justice and Criminology* (9th ed.). USA: Pearson.
This text may be purchased from the NSU Bookstore on campus, or by calling the Bookstore at (318) 357.5944 and having it shipped via UPS with a credit card purchase. The ISBN is 13: 978-0-13-504388-2. Succeeding editions, while not required, may be used in lieu of the 9th edition. Also, additional readings as assigned.

Tutorials. The Office of Electronic and Continuing Education has created a series of video tutorials that are 3–5 minutes in length with accompanying PDF files that contain specific Moodle instructions. Please refer to The Moodle Student Orientation link, <http://ensu.nsula.edu/moodle-orientation/> (accessible from the Moodle login page) and the Customized Building Block located inside each Moodle class.

Instructor: George Lange III, MBA, JD

Office: Room 343H, Kyser Hall

Phone: 318.357.5706

E-mail: langeg@nsula.edu

Official Communication: I convey information concerning this course in class, by email, by phone, and by posting same on the Course Updates and Information link of the Moodle Homepage. Students are individually responsible for timely acquiring such information by attending class, regularly accessing their NSU emails and the Course Updates and Information link, and providing accurate preferred phone numbers and emails. Failure to do so is no excuse for not acquiring the information.

Missed Deadlines and Due Dates. Students will be excused for missing deadlines and due dates only for documented and compelling unforeseen circumstances beyond the student's control.

Office Hours: In addition to the office hours below, email and phone consultations are also available and welcomed. All office hours are held in Room 343H, Kyser Hall, on the days and times below, and as posted on my office door. Modification to office hours will also be posted on the Course Updates and Information site of the Moodle Homepage.

Monday and Wednesday 01:45 – 03:45

Tuesday and Thursday 12:15 – 03:15

2. Course Catalog Description

A study of scientific inquiry through research design, combining an appreciation for qualitative and quantitative research methods and their importance in policy analysis and program evaluation. This thesis-oriented course also encourages additional academic reading, with a view to identifying potential thesis topics, research questions, and hypotheses, selecting appropriate research methods for data collection and analysis, and considering potential thesis advisors.

Justification/Rationale

Quantitative and qualitative studies are central to the evolving disciplines of criminal justice, criminology, and homeland security. Students and practitioners must know how to conduct such studies, and how to critically evaluate the published results of studies performed by others. This course is designed to help students understand and appreciate the theories, methods, concepts, approaches, and techniques involved in both quantitative and qualitative research, and how to apply and interpret tests of statistical significance, thereby preparing them to remain professionally current, to conduct valid and reliable research, and to develop evidence-based policies and practices in their chosen field.

Mission of College of Liberal Arts The College of Liberal Arts provides a superior undergraduate education in Journalism, the Social Sciences, English, Psychology, and the Fine Arts. Faculty members in the College, educated in the finest universities both in the United States and abroad, are dedicated to teaching using traditional and non-traditional technologies. The College of Liberal Arts seeks to attract highly qualified students to master's programs in the Fine Arts, English, Psychology, and Social Sciences and to place graduates in the best doctoral programs and professional positions. The faculty of the College also seeks to remain on the cutting edge of scholarship and artistic production as reflected in books and articles accepted by leading publishing houses and scholarly journals. Artistic efforts created in the College of Liberal Arts are presented at nationally respected galleries and performance centers.

Mission of the Criminal Justice, History, and Social Sciences Department

The Criminal Justice, History, and Social Sciences Department at Northwestern State University is dedicated to the education of students for professional, leadership, academic, and research careers in the challenging fields of criminal justice, public safety, homeland security, public service, and the social sciences. The Department provides instruction across a broad range of concepts, with the ultimate goals of student attainment of excellence in analytical and critical thinking abilities, effective interpersonal communication, problem-solving skills, moral commitment, and the acquisition of substantive bases of knowledge necessary to secure positions in criminal justice at all levels of government, public policy, and private organizations. Using active learning, participatory pedagogies, and a Global perspective, the Department holds a generalist orientation, through innovative analyses, in a student-centered, nurturing environment, and emphasizing an occupational context.

3. Goals and Objectives. The overarching goal of this course is to equip students with a broad range of methodological tools for conducting, directing, and evaluating research studies. To that end, course objectives follow:

1. Identify the conceptual building blocks of empirical research (theories, concepts, etc.);
2. Select research designs appropriate to research questions and goals;
3. Utilize targeted data collection sampling techniques;
4. Prepare well-constructed survey instruments; and
5. Engage in appropriate interview protocols.

4. Content/Methods of Instruction/Procedures

1. Readings As Assigned
2. Written Assignments and Projects
3. Class Participation and Discussion

Course Content

Chapter 01	Introduction to Criminal Justice Research Methods
Chapter 02	Ethics in Criminal Justice Research
Chapter 03	Research Design: The Experimental Model and Its Variations
Chapter 04	The Uniform Crime Reports and Sampling
Chapter 05	Survey Research: Questionnaires
Chapter 06	Survey Research: Interviews and Telephone Surveys
Chapter 07	Participant Observation and Case Studies
Chapter 08	Unobtrusive Measures, Secondary Analysis, Using Official Studies
Chapter 09	Validity, Reliability, and Triangulated Strategies
Chapter 10	Scaling and Index Construction
Chapter 11	Policy Analysis and Evaluation Research
Chapter 12	Coding, Tabulation, and Simple Data Presentation
Chapter 13	Data Analysis: A User's Guide to Statistics

Evaluation Policies – Course Requirements, Activities, & Evaluation Procedures.

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University Regulations.

Assignments/Tasks

1. Four Exams and a Final Exam.
2. Ten Weekly Written Assignments.
3. Four Written Course Projects.
4. Two Topic-Oriented Class Discussions.
5. Class Attendance.
6. Unannounced Quizzes (at instructor's discretion).
7. Additional Projects (at instructor's discretion).

Detailed Descriptions

A. Exams. There will be five exams covering material presented in the Syllabus, the Moodle Homepage, the Text, and the Power Points. Exams 1-4 are not cumulative, i.e., only material covered following Exam 1 will be tested on Exam 2, only material covered following Exam 2 will be tested on Exam 3, and only material covered following Exam 3 will be tested on Exam 4. The Final Exam (Exam 5) will be cumulative and test all material previously tested on Exams 2-4.

Exam 1 tests your knowledge of the Syllabus and Moodle Homepage. Exams 2-5 test your knowledge of the Textual material, Power Points, and Classroom Discussions. Exam 1 consists of 50 questions. Exams 2-4 each consist of 25 questions; the Final Exam consists of 50 questions. Be advised that makeup exams may not contain the same questions as the missed examination.

B. Written Assignments. Questions should be answered in a concise manner consistent with providing a complete response. Scores are based on the quality of responses, not their length. **Include the question preceding your response.** If bullet-style answers are given, the format must be uniformly applied and clearly delineated, i.e., separate the various parts of your response using some uniform and consistent approach. Standard English is required for textual discussions and descriptions, using proper grammar and punctuation. Moreover, confusing, disjointed, nonsensical, or disorganized assignments will not be accepted. Answers may be single-spaced or double-spaced, at your discretion.

Assignments must be uploaded to the appropriate week or they will not be graded. I do not accept assignments by email, and those sent are deleted without grading. The ability and willingness to timely and properly follow directions is an integral part of your grade.

Be careful to **independently formulate and submit your own response** to each assignment question. Submitting jointly prepared answers constitutes cheating and subjects all participating students to dismissal from the course with a failing grade, and to potential dismissal from NSU. I implicitly and totally trust each student to perform and submit their own work, but past incidents dictate a cautionary warning that I regularly compare assignments and other written submissions for evidence of cheating, and pursue those I find. No offense is intended, but some things need be said, and once said, put aside.

And finally, **you may always correct noted deficiencies** and submit a revised assignment without penalty, until and unless the instructor otherwise provides.

C. Discussion Boards. Each student is expected to *actively* and *meaningfully* participate in two topic-oriented discussions. That means providing a thoughtful and informed **original posting**, and at least **two responses** to other student's original postings. Simply agreeing or disagreeing to a posting without thoughtful and informed discussion is insufficient. Students are also required to respond to the instructor's comments, as applicable.

Discussion 1: You are conducting a mixed-methods research study on whether demographic variables affect a woman's attitudes concerning abortion. Name some concerns you might have, and approaches you might use, when conducting in-depth interviews of your sample that includes White, African American, Hispanic, and Asian women who differ in age (18-72), SES (poverty to very wealthy), religion (Christianity, Islam, Judaism, and None), education (5th grade to Ph.D.), marital status (never married, divorced, separated, married), motherhood (never had children, can't have children, child died, have children), employment status (unemployed to CEO), sexual orientation (straight, gay, lesbian, bisexual, transgender), and level of sexual activity (none, seldom, often, very often). I am interested in whether your interview strategy or questions would change depending on the demographics of the respondent being interviewed, and if so, in what way, and further, what else you need or would like to know about your sample to properly address your search. By example, would you ask a Jew if she believed in the divinity of Christ? Would you approach a woman who never had children the same as a woman who had 12 children?

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In particular, you are to create at least three sample respondents with differing demographic factors and explain how you would conduct the in-depth interview of each. You might, for example, create **Respondent 1** as a Black woman over 60 who professes strong religious beliefs, works as a night supervisor for Wal-Mart, completed one-year of college, has three grown children, just celebrated 25 years of marriage, and is financially very well off. **Respondent 2** might be a divorced gay Asian woman, age 28, born in Thailand, immigrated to the U.S. ten years ago, is a practicing Buddhist with one child from a prior marriage, age 12, has a GED, works as a legal secretary, and lives from paycheck to paycheck. **Respondent 3** may be a White woman, age 35, married 3 years, unable to conceive, has one adopted child age 2, claims no religious preference, didn't finish high school, is middle-class SES and is a stay-at-home mom.

Each of these respondents may require a different approach when conducting in-depth interviews so as not to insult or embarrass them. You need their cooperation and willingness to openly discuss some very personal matters. How will you get it?

Discussion 2: What are the comparative benefits of a qualitative versus quantitative research design? With which would you feel most comfortable as a researcher? How might the research question and purpose affect your use of either?

D. Written Projects. There are four written projects throughout the semester on various topics consistent with course goals and objectives. For maximum score, projects should be well organized, thoughtfully constructed, and grammatically correct. All projects must be uploaded to Turnitin where indicated on the Moodle homepage.

Projects

1. Formulate a theory, identify one of its hypotheses, identify the principal concepts inherent in the hypothesis, explain how you would operationalize the concepts, and identify the dependent and independent variable(s). By example:
 - a. Theory: Poverty Causes Crime
 - b. Hypothesis: As the level of poverty increases, the level of crime also increases.
 - c. Concepts: (1) Poverty and (2) Crime.
 - d. Operationalizing Poverty: Family Income Levels (See Bureau of Labor Statistics Data).
 - e. Operationalizing Crime: Crime Rates (See UCR Data).
 - f. Dependent Variable: Crime (the crime rate is dependent on the level of poverty).
 - g. Independent Variable: Poverty (the poverty level is independent of the crime rate)
2. Using UCR data, construct a table or tables comparing the violent and property crime rates for the United States and the State of Louisiana in 1970, 1980, 1990, and 2000. What does the data suggest about crime in America and Louisiana? Is it rising or falling?
3. Prepare a proposal for IRB to approve your thesis research, if you have one, or the study described in Project 4 below. Use the IRB form posted on Moodle. I'm interested here in simply having you become familiar with the IRB form and the kind of information you would need for a real research project. You won't have all of the information required, so enter fictitious data as needed, and yes, I'm telling you to make-up whatever information a section may require that you don't actually possess. If a section isn't applicable to your research project (real or fictitious), enter "N/A".
4. Prepare a written questionnaire of 20 items addressing a research question of your choosing. Clearly state the research question in advance and be certain to capture both demographic data (e.g., age, gender, race, etc.) and opinion data (e.g., The criminal justice system is fair to all; I support the death penalty). Each question should have an appropriate number of potential responses, to include Likert-style responses where applicable.

5. Class Attendance and Department Policy

A. Attendance

Class attendance is regarded as an *obligation* as well as a privilege, and students are expected to regularly and punctually attend all classes in which they are enrolled. Failure to do so may jeopardize a student's scholastic standing and lead to failure or disenrollment from the class and/or suspension from the university (*See Student Bulletin*).

There are 28 class days in this semester. I award five points for each day of attendance that is punctual and lasts until class is dismissed, totaling 140 points for perfect attendance, with five points deducted for each day of unexcused absence. In addition, the final course grade derived from all scores on all graded elements and bonus points is reduced for *excessive* unexcused absences, as follows:

Unexcused Absences	Grade Reduction*
10	One Letter Grade
15	Two Letter Grades
20	Three Letter Grades

* By example, a student who would otherwise receive a course grade of “A,” but who accrues 10 unexcused absences, will receive a “B” for the course. A student who would otherwise receive a course grade of “B,” but who accrues 15 unexcused absences, will receive a “D” for the course. A student who would otherwise receive a course grade of “B,” but who accrues 20 unexcused absences, will receive an “F” for the course. Attendance matters.

Department. Northwestern recognizes the value of all individuals and strives to provide every student a full opportunity to achieve success by creating a climate in which faculty, staff, and students treat each other with dignity and respect, whether in the classroom or online. In keeping with those values, each student is entitled to a classroom environment that is free from distraction, promotes learning, and is conducive to the teaching-learning experience. Conversely, no student is entitled to behave in a way that adversely affects the educational processes of the university or the rights of others. To those ends, individual students are required to comport themselves in accordance with these values and standards during all interactions with other students or the instructor. See *Special Note* below and the *Student Code of Conduct*.

SPECIAL NOTE REGARDING ELECTRONIC DEVICES. Electronic devices are to be turned off at the beginning of each class period, unless the instructor specifically provides otherwise and authorizes their use. This includes phones, pads, and laptops. Unauthorized use of such devices will subject the offending student to a penalty of 10 points per incidence, whether occurring in the same or another class period.

C. Withdrawal. The official university policy for course withdrawal must be followed to avoid receiving a failing grade for This course. **You cannot simply stop participating.** If circumstances arise that require withdrawal, please confirm with the Instructor that you have been officially dropped.

Evaluation and Assessment: Exams, Grades, and Grading Scale.

General University grading policies are located in the current General Catalog under *Academic Regulations*, and the grading policies of this course comply with those requirements. The course has been divided into multiple graded elements to afford numerous opportunities for earning a good course grade. In other words, your final grade is not dependent on any one element.

The weight in points for each graded course element is shown below, and the final course score is computed by adding the points earned in each element, with a total possible score of 1700 points. The total points earned are then compared to the grading scale, also shown below, to determine the final course grade.

Graded Elements:	Assignments (10)	500 points (050 points each)
	Exam 1	075 points
	Exams 2-4	300 points (100 points each)
	Final Exam	200 points
	Topical Discussions (2)	100 points (050 points each)
	Projects (4)	300 points (075 points each)
	Attendance	140 points (005 pointsclass)
	Total	1615 points

Grading Scale:	A	90%
	B	80%
	C	70%
	D	60%
	F	Less Than 60%

Disability Statement. It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University’s commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact Disability Services, located in the Student Union, Room 240A, telephone 357-4460, or <http://studentaffairs.nslua.edu/disability-support> for more information.

Academic Honor Code. Academic dishonesty is defined as (1) acquiring or using a published test bank, (2) copying from another student’s test, paper, or computer file, (3) using unauthorized materials during a test, (4) collaborating during a test with any other person by giving or receiving information without authority, (5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests, (6) selling or giving away non-administered or unauthorized tests, (7) bribing anyone to obtain information about a test, (8) substituting for another student or permitting another person to substitute for oneself to

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take a test, (9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, (10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, (11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit, and (12) duplicity, defined as offering for credit identical or substantially unchanged work in two or more courses without approval by the instructor. Refer to the section in the Student Handbook concerning Academic Infractions and Sanctions for Academic Misconduct.

Academic dishonesty will result in one of the following disciplinary measures, as determined by the course instructor: (1) verbal/written warning, (2) conference with the department chair or dean, or (3) reduction of test/course grade to an "F". A student may subsequently be referred to Student Conduct and be placed on probation, suspended, expelled or forced to withdraw from Northwestern as a result of academic dishonesty.

COURSE CALENDAR

Week 01: Jan 13-19

Read Chapter 1: Introduction to Criminal Justice Research Methods

Assignment 1: Chapter 1

Project 1 (See Syllabus)

Week 02: Jan 20-26

Read Chapter 2: Ethics in Criminal Justice Research

Assignment 2: Chapter 2

Exam 1

Week 03: Jan 27-Feb 2

Read Chapter 3: Rival Causal Factors Only

Assignment 3: Chapter 3 (Rival Causal Factors)

Week 04: Feb 3-9

Read Chapter 3: Experimental Designs Only

Assignment 4: Chapter 3 (Experimental Designs)

Week 05: Feb 10-16

Read Chapter 4: Uniform Crime Reports Only (UCR's)

No Written Assignment

Project 2 (See Syllabus)

Week 06: Feb 17-23

Read Chapter 4: Sampling Only

Assignment 5: Chapter 4 (Sampling Only)

Exam 2: Chapters 1-4

Week 07: Feb 24-Mar 2

Read Chapter 5: Questionnaires

Assignment 6: Chapter 5

Week 08: Mar 3-9

Read Chapter 6: Interviews and Telephone Surveys

Assignment 7: Chapter 6

Discussion 1 (See Syllabus)

Week 09: Mar 10-16

Read Chapter 7: Participant Observation and Case Studies

Assignment 8: Chapter 7

Project 3 (See Syllabus)

Week 10: Mar 17-23

Read Chapter 8: Unobtrusive Measures, Secondary Analysis, and Uses of Official Studies

No Written Assignment

Exam 3: Chapters 5-8

Week 11: Mar 24-30

Read Chapter 9: Validity, Reliability, and Triangulated Strategies
Assignment 9: Chapter 9

Week 12: Mar 31-Apr 6

Read Chapter 10: Scaling and Index Construction
No Written Assignment

Week 13: Apr 7-13

Read Chapter 11: Policy Analysis and Evaluation Research
No Written Assignment

Week 14: Apr 14-20

Read Chapter 12: Coding, Tabulation, and Simple Data Presentation
Assignment 10: Chapter 12
Project 4 (See Syllabus)

Week 15: Apr 21 – 27

Discussion 2 (See Syllabus)
Exam 4: Chapters 9-12

Week 16: Apr 28 – May 2

Prepare for Final Exam
Final Exam: Chapters 1-12

Notice. The instructor reserves the right to modify this syllabus on notice to students by posting same in the Course Updates and Information section of the Moodle homepage. Moreover, the instructor reserves the right to deviate from the course calendar and/or the prescribed course of instruction during any class period.

NORTHWESTERN STATE UNIVERSITY

CRIMINAL JUSTICE DEPARTMENT

1. Identification of Course

CJ 4250 – Community Based Corrections
Fall, Spring & Summer Semesters
3 hours, Undergraduate credit
Prerequisites: CJ 2500 or consent of instructor

Textbook, Additional Reading, Supplementary Materials

Abadinsky, Howard – Probation and Parole, 12th Ed.
ISBN: 13: 978-0-13-348370-3
Additional Readings will be posted on Moodle.

General Information

Instructor: Bill Sexson

Associate Professor

Kyser Hall, Room 343 M

OFFICE HOURS

MW – 9 AM – 10 AM & 11 AM – 2:00 PM

TR – 9 AM – 11:00 AM

Phone – 318-357-4638

Email: sexsonw@nsula.edu

Web address: <http://www.criminaljustice.nsula.edu/>

2. Course Catalog Description

History, philosophy, and theory of pre-institutional, and after-care programs for probationers and paroles; the reintegration of the offender back into the community through community based corrections including diversion, pretrial, release, deferred sentencing, half-way houses, and work release.

Justification/Rationale

It is essential that students enrolled in the study of Criminal Justice have an understanding of the history and application of Community Based Corrections

Mission of College of Arts, Letter, Graduate Studies & research

The College provides a superior undergraduate education in Journalism, the Social Sciences, English, Psychology, and the Fine Arts. Faculty members in the College educated in the finest universities both in the United States and abroad, are dedicated to teaching using traditional and non-traditional technologies. The

College seeks to attract highly qualified students to master's programs in the Fine Arts, English, Psychology, and Social Sciences and to place graduates in the best doctoral programs and professional positions. The faculty of the College also seeks to remain on the cutting edge of scholarship and artistic production as reflected in books and articles accepted by leading publishing houses scholarly journals. Artistic efforts created in the College of Liberal Arts are presented at nationally respected galleries and performance centers.

Mission of the Criminal Justice Department

The Criminal Justice Department at Northwestern State University is dedicated to the education of students for professional, leadership, academic, and research careers in the challenging fields of criminal justice, public safety, homeland security, and public service. The Department provides instruction across a broad range of concepts, with the ultimate goals of student attainment of excellence in analytical and critical thinking abilities, effective interpersonal, communication, problem-solving skills, moral commitment, and the acquisition of substantive bases of knowledge, necessary to secure positions in criminal justice, all levels of government, public policy, and private organizations. Using active learning, participatory pedagogy, and a global perspective, the Department holds a generalist orientation, though innovative analyses, in a student-centered, nurturing environment, and emphasizing an occupational context.

3. Course Outcomes

At the conclusion of this course, the student will be able to:

- Differentiate between probation and parole
- Explain the concept of probation and its use
- State the concept of parole and its use
- Summarize the roles of rehabilitation and supervision as it relates to community based corrections
- List the advantages of intermediate sanctions in corrections

4. Student Activities and Experiences

It is the policy of Northwestern State University to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact the Office of Disability Support, which is located in the Student Union, Room 240A,

telephone 318-357-4460 or by email at
www.studentaffairs.nsula.edu/disability-support/

5. **Classroom Civility Statement:**

Northwestern State University students, staff, and faculty are expected to create an environment that promotes academic excellence, personal dignity, mutual respect, and individual responsibility in both face-to-face and electronic educational settings regardless of the content of the ideas and opinions being shared. Ideas and opinions that are controversial or in opposition to others are welcomed in the NSU environment, and this policy shall not be used to prohibit the sharing of controversial or unpopular ideas or opinions but merely to call for civility when idea and opinion sharing.

All members of the NSU community have the right to a safe environment free of disturbances and civil in all aspects of human relations. Whether in a face-to-face or online classroom, students who engage in disruptive or abusive discourse or actions may be removed from the class and subject to disciplinary sanctions. In on-campus classrooms, students who speak at inappropriate times, take frequent breaks, interrupt the class by coming to class late or leaving early, engage in loud or distracting behaviors, use cell phones or other noise-making devices, wear headphones, are distracted with computers or other electronic devices, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others during the class period may be removed from the class and may be subject to disciplinary action under the Northwestern State University Student Code of Conduct (Articles IV Infractions and VII Sanctions).

6. **Disability Policy**

It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example, in seating placement, in arrangements for examinations or other disability-related issues, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact the Office of Disability Support: **234 Friedman Student Union; 318-357-4460.**

7. **Academic Honor Code**

Academic dishonesty is defined as the following: 1) acquiring or using a published test bank, 2) copying from another student's test, paper or computer file, 3) using unauthorized materials during a test, 4) collaborating during a test with any other person by giving or receiving information without authority, 5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests, 6) selling or giving away non-administered or unauthorized tests, 7) bribing anyone to obtain information about a test, 8) substituting for another student or permitting another person to substitute for oneself to take a test, 9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, 10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, 11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit, and 12) duplicity, defined as offering for credit identical or substantially unchanged work in two or more courses without approval. Academic dishonesty will result in one of the following disciplinary measures to be decided by the course instructor: 1) verbal/written warning, 2) conference with department chair or dean, 3) reduction of test/course grade to an "F". A student may subsequently be referred to Student Conduct and be placed on probation, suspended, expelled or forced to withdraw from Northwestern as a result of academic dishonesty. Refer to the section in the Student Handbook concerning Academic Infractions and Sanctions for Academic Misconduct.

8. Statement on Sexual Harassment & Assault

NSU is committed to eliminating sexual misconduct in our community, advocating for students who have experiences sexual assault or harassment, and respecting the legal rights of both complainants and respondents. Misconduct involving sexual assault, sexual harassment, domestic violence, dating violence, stalking, a hostile environment caused by sexual harassment, sexual exploitation, coercion, retaliation, intimidation, sexual consent, and discrimination based on sexual orientation, gender identity or gender expression should be reported to the Dean of Students (318) 357-5286. Also, hate crimes, including those based on gender identity or national origin, should be reported. The offenses listed above are prohibited by the University. Information about conduct infractions and sanctions (Articles IV and VII of the Student Code of Conduct) are available on the NSU webpage at <https://www.nsula.edu/studenthandbook/>.

Reporting and Assistance: NSU strongly advocates reporting sex discrimination, sexual assault, intimate-partner violence, or sexual harassment. If a student discloses an incident they will learn options for assistance, such as health and wellbeing counseling, residence and class accommodations, and options for filing complaints or criminal charges. Disclosure to University personnel will not obligate the complainant to file a grievance or criminal charge, nor will it subject the complainant to scrutiny or judgmental opinions.

Students have two options:

1. Reporting to Dean of Students (318) 357-5286 or University Police (318) 357-5431.
For emergencies or a 24/7 Confidential Advisor, please call University Police.
2. Confidential Disclosure to Campus Counselor (318) 357-5621 or Confidential Advisor (318) 357- 5570.

For a comprehensive list of parish-wide resources for assistance, please visit <https://www.nsula.edu/notalone/>.

Confidentiality: All reporting of sex discrimination and sexual misconduct is treated as confidential to the greatest extent possible; the privacy of all individuals involved is important to the Northwestern State University. In most situations, only individuals involved in the resolution of the situation will have access to the information about the case. If there is a risk of the alleged perpetrator committing additional crimes, if a student is in immediate danger, or if there has been expressed intent to harm others, or other risks such as involvement of a weapon or the age of the students involved, the University may determine that it is necessary to compromise the level of privacy provided.

For more information and assistance in case of sexual assault or harassment, please see the Dean of Students *NSU: Not Alone* webpage: <https://www.nsula.edu/notalone/>.

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs and activities that receive federal financial assistance. NSU is committed to equal opportunity for student success by providing access to educational programs, tuition assistance, and social and recreational activities for all students without regard to race, color, gender, religion, sexual orientation, national origin, disability, genetic information, age, pregnancy or parenting status, veteran status, or retirement status.

9. Assignments/Tasks for Undergraduate Students

1. Four examinations consisting of multiple choice and/or true false questions (400 points) Written Report/Research Paper (100 points)
2. Special Assignments (Prison essay (20 Points) & in class assignments such as quizzes and essays on various topics will be assigned during class for a total of up to 100 points. There will be no make – up allowed for any missed in class assignments.
3. Total points possible in this course is 600 points.

A. Detailed Description of Report

1. Report will reflect an effort by each student to research some aspect of community based corrections. Students will be allowed flexibility in pursuing their own interests in choosing a topic. Students may choose a topic from the textbook or the prison system power point presentation, or they may choose one of the following suggested topics: Effectiveness of Probation, Effectiveness of Parole, Effectiveness of Treatment Programs, Electronic Monitoring, Compare/Contrast Probation and Parole, Determinate vs. Indeterminate Sentences, intermediate sanctions.
2. Report must include a title page with title, name of student, course title, date, and name of instructor.
3. Report must be no less than 7 and no more than 10 pages in length. It should be typed, double-spaced, using a size 12 font.
4. Report should be written using correct spelling, grammar and punctuation.
1. **Report will be written using the APA format with internal documentation and a works cited page listing at least four references, only half of which can be from the Internet. Students not familiar with the APA format can find assistance from the APA power point presentation, paper example and checklist located on Moodle.**
2. Report shall be submitted no later than the date indicated on the attached class schedule page. Late reports will not be accepted.
3. Other Community Based Corrections related topics may be chosen, but clear them with your instructor.
4. **Papers shall be submitted through Turn-it-in located on Moodle. Papers submitted by email will not be accepted.**
5. Opinions alone are not acceptable unless supported by appropriate research. **(Reference material retrieved from Wikipedia and other encyclopedias will not be accepted)**

All sources other than your own ideas must be documented in the paper and on the works cited page.

10. Content

Methods of Instruction/Procedures

Methods of Instruction/Procedures

This is primarily a lecture course. Students are expected to participate in class discussion. The course will include classroom assignments, quizzes, and outside research.

Course Calendar/Schedule

The course calendar/schedule is available on Moodle

11. Evaluation Policies – Course Requirements, Activities, & Evaluation Procedures

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Class Attendance Policy

Students are expected to attend all classes and to be on time. Poor classroom attendance and tardiness are a negative reflection on you and may influence future employment or academic recommendations. All students should familiarize themselves with the university's class attendance policy. If you are going to be absent or late, contact the instructor as soon as possible.

Special Assignment/In-class Essays/Quizzes: Students may be required to write a brief essay at the beginning of some classes. The topic will be presented by the instructor and will involve some aspect of probation and parole. Essays will be hand written and handed in during class. Students may also be required to take quizzes from time to time. **Since these are in-class assignments no make-up essays/quizzes allowed.**

Extra Credit: There is no extra credit possible in this course

Reports should be turned in no later than the date indicated on the attached class calendar/schedule. **The prison essay is worth 15 points and the written report will be worth 100 points. Late assignments, to include the essay and written report, will not be accepted. Early submissions of reports are accepted and encouraged.**

12. Evaluation and Assessment: Exams, grades, grading scale

For Undergraduate Students

Your grade for this course will be based on a percentage of 600 points plus additional points for special assignments. 100 points per exam (400 points total), 100 points for the written report, and 100 points for special assignments. Grade scale: A = 90 - 100; B = 80 - 89; C = 70 - 79; D = 60 - 69; F = below 60.

13. Supplemental Materials and Information

Moodle will be a primary mechanism for the transmission of information in this class. Links to the course syllabus, calendar, test scores, APA resources, communication with the instructor and other information will be available through this medium.

14. Bibliography

NSU Homepage

<http://nsula.edu>

NSU Department of Criminal Justice

<http://criminaljustice.nsula.edu>

GSRCPi

<http://www.gsrcpi.org>

Watson Library

<http://library.nsula.edu/>

Watson Library Databases

<http://library.nsula.edu/databases/>

NSU Bookstore

<http://nsula.bncollege.com/webapp/wcs/stores/servlet/BNCHomePage?storeId=58051&catalogId=10001&langId=-1>

Campus Corner

<http://www.campuscorner.com/home.aspx>

13. Syllabus

This syllabus is a living document, which is subject to change and modification during the semester. Changes will be discussed.

**SCHOOL OF LIBERAL ARTS
DEPARTMENT OF CRIMINAL JUSTICE, HISTORY, &
SOCIAL SCIENCE**

1. Identification of Course

CJ 4450 Criminal Law
9 AM MWF, Rm 429
3 Credit hours
Undergraduate credit
Prerequisites: CJ2400 or consent of instructor

Textbook, Additional Reading, Supplementary Materials

Criminal Law, Joel Samaha. 11th ed., Belmont, CA.: Wadsworth/Thompson Learning, Inc., 2014.

ISBN-10: 1285061918; **ISBN-13:** 978-1285061917

The book is available from Campus Corner Bookstore on the NSU campus or at www.campuscornerinc.com by the Internet. You may call Campus Corner Bookstore at (318) 357-4473 or (318) 352-9965 with a credit card to have it sent to you via UPS or order directly from the Internet.

General Information

Instructor: Bill Shaw
Keyser Hall, Room 343-F
Phone: 318-357-6928
E-mail address: shawb@nsula.edu
Fax: 318.357.6966
Office Hours: 8-9 MWF
11-12 F
8-11 TTh
Preferred virtual mechanism communications: --
on-campus students: office or classroom;
--Internet courses: e-mail.
Web address: <http://www.nsula.edu/criminaljustice/>

2. Course Catalog Description

This course explores the legal definition of crime and defenses; purposes and functions of the substantive criminal law, its historical foundations, limits of criminal law, and is a case study approach.

3. Course Outcomes

Relate the nature and purpose of criminal law and the Constitutional limits on criminal law. State the general principles of criminal liability. Describe the uncompleted crimes: attempt, conspiracy, and solicitation. Interpret the criminal liability in reference to justifications and excuses. Compare and contrast crimes against persons and crimes against property.

4. Content

Methods of Instruction/Procedures

This is primarily a lecture and case study course. Students are required to read all assignments for this course. Students are expected to participate in class discussion. The course will include videotapes and outside research.

Course Outline

- i. Criminal law & Criminal Punishment
- ii. Constitutional Limits on Criminal Law
- iii. The General Principles of Criminal Liability: *Actus Reus*
- iv. The General Principles of Criminal Liability: *Mens Rea*
Concurrence, Causation, and Ignorance, and Mistake.
- v. Defenses to Criminal Liability: Justifications
- vi. Defenses to Criminal Liability: Excuse
- vii. Parties to Crime and Vicarious Liability
- viii. Inchoate Crimes: Attempt, Conspiracy, and Solicitation
- ix. Crimes Against Persons I: Criminal Homicide
- x. Crimes Against Persons II: Criminal Sexual Conduct and Others
- xi. Crimes Against Property
- xii. Crimes Against Public Order and Morals
- xiii. Crimes Against the State

Course Calendar/Schedule:

<u>Date</u>	<u>Remarks</u>
August 24	First class
September 04	First Exam —20 pts., bring scantron & pencil
September 07	Labor Day Holiday
September 18	Second Exam —30 pts, scantron, pencil
September 21	Turn in topic for Report by email by 5 PM
October 02	Third Exam —30 pts, scantron, yada yada
October 5-6	Fall Break
October 16	Fourth Exam —by now you got it, right?
October 19	Report by 5 PM (electronic thru Moodle)
October 30	Fifth Exam
November 13	Sixth Exam
November 23-28	Thanksgiving Break
December 07	Seventh Exam
December 09 (Wed.)	Makeups , senior finals, pick up test #7
December 16, Wed. 9 AM	Final Exam

5. Evaluation Policies – Course Requirements, Activities, & Evaluation Procedures

General University attendance and grading policies are located in the

current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Assignments/Tasks for Undergraduate Students

1. Seven short examinations and a final consisting of multiple choice questions
2. Class participation
3. Written Report

Detailed Description of Report

A. Written Report:

1. Report will reflect an effort by each student in research into some an aspect of criminal law.
2. **The paper must be submitted electronically through Moodle under “paper submission link.” If you do not receive a confirmation email from Turnitin, the paper did not submit correctly.**
3. Report must be no less than 7 ½ pages and no more than 10 pages in length. It must be typewritten and double-spaced, using a size 12 font, not boldface. This does not include cited page. Only **Arial** or **Times New Roman** fonts are permitted. NO TITLE PAGE. For this more about this, see the instructions in #5, link to MLA site.
4. Report should be written using correct grammar and punctuation.
5. Report will be written using the **MLA** format with **internal documentation** and a **works cited page** listing at least four references. [Any from the Internet must be peer-reviewed research, not blogs or someone’s opinion. Major news sources are ok (MSNBC, FOX, CNN, ABC, CBS, etc. Government and university sites are usually ok, but check first. **DO NOT USE WIKIPEDIA.ORG!!** If you do, it will not be counted as a source. I may even count off for it. It is NOT reliable.]
Information concerning MLA can be found at:
<https://owl.english.purdue.edu/owl/resource/747/01/>
This site has links with which you can check your formatting.
6. Report shall be submitted no later than the date indicated on the class schedule page. Late reports will

be accepted, but **10 points will be deducted for each day late**, beginning at 5 PM on the day on which the report is due. Papers may be submitted early. **The paper will be submitted electronically through the link “paper” on the welcome page of Moodle. It’s your job to submit it. Don’t email it to me.** An originality report will be generated for you after you submit it. Any paper with a **similarity report greater than 25%** will not be graded. You might want to submit early and revise if the originality report is too high. If you want to resubmit after the due date, you may but you will have to contact me and I will have to delete the original submission first. The final date of submission will be date used to compute the number of points deducted from the grade if the paper is late.

7. Papers will be graded along the following guidelines:
 - a. Any **failure to comply with MLA** format results in the loss of 20 points (this includes form of bibliography entries, notes, format of pages, etc.). 20 points will be lost for **each** lack of compliance with MLA. If your page numbers are out of compliance, that’s minus 20 points. If a bibliographic entry is out of compliance, that’s another 20 points, etc.
 - b. **Failure to comply with any requirements** found in syllabus is minus 20 points (this includes lack of stapling). 20 points will be lost for each reference less than the requirement of 4. However, a complete lack of references will result in a zero.
 - c. The **lack of a works cited page or complete lack of in-text citations** will result in a zero. **This constitutes plagiarism (claiming someone else’s work as your own) & is illegal.** Works that are not cited in the body of the paper, even if listed in the “works cited” page will not count as a “work cited” because it isn’t one. **Direct quotes must be indicated by quotation marks or block quotes. Any quotation longer than 10 lines will earn the paper a ZERO.**
 - d. 10 points will be deducted for every page that the report is short of the 7 ½ page requirement. The title and works cited pages do not count in the 7 ½ page length.
8. The topic of the paper can reflect the student’s interest

in a specific problem or area related to criminal law. A few sentences describing the proposed project will be required and must be submitted on the date indicated on the class schedule and approved by the instructor.

Class Attendance Policy

1. Class attendance is regarded as an obligation as well as a privilege, and all students are expected to attend class regularly and punctually. Excuses for absences must be submitted to the instructor within three days after returning to class.
2. Students who come to class after the roll is called will be counted absent. Period. No exceptions. Don't ask.
3. Students who must leave prior to end of class should inform the instructor before the class begins or the class may be counted as an unexcused absence.
4. Excessive unexcused absences may result in your class grade being lowered and can lead to suspension from the university.

6. Evaluation and Assessment: Exams, grades, grading scale

Your grade for this course will be based on a percentage of 400 points—20 points for the first exam, 30 points per exam thereafter for a total of 200 points, 100 points for the final exam, and 100 points for the written report.

Make-ups: If you miss a test, it can be made up before the test is posted on Moodle before the next class. There will be a 3 point deduction from the grade for taking it late. If the test is not made up before the test is posted, it can be made up on the last day of class for the semester. It will not be the same test taken by the class and will be essay. There will not be a penalty for taking this test late as your grade will be low enough.

If a student needs to take a make up test they must submit a written request to the instructor. **This may be submitted before the final two weeks of the semester and must be submitted before the second to last class meeting.**

Grade scale:

- 400 to 360 points = A (100 to 90%)**
- 359 to 320 points = B (89 to 80%)**
- 319 to 280 points = C (79 to 70%)**
- 279 to 240 points = D (69 to 60%)**
- 239 to 0 points = F (59% or less).**

Disabilities Statement

It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example, in seating placement or in arrangements for examinations, should inform

the instructor at the beginning of the course. Students with disabilities are encouraged to contact the Office of Disability Support, which is located in Student Union, Room 240-A, telephone 357-4460.

Classroom Civility Statement:

Each Northwestern State University student is encouraged to help create an environment that promotes learning, dignity, and mutual respect for everyone in the learning environment. Students who speak at inappropriate times, take frequent breaks, interrupt the class by coming to class late or leaving early, engage in loud or distracting behaviors, use cell phones or pagers (other noise-making devices like watches with alarms), listen to headphones/CDs, play with computers or hand held games, use inappropriate language, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others during the class period may be asked to leave the class and subjected to disciplinary action under the Northwestern State University Student Code of Conduct and Sanctions (Article VII Sanctions). The instructor of a course may deem additional behaviors or actions inappropriate; these action or behaviors will be outlined in the course syllabus. Copies of the infractions and sanctions are available on the NSU web sites at www.nsula.edu/studenthandbook/documents/StudentHandBook05-6.pdf or <http://www.nsula.edu/studenthandbook>.

Academic Honor Code

Academic dishonesty is defined as the following: 1) acquiring or using a published test bank, 2) copying from another student's test, paper or computer file, 3) using unauthorized materials during a test, 4) collaborating during a test with any other person by giving or receiving information without authority, 5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests, 6) selling or giving away non-administered or unauthorized tests, 7) bribing anyone to obtain information about a test, 8) substituting for another student or permitting another person to substitute for oneself to take a test, 9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, 10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, and 11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit. 12) "Duplicity" defined as the offering for credit identical or substantially unchanged work in two or more courses without approval in advance by the Instructor (s) and is not permitted.

Academic dishonesty will result in one of the following disciplinary measures to be decided by the course instructor: 1) verbal/written warning, 2) conference with department chair or dean, 3) reduction of test/course grade to an "F". A student may subsequently be placed on probation or suspended or expelled and forced to withdraw from Northwestern as a result of academic dishonesty.

Refer to the section in the Student Handbook concerning Academic Infractions and Sanctions for Academic Misconduct.

Attendance and Tardiness

I have been asked if attendance affects one's grades. While it does not do so directly (such as points added or subtracted) it does have this consequence. At the end of the semester, as I sit at my desk grading the final, adding all of those

accumulated points for each student, determining what treasures they have laid up for themselves as their academic reward, I, occasionally, come across a student who has fallen short of the mark of the next highest letter grade by a meager two or three points. I consider this to be sad, tragic even, and my heart yearns to help this student. However, before I lend my aid to the needy, I, unlike Jesus, try to determine whether my succor is being extended to a worthy soul. To do this, I look at that waif's attendance record. If I joyously observe that they have missed but one or two classes, then I will immediately rush to their relief and, magically, a C will become a B, a 343 will become a 344, etc. However, if, with great shock and disappointment, I see that this student has fallen deeply in the pit of absenteeism then my healing red pen will be withheld—no points will be added and the student will receive exactly the grade they have earned. Remember, education is not by grace but by merit. If you come in after I take role, I will count you absent. These will be judged as important in deciding what grade to assign as any other absent. Being late for class is as revealing of a student's attitude towards class as an absence.

**DEPARTMENT OF CRIMINAL JUSTICE, HISTORY, SOCIAL
SCIENCES
Northwestern State University**

1. Identification of Course

CJ 4460- Criminal Evidence and Procedure
Fall/Spring/Summer semesters
3 Credit hours
Undergraduate credit
Prerequisites: CJ2400 or consent of instructor

Required Textbook, Additional Reading, Supplementary Materials

Criminal Procedure, Joel Samaha. 8th ed., Belmont, CA:
Wadsworth/Thompson Learning, Inc., 2012.

ISBN-13: 978-0-495-91335-1.

The book is available from the NSU Bookstore on campus. You may call the Bookstore at (318) 357-5944 with a credit card to have it sent to you via UPS.

General Information

Instructor: Shirley A. Snyder, Doctor of Law
Room: 343C Kyser Hall
Phone: 318-357-6967
E-mail address: snyders@nsula.edu
Fax: 318.357.6966 (Do not use for Internet courses)
Office Hours: posted on MOODLE
Preferred virtual mechanism communications:
--Internet courses: e-mail: snyders@nsula.edu.
Web address: <http://criminaljustice.nsula.edu/>.

2. Course Catalog Description

This course explores constitutional and procedural considerations affecting arrest, search and seizure, and post-conviction treatment; the origin, development, philosophy, and constitutional basis of evidence; the kinds and degrees of evidence and rules governing admissibility; judicial decisions interpreting individual rights; done through a case study approach.

Justification/Rationale

The course is designed to provide criminal justice students a better comprehension of the balance needed between the power of the government to enforce the criminal law against the rights of individuals to come and go as they please without government interference. The course is designed to learn general principles of criminal evidence and procedure and then to examine the application of these principles to actual cases in the criminal court system. This is done in a case study approach to provide students the opportunity to consider the question of legal process through actions by government through the study of actual cases, which have been processed through the criminal court system. This course is designed to further prepare the criminal justice student to be competitive in obtaining employment in the criminal justice field.

Mission of the Criminal Justice Program

The Criminal Justice Program at Northwestern State University is dedicated to the education of students for professional, leadership, academic, and research careers in the challenging fields of criminal justice, public safety, homeland security, and public service. The program provides instruction across a broad range of concepts, with the ultimate goals of student attainment of excellence in analytical and critical thinking abilities, effective interpersonal, communication, problem-solving skills, moral commitment, and the acquisition of substantive bases of knowledge, necessary to secure positions in criminal justice, all levels of government, public policy, and private organizations. Using active learning, participatory pedagogy, and a global perspective, the program holds a generalist orientation, though innovative analyses, in a student-centered, nurturing environment, and emphasizing an occupational context.

3. Course Outcomes (Objectives)

Develop an understanding of the complex nature of criminal evidence and procedure, including an understanding of the principles and processes involved, the Constitution as it relates to criminal procedure, and the purposes and functions of criminal evidence and procedure and the limits and restrictions on it by the decisions of the Supreme Court throughout history in our contemporary American criminal justice system.

Understand better the Constitution as it pertains to criminal procedure and criminal evidence, the impact of the interpretation of those laws by the courts, and the balancing of government powers and individual rights.

Examine particular case law to develop a better understanding of interpretations of Constitutional law by the court as it pertains to appropriate criminal procedures and gathering criminal evidence.

Examine the professional and ethical responsibilities of police, prosecutors, defense counsel, and judges and the roles of each to criminal procedure and evidence.

Study the philosophical, historical, and political basis for court interpretations of the Constitution of the United States.

Gain an understanding of the Constitution and the authority it has as it relates to criminal procedure.

Examine evidence and procedure as they pertain to search and seizure, stop and frisk, and seizures of persons as they relate to the Fourth Amendment.

4. Content/Methods of Instruction/Procedures

This is an Internet course. Students will be required to read the required text, complete and submit all assignments in a timely manner for this course. This includes completing and submitting examinations, discussion board participation, and writing requirements, as well as any other requirements the professor sets. This course will require outside research.

This is an **8-week course** and students ***MUST meet deadlines*** set for the course. (No makeup exams). Students must complete the work assigned each week by the deadline set for that week. *Assignments handed in after deadlines will receive no credit.* Review class schedule, email, and Moodle *daily* for deadlines!

Reviews for exams are set in the last pages of each chapter in the book. Additional reviews are provided on MOODLE and may be completed at your preference. Reviews are **not** to be handed in!

Course Calendar/Schedule: Provided by the instructor. (See MOODLE).

Course Outline

- i. Crime Control in a Constitutional Society
- ii. Criminal Procedure and the Constitution
- iii. The Definition of Searches and Seizures
- iv. Stop and Frisk
- v. Seizures of Persons: Arrest
- vi. Searches for Evidence
- vii. Special-Needs Searches
- viii. Self Incrimination

- ix. Identification Procedures
- x. Remedies for Constitutional Violations I: The Exclusionary Rule and Entrapment
- xi. Constitutional Violations II: Other Remedies Against Government Misconduct
- xii. Court Proceedings I: Before Trial
- xiii. Court Proceedings II: Trial, and Conviction
- xiv. After Conviction
- xv. Criminal Procedure in Crisis Times

5. Evaluation Policies – Course Requirements, Activities, & Evaluation Procedures

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Assignments/Tasks

1. Writing Requirements: two one-page essays (700 words in response) submitted in discussion boards, timely completion and submission of two (2) discussion board assignments (plus two extra credit discussion boards), and chapter review assignments (Chapter assignments will not be handed in for eight week courses; only sixteen week courses. Completion of those review questions will help you review for exams).
2. Examination requirements: timely and independent completion of all examinations. (Note: *MOODLE identifies if and when a student signs on to take an exam and the length of time the student was on the exam.*)
3. Class participation requires daily, consistent and timely checking of MOODLE and email, timely completion of assignments, briefs, and exams, and responsible participation in the course.
4. NOTICE: This professor will not give extra credit work at the end of the semester for students who did not complete the work required.

Class Attendance Policy

This is an Internet course. Class attendance is regarded as an obligation as well as a privilege, and for Internet courses, all students are expected to complete and submit class work as scheduled. This is an Internet course. Students are responsible for the *timely* completion of all course requirements.

6. Disability Statement

It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodations, for

example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact Disability Support & Tutoring, located in Friedman Student Union, Room 234, telephone 318-357-4460; fauchauxc@nsula.edu.

7. Academic Honor Code.

Academic dishonesty is defined as the following: 1) acquiring or using a published test bank, 2) copying from another student's test, paper or computer file, 3) using unauthorized materials during a test, 4) collaborating during a test with any other person by giving or receiving information without authority, 5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests, 6) selling or giving away non-administered or unauthorized tests, 7) bribing anyone to obtain information about a test, 8) substituting for another student or permitting another person to substitute for oneself to take a test, 9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, 10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, and 11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit, and 12) duplicity, defined as offering for credit identical or substantially unchanged work in two or more courses without approval.

Academic dishonesty will result in one of the following disciplinary measures to be decided by the course instructor: 1) verbal/written warning, 2) conference with department chair or dean, 3) reduction of test/course grade to an "F". A student may subsequently be referred to Student Conduct and be placed on probation or suspended or expelled and forced to withdraw from Northwestern as a result of academic dishonesty.

Refer to the section in the Student Handbook concerning Academic Infractions and Sanctions for Academic Misconduct.

8. Policy on Academic honesty, behavior, classroom management.

Every student and student group shall be required to act lawfully and in such a way as not to adversely affect the educational processes of the University or the rights of others.

Students have a right to an environment conducive to learning and free from distraction and are responsible for behavior, which is conducive to the teaching/learning process.

Collaborating, conspiring or cooperating during an examination with any other person by giving or receiving information without authority is forbidden.

9. Classroom Civility Statement.

Northwestern State University students, staff, and faculty are expected to create an environment that promotes academic excellence, personal dignity, mutual respect, and individual responsibility in both face-to-face and electronic educational settings regardless of the content of the ideas and opinions being shared. Ideas and opinions that are controversial or in opposition to others are welcomed in the NSU environment, and this policy shall not be used to prohibit the sharing of controversial or unpopular ideas or opinions but merely to call for civility when idea and opinion sharing.

All members of the NSU community have the right to a safe environment free of disturbances and civil in all aspects of human relations. Whether in a face-to-face or online classroom, students who engage in disruptive or abusive discourse or actions may be removed from the class and subject to disciplinary sanctions. In on-campus classrooms, students who speak at inappropriate times, take frequent breaks, interrupt the class by coming to class late or leaving early, engage in loud or distracting behaviors, use cell phones or other noise-making devices, wear headphones, are distracted with computers or other electronic devices, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others during the class period may be removed from the class and may be subject to disciplinary action under the Northwestern State University Student Code of Conduct (Articles IV Infractions and VII Sanctions).

The instructor of a course may deem additional behaviors or actions inappropriate; these actions or behaviors will be outlined in the course syllabus. Copies of infractions and sanctions are available on the NSU website at: <https://www.nsula.edu/studenthandbook/>.

10. Statement on Sexual Harassment & Assault.

NSU is committed to eliminating sexual misconduct in our community, advocating for students who have experiences sexual assault or harassment, and respecting the legal rights of both complainants and respondents. Misconduct involving sexual assault, sexual harassment, domestic violence, dating violence, stalking, a hostile environment caused by sexual harassment, sexual exploitation, coercion, retaliation, intimidation, sexual consent, and discrimination based on sexual orientation, gender identity or gender expression should be reported to the Dean of Students (318) 357-5286. Also, hate crimes, including those based on gender identity or national origin, should be reported. The offenses listed above are prohibited by the University. Information about conduct infractions and

sanctions (Articles IV and VII of the Student Code of Conduct) are available on the NSU webpage at <https://www.nsula.edu/studenthandbook/>.

Reporting and Assistance: NSU strongly advocates reporting sex discrimination, sexual assault, intimate-partner violence, or sexual harassment. If a student discloses an incident they will learn options for assistance, such as health and wellbeing counseling, residence and class accommodations, and options for filing complaints or criminal charges. Disclosure to University personnel will not obligate the complainant to file a grievance or criminal charge, nor will it subject the complainant to scrutiny or judgmental opinions.

Students have two options:

1. Reporting to Dean of Students (318) 357-5286 or University Police (318) 357-5431.
For emergencies or a 24/7 Confidential Advisor, please call University Police.
2. Confidential Disclosure to Campus Counselor (318) 357-5621 or Confidential Advisor (318) 357- 5570.

For a comprehensive list of parish-wide resources for assistance, please visit <https://www.nsula.edu/notalone/>.

Confidentiality: All reporting of sex discrimination and sexual misconduct is treated as confidential to the greatest extent possible; the privacy of all individuals involved is important to the Northwestern State University. In most situations, only individuals involved in the resolution of the situation will have access to the information about the case. If there is a risk of the alleged perpetrator committing additional crimes, if a student is in immediate danger, or if there has been expressed intent to harm others, or other risks such as involvement of a weapon or the age of the students involved, the University may determine that it is necessary to compromise the level of privacy provided.

For more information and assistance in case of sexual assault or harassment, please see the Dean of Students *NSU: Not Alone* webpage: <https://www.nsula.edu/notalone/>.

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs and activities that receive federal financial assistance. NSU is committed to equal opportunity for student success by providing access to educational programs, tuition assistance, and social and recreational activities for all students without regard to race, color, gender, religion, sexual orientation, national origin, disability, genetic information, age, pregnancy or parenting status, veteran status, or retirement status.

Bibliography: Readings

http://www.nsula.edu/watson_library/

http://www.nsula.edu/watson_library/database/

Revised 8-20-15sas

**DEPARTMENT OF CRIMINAL JUSTICE, HISTORY, SOCIAL SCIENCES
Northwestern State University**

***** Pay special attention to text in red! *****

1. Identification of Course

CJ 4470 Internet - Advanced Criminalistics and Forensic Science
Fall 2015 semester
3 Credit hours
Undergraduate credit
Prerequisites: CJ 2600

Textbook, Additional Reading, Supplementary Materials

Forensic Science: From the Crime Scene to the Crime Lab (2nd Ed.)
ISBN: 9780131391871
Author: Saferstein
Publisher: Prentice Hall

The book is available from the NSU Bookstore on campus. You may call the Bookstore at (318) 357.5944 with a credit card to have it sent to you via UPS.

General Information

Professor: Sharon Green, M.S.F.S.
Kyser Hall: Room 343-D
Phone: 318-357-5982
Phone: 318-357-6967 (Main Office)
Fax: 318.357.6966
Email: greens@nsula.edu
Office Hours: Virtual
Web address: <http://criminaljustice.nsula.edu/>

2. Course Catalog Description

The practical application of science to law in a criminal justice setting. Students will fully examine the role that physics, chemistry, biology, pathology, anatomy, psychology, and other branches of science play in courtroom settings. Emphasis will be placed on the application of scientific methods in relation to crime solving.

Justification/Rationale

This course is designed to provide those entering the criminal justice field, as well as other students, with an understanding of how we as a society determine what behaviors we define as criminal and the agencies that we have created to enforce those criminal laws.

Mission of the Criminal Justice Department

The Criminal Justice Department at Northwestern State University dedicated to the education of students for professional, leadership, academic, and research careers in the challenging fields of criminal justice, public safety, homeland security, and public service. The Department provides instruction across a broad range of concepts, with the ultimate goals of student attainment of excellence in analytical and critical thinking abilities, effective interpersonal, communication, problem-solving skills, moral commitment, and the acquisition of substantive bases of knowledge, necessary to secure positions in criminal justice, all levels of government, public policy, and private organizations. Using active learning, participatory pedagogy, and a global perspective, the Department holds a generalist orientation, though innovative analyses, in a student-centered, nurturing environment, and emphasizing an occupational context.

3. Course Outcomes (Objectives)

At the end of the term, each student will understand and be able to critically evaluate the application of science to law in a criminal justice setting. Students will explore the role that physics, chemistry, biology, pathology, anatomy, psychology, and other major branches of the science play in a courtroom setting.

4. Content/Methods of Instruction/Procedures

This is an on-line lecture course. Students are expected to participate in class discussion via Moodle forums. The course will include, written assignments and outside research.

Course Schedule/Outline

(To be provided by Professor on Moodle)

5. Evaluation Policies – Course Requirements, Activities, & Evaluation Procedures

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Assignments/Tasks

Weekly assignments: Students are required to complete and turn in chapter assignments as specified by the Professor. **Assignments must include both the question and the answer, if applicable. Students must put their name at the top of all assignments – in the assignment body. If I do not know who submitted the work, I cannot submit a grade for it.**

Late assignments will NOT be accepted.

Moodle Forums: Students are required to submit answers to posted discussion

board questions as specified by the Professor. Refer to “*Course Schedule/Outline*”. New topics will be presented according to the date on the course schedule/outline. Appropriate submissions will include well thought-out, researched answers and should be, at a minimum, at least a paragraph. **Students are also required to post replies to at least two of your classmates’ posts each week.*

Examinations: There will be a total of 4 exams. The examinations will be fill-in-the-blank, multiple choice, and short answer questions. See “*Course Schedule/Outline*” for examination dates.

Research Paper: Students will be required to complete a research paper regarding the topic of their choice as long as it is covered in the text.

- The report must be at least 8 pages in length and include a title page, at least eight (6) pages of text, and a reference page.
- The report must be typewritten, double spaced, using size 12 fonts, Times New Roman and *not* boldface.
- This paper must be supported by at least scholarly 3 references; Wikipedia and U-Tube are not acceptable references. Proper grammar, correct spelling, and punctuation are mandatory.
- Report must be written using APA format.
- Reports shall be turned in no later than the date indicated on the attached class schedule. The report will be worth 100 points (10% of your grade). ***Late reports will NOT be accepted!***
- *Early submissions of reports are accepted and encouraged.* See “*Course Schedule/Outline*” for due dates.

Class Attendance Policy This is an on-line lecture course.

6. Evaluation and Assessment: Exams, grades, grading scale

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Your grade for this course will be based on a percentage of 900 points: 100 points for each exam (4 exams = 400), 20 points for each weekly assignment (18 assignments = 360 total), 40 points for Moodle forums (4 forums = 40 points), and 100 points for the written report.

Bibliography: Readings

<http://library.nsula.edu/>

Disability Statement

It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University’s commitment to equal educational opportunities. Any student with a disability who needs accommodations, for

example in seating placement or in arrangements for examinations, should inform the Professor at the beginning of the course. Students with disabilities are encouraged to contact Disability Services, which is located in Kyser Hall, Room 239, telephone 357-6950 or (TTD) 357-4393.

Academic Honor Code

Academic dishonesty is defined as the following: 1) acquiring or using a published test bank, 2) copying from another student's test, paper or computer file, 3) using unauthorized materials during a test, 4) collaborating during a test with any other person by giving or receiving information without authority, 5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests, 6) selling or giving away non-administered or unauthorized tests, 7) bribing anyone to obtain information about a test, 8) substituting for another student or permitting another person to substitute for oneself to take a test, 9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, 10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, and 11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit.

Academic dishonesty will result in one of the following disciplinary measures to be decided by the course Professor: 1) verbal/written warning, 2) conference with department chair or dean, 3) reduction of test/course grade to an "F". A student may subsequently be placed on probation or suspended or expelled and forced to withdraw from Northwestern as a result of academic dishonesty.

Refer to the section in the Student Handbook concerning Academic Infractions and Sanctions for Academic Misconduct.

DEPARTMENT OF CRIMINAL JUSTICE

CRIMINAL JUSTICE (CJ 4475) & HOMELAND SECURITY PROGRAM (HS 5050)

Homeland Security

FALL 2015

1. Identification of Course

A. CJ 4475 / HS 5050– Homeland Security

- Spring and Fall semesters
- **This is an Internet Course**
- 3 X Credit hours
- Undergraduate / Graduate credit
- Prerequisites: Undergraduate – CJ 2300
- Graduate – None

B. Textbook, Additional Reading, Supplementary Materials

- Sauter, M. A. & Carafano, J. J. (2012). *Homeland Security (2nd Ed.)*, New York: McGraw Hill Publishing Co. ISBN: 978-0-07-177400-0

- The book is available from Barnes & Noble Bookstore on the NSU campus. You may call the Bookstore at (318) 357.4473 with a credit card to have it sent to you via UPS.

C. General Information

- Instructor: Mr. Frank R. Hall
- Instructor BIO: Separate Attachment
- Kyser Hall, Room: 108-B
- Phone: 318-357-4571 (FAX) 318-357-6966
- Office Hours: M/W 0900 - 1100 / 2:00 - 3:00, T/TH 1:00-3:00
- E-mail address: half@nsula.edu

D. Technology Requirements

- **A computer** with the following **minimum** configuration:
 - Microsoft Windows 2000, XP or later version
 - 800 MHz processor (1.5 GHz strongly recommended for recordings)
 - 512 MB of RAM (main memory)
 - 40 MB of hard-disk space for program installation

PowerPoint

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- **PowerPoint 2007** for completing projects and required multimedia slide shows for presentations. This Microsoft package is available at most big retail stores.

- **Optional: USB flash drive or CD-RW** for saving/backing-up Large assignment files. Your assignments can also be saved to your hard drives. Note: Also remember that you have an M: drive from NSU available via your MyNSU.

2. Course Catalog Description. A study of the interrelatedness of Homeland Security and the Public Safety sector.

A. Justification / Rationale. September 11, 2001 has caused the criminal justice system to undergo tremendous change. This course will provide students with an understanding of the homeland security system, the contemporary terrorist threat and strategy, the vital roles that every American has to play, significant policy debates facing the United States, and practical methods to assure the safety of our communities and families.

B. Mission of the Department of Criminal Justice. The Criminal Justice Department at Northwestern State University is dedicated to the education of students for professional, leadership, academic, and research careers in the challenging fields of criminal justice, public safety, homeland security, and public service. The Department provides instruction across a broad range of concepts, with the ultimate goals of student attainment of excellence in analytical and critical thinking abilities, effective interpersonal, communication, problem-solving skills, moral commitment, and the acquisition of substantive bases of knowledge, necessary to secure positions in criminal justice, all levels of government, public policy, and private organizations. Using active learning, participatory pedagogy, and a global perspective, the Department holds a generalist orientation, though innovative analyses, in a student-centered, nurturing environment, and emphasizing an occupational context.

C. Mission of the Homeland Security Program. Through the Homeland Security Act of 2002, the United States Strategic Plan and Strategy focused on the organization and mobilization of our country, in a unified national effort to secure the homeland from terrorist attacks. Mirroring the U.S. department of Homeland Security, the mission of the NSU Department of Criminal Justice is to provide advanced graduate education through exploration and application of state-of-the-art theory. Executed through the utilization of multidisciplinary and comparative analysis, to understand, predict, and explain the potential of International and Domestic terrorist attacks, natural and manufactured hazards, regarding both traditional and asymmetrical threats to our nation. Students will gain a distinct appreciation for the complexities of homeland security challenges, significant responses, the development of transnational policy formulation, and evaluation of counterterrorism methods. The Masters Degree in Homeland

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Security is unique in that it may be the only graduate degree to attempt to provide answers to these inexorable International and National threats. As such, instruction and analysis of Diplomacy, De-escalation, and Peace-studies are part of the curriculum. Reflecting the diverse background of the faculty, graduate students will conduct research, implement projects, and or instruct in this continually evolving field.

3. Goals and Objectives.

A. Goals or Goal Statement for Undergraduate Students. Develop an understanding of the practical foundation, the complex policy issues, and the strategic responses to the war against terror.

B. Goals or Goal Statement for Graduate Students. Describe the basic issues of Homeland Security: analyze and evaluate the contributing factors of terrorism and consequences of the terrorist acts at home and abroad. Identify preventive measures that have been undertaken and analyze their effectiveness.

C. Objectives for Undergraduate Students. Upon completion of this course, the student should be able to:

1. Plan, prepare, respond, and recover from modern terrorist threats against the United States.
2. Analyze trends of threats, threat response, hazards, and vulnerabilities.
3. Describe the foundation for homeland security.
4. Explain the interrelatedness of Homeland Security and terrorism.
5. Describe methods of defeating terrorists and their activities.

D. Objectives for Graduate Students. Upon completion of this course, the student should be able to:

1. Develop plans to prepare, respond and to recover from modern terrorist threats against the United States.
2. Analyze trends of threats, threat response, hazards, and vulnerabilities to the United States.
3. Describe the foundation for homeland security.
4. Develop security measures to protect infrastructure from various threats.
5. Develop an emergency plan utilizing appropriate risk analysis, emergency preparedness, and incident command.

4. Student Activities and Evaluation Numerics.

A. Assignments / Tasks for Graduate Students (All through Moodle)

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- Exam 1 (See course schedule) – 100 points.
- Exam 2 (See course schedule) – 100 points.
- Final Exam (See course schedule) – 100 points.
- Term Paper (**01 November 2015** See below) – 200 points.
- Class Participation (See below) – 100 points.
- Weekly Assignments – Discussion Boards – 300 points.
- Discussion Questions – 20 points.

B. Evaluation, Assessment, and Scale: Evaluation of students understanding of the above objectives considers the following criteria; demonstrated through the completion of their weekly assignments in a grammatically articulate manner - and on time, their participation in class, their exam scores, producing a well-researched paper presenting a well-developed and supported argument, participation in discussion boards, and their weekly attendance. Your exams account for 40% of your grade, weekly assignments and discussion board participation accounts for 30%, your Research Paper 20%, and your attendance / class participation accounts for 10%. This course will adhere to the standard NSU grading policy. Grade scale: A = 90 - 100; B = 80 - 89; C = 70 - 79; D = 60 - 69; F = below 60.

In order to request, an Incomplete (I) grade, you must meet the following criteria. The student's situation is unavoidable and directly affects the student's ability to complete the remainder of the course within the required semester. The student has completed at least 75% of the coursework at the time of the request. The student must be passing the course at the time of the request. Should an Incomplete be awarded the student will have sixty days from the last day of the semester to complete the coursework. If the student does not complete the coursework within the sixty days, the incomplete grade will revert to a Failing (F) grade. Remember, the issuance of an Incomplete is at the discretion of the instructor.

C. Weekly Assignments.

1. Your assignments will be posted weekly in Moodle. This word document explains the assignment in detail. Weekly assignments are available at 0800 on Sunday and are due the following Sunday by 23:59. This allows you seven days to complete the assignment and turn it in through Moodle in the corresponding drop box. Unless approved by the instructor expect to lose points for late work submissions.

2. Submit all assignments via Moodle. Do **not** submit any Assignments as an attachment via email unless you have prior arrangements with the course professor.

3. Include the **question, answer, and page number** of where you found your answer for each weekly assignment question.

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4. Submit all assignments in either MS Word or .rtf documents or they will not be accepted.

D. Research Paper.

1. The paper will reflect an effort by each student to research some aspect of policy with respect to terrorism/homeland security at the local, state, or federal levels. *You may NOT use / submit a paper that has been previously submitted for another class.* If you do so, it will be flagged in TurnItIn as being plagiarized.

2. The paper must include a title page, abstract, and reference page(s).

3. The **paper is 8-10 pages in length** not including the title page, abstract, and reference page(s). It will be typewritten and double-spaced, using Times Roman, 12 font, and 1-inch margins. Any deviation from the format described above will result in the deduction of points.

4. The paper is uses correct grammar and punctuation.

5. The topic of the paper must relate to policy and governance of a Specific area related to homeland security measures.

6. The paper will use the APA writing style (6th Edition) format with internal documentation and a "Reference" page listing **no less than 08 references**. "**Wikipedia**" is not an acceptable source. The Internet may be used to access information from scholarly journals, libraries, etc. *Google Scholar* is an excellent database for research materials.

7. A **minimum of 08 references** are required for this research paper.

- No less than two books from this course will be used as references.
- A minimum of three references from newspapers or consumer magazines.
- A minimum of 5 references from academic (peer reviewed) Journals or professional journals.

8. Papers will be turned in no later than **01 November** as indicated on the attached class schedule. Late papers will be accepted but **10 points will be deducted for each day late INCLUDING SATURDAY, SUNDAY AND HOLIDAYS.**

Special Note.

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- The completed report must be submitted through TurnItIn via Moodle. **The university threshold for similarity, meaning your paper matches another source almost word for word is a 25% (MAX). Therefore, ensure you cite your work properly.** Papers with a similarity rate higher than 25% will require an additional review by your instructor. If it is subsequently determined to be plagiarism, the student will receive a failing grade and could face an academic discipline board.

- All sources other than your own ideas must be cited in the paper and documented on the reference page.

- The topic of the paper can reflect the student's interest in a specific problem relating to homeland security policy studies. Students will have the flexibility in pursuing their own interests in choosing a topic.

- **See the research paper rubric for grading methodology in references.**

E. Class Participation.

1. Students are required to log into Moodle and submit assignments, Participate in Discussion Boards, or take an exam throughout the semester.

2. Failure to log into Moodle on a weekly basis will result in an absence and a loss of points on your final Class Attendance and or Participation grade.

5. Methods of Instruction / Procedures.

This is an Internet course. Students will be required to read the required texts, complete assignments on their own, hand in one original research paper, complete examinations, all in a timely manner.

This class will utilize Moodle, a software system to deliver the course. If you need additional assistance, please use Student Help Desk at:

http://www.nsula.edu/help_desk. Students MUST meet the deadlines set for the course per the schedule.

Postings for class discussions will utilize Moodle's asynchronous discussion board. Once you have posted your position (minimum of 250 words), you will be required to respond in a thoughtful manner to at least two other students. The instructor's job is to oversee the discussion and maintain focus and direction. The Discussion Board Rubric is as follows: concise relevant presentation – 5, original thought – 5 points, response to classmates – 5, relevance and constructive nature of response to your classmate – 5 points (total 20 points).

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Point – Counter Point Discussion Board Exercises.

Learning Objective: Exercising the art of persuasion is something everyone in today's high-paced workforce has to be able to accomplish in order to remain relevant. If you cannot persuade your subordinates to do their job or convince your boss that your course of action is the most viable then you will have trouble maintaining your employment. This exercise allows you to exercise the art of persuasion.

Exercise Construct. Each week two students lead a point – counterpoint discussion. Student (A) will be required to develop a meaningful and relevant question based on the current lesson for the week. They will post the question on the discussion board. Student (B) will be the first to respond to the question, taking a position on the topic and explaining his/her rationale. Student (A) will then take a counter position (you cannot assume a position of agreement) and try to convince fellow classmates to agree with his/her position. All other students will then be required to take a position of support of either student (A) or (B's) position. Each student must clearly state who's position they support and why. The goal is for student (A) or student (B) to secure the support of the majority of the class.

Performance Objectives. Postings for class discussions will utilize Moodle's asynchronous discussion board. When identified you should provide a concise well-written question associated with the current lesson plan. A fellow student must then provide a response outlying their thoughts on the subject matter. Once your counterpart responds, the student that developed the question will write a counter response. Each student in the class will be required to respond in a thoughtful manner in support of one of the two students. The instructor's job is to oversee the discussion and maintain focus and direction. The Discussion Board Rubric is as follows: concise relevant and well-written question and response – 10 points each, use of supporting facts – 10 points, proper grammar/spelling 10 points, gaining the most support of classmates 10 points (Total 50 points). Note – only the two selected students for the week will receive a grade. All other students will have the opportunity to receive a grade during the course of the semester. Those that fail to participate will have points deducted from their participation grade.

Dimension / Task	Poor	Adequate	Excellent
Quality Question – 10 pts	2	5	10
Originality – Relevance of Responses – 10 pts	2	5	10
Use of Supporting Facts - 10.	2	5	10
Grammar - 10	2	5	10
Support from other Students - 10	2	5	10
Maximum Points Available			50

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All exams taken through Moodle. There will be a series of questions (multiple choice, short answer, true and false). Your exam will open at 0600 on a Sunday and close at 23:59 the following Sunday. You will have between 60 and 90 minutes to complete the exam.

You need to ensure you have a solid / uninterrupted internet connection prior to starting the exam. Grading is instantaneous. If you have any issues please contact your instructor.

Professor will respond within 24 hours to student emails.

You are responsible for reading all course materials and for paying especially close attention to directions. You are expected – and encouraged – to contact the instructor any time you have a question. Remember, the instructor has no way of knowing that you have questions or difficulties unless you say so! Failure to ask questions about assignments before they are due does not mitigate your responsibility for completing the assignment in a timely manner.

However, before asking a question, please read the course materials that your instructor has posted in Moodle. Your professor has endeavored to anticipate and provide answers to the most frequently asked questions and concerns of students about the class.

6. Policy on Participation, Academic honesty, behavior, classroom management.

A. Email. You should always check your NSU e-mail account. This account is the one to which the Blackboard system sends e-mail. Checking this account is your responsibility.

Each email you send must have a subject line. Include your Course number with a descriptive topic. Example: "CJ 4475 or HS 5050 – Question about Exam". If there is no subject line, your email will be dropped to the bottom of the queue to be answered. Subject lines help to streamline the handling of these emails and help to assure that all students receive timely responses to their queries.

Email addresses are often cryptic and do not indicate a person's real name. Therefore, type your full name and associated class at the bottom of the message, so that your instructor will know who sent the message.

You may expect a response to email messages within 48 hours during the week. If you do not receive a response within 48 hours, you should inquire whether your email has arrived, unless I notify you in advance that I will be unavailable. This 48-hour period does not include weekends and university holidays.

The only way I know you have sent an email is if it arrives! If you do not receive an answer, it is your responsibility to get to the bottom of the problem. You

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would be wise to copy yourself in all correspondence with me so that you have proof of your attempt.

Additionally, ALL written communication must utilize correct English and complete sentences.

B. Technical Support. If, at any time during the semester, you suspect that you are experiencing problems with your email or with Moodle, you are responsible for finding a solution to the problem. You should contact one of the two sources listed below:

- Your internet service provider
- The Student Help Desk at 318.357.6696 or sos@student.nsula.edu. Additional help is also available at http://www.nsula.edu/help_desk/

C. Attendance. You are required to log-in into this course and check announcements and assignments WEEKLEY or as specified by your instructor. Moodle records the date / time that you log-in, and this will be used to determine your dates of attendance. Northwestern State University has a stated attendance policy that if you stop actively participating in this course, the date of your last log-in will be considered your date of last attendance. Do not assume you will be dropped if you stop logging on. If you feel you cannot stay current with the work at hand, you must drop the course. If, at any point during the semester, you exceed two full weeks without logging in (whether consecutive or not), you are subject to being dropped from the course for non-attendance or receive an F for non-completion. **Assignment Submission.** You are responsible for submission of all written assignments, quizzes, etc. by the deadline indicated on the assignment. Computer hardware and software problems, or other electronic problems, do not constitute an excuse for submitting late work. (Most public libraries have internet-connected computers available for use.) Late work will be evaluated based on the late policy outlined in your course syllabus.

If you submit your work on time, but it does not arrive on time for any reason, you will be required to provide documentation that demonstrates that your work was submitted on time. Therefore, it is recommended that you save a copy of any assignments, files, emails, etc. you submit in case you need to re-submit.

D. Policy on Late Assignments. Points will be deducted for late work. It is always good practice to copy yourself on emails you send to your instructor as proof of sending it.

E. Methods for Delivering Assignments. Almost all assignments will be turned in through the corresponding assignment drop box in Moodle. The only exception is your Research Paper; it will be submitted in Moodle through TurnItIn.

F. Net Etiquette (“Classroom Civility”) Statement. Each

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Northwestern State University student is encouraged to help create an environment that promotes learning, dignity, and mutual respect for everyone in the learning environment. This online class is different from a traditional face-to-face class in that your contact with other students in the class will be via email and the Discussion Board Topic. Therefore, it will be important that your responses are appropriate. The use of slang, swearing, or offensive icons will not be tolerated and will be subjected to disciplinary action under the Northwestern State University Student Code of Conduct and Sanctions (Article VII Sanctions). The instructor of a course may deem additional behaviors or actions inappropriate; these actions or behaviors will be outlined in the course syllabus. Copies of infractions and sanctions are available on the NSU website at <http://www.nsula.edu/studenhandbook/page100.htm>.

G. Tips for improving Your performance in an Online Class.

Communicating clearly on the Internet without creating misunderstandings is a challenge. One problem is that you do not have any facial expressions, body language, or environment to help you express yourself. Another is that there is little "give and take" for developing what you mean to say or are discussing. These guidelines should help you be successful:

- **Be clear.** Make sure the subject line in emails and file names Reflect their content. Always sign your full name in all messages.
- **Use appropriate language.** If you have a question on whether or not your message is too emotional, don't send it; save it, and review it "later". Remember: no one can guess your mood, see your facial expressions, etc. All they have are your words, and your words can express the opposite of what you feel. Don't use ALL CAPITAL LETTERS--it's equal to shouting or screaming.
- **Make a good impression.** Your words and content represent you; review / edit your words and images before sending. Always use complete sentences with proper grammar.
- **Be selective** on what information you put in an e-mail or in a post. Information within the class is very public.
- **Forward e-mail** messages you receive *only with permission of the sender*.
- **You are not anonymous.** What you write in an e-mail and web site can be traced back to you.
- **Consider others.** We are all human. Forgive bad spelling, poor grammar, and seemingly careless statements from others. The instructor will correct/reprimand offenders.

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- **Obey copyright laws.** Don't use others' images, content, etc. without permission. Visit the Library of Congress' Guide on "[Copyright Basics](#)".
- **Cite others' work** you use. Refer to the Guide on "[Citation](#)".
- **Don't respond to "flames" or personal attacks.** Contact your Instructor for action and referral.
- **Call me anytime** if you think it would be helpful to you or I to get a better understanding of the situation.

7. Classroom Civility Statement. Each Northwestern State University student is encouraged to help create an environment that promotes learning, dignity, and mutual respect for everyone in the learning environment. Students should be mindful of their behavior in the virtual classroom as well. You should not make inappropriate comments or belittle others opinions, be verbally abusive, display defiance or disrespect others, or behave aggressively toward others. You will be subject to disciplinary action under the Northwestern State University Student Code of Conduct and Sanctions. The instructor of a course may deem additional behaviors or actions inappropriate. Copies of the infractions and sanctions are available on the NSU web sites at www.nsula.edu/studenthandbook/documents/StudentHandBook-05-6.pdf or <http://www.nsula.edu/studenthandbook> .

8. Academic Honor Code. Academic dishonesty is defined as the following:
1) acquiring or using a published test bank, 2) copying from another student's test, paper or computer file, 3) using unauthorized materials during a test, 4) collaborating during a test with any other person by giving or receiving information without authority, 5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests, 6) selling or giving away non-administered or unauthorized tests, 7) bribing anyone to obtain information about a test, 8) substituting for another student or permitting another person to substitute for oneself to take a test, 9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, 10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, and 11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit.

The professor will use "Turnitin.com" to test original work validity and plagiarism. The above infractions may lead to the sanction of probation, suspension, or expulsion from the University.

9. Disability Policy. It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to

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equal educational opportunities. Any student with a disability who needs accommodation, for example, in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact the Office of Disability Support, which is located in Student Union, Room 240-A, telephone 318.357.4460.

10. Final Thoughts. An Internet course requires a great deal of personal initiative and responsibility. Your instructor is available to help you succeed and is willing and happy to help make your experience with an Internet course a positive one. Your instructor, however, can only assist with issues that you bring to his attention. You can only succeed in an online course by staying abreast of the course requirements. Please contact your instructor any time you are in need of assistance with course-related questions.

11. Bibliography: Suggested Readings.

- <http://criminaljustice.nsula.edu/> - Department of Criminal Justice Home Page
- <http://www.nsula.edu> - NSU Home Page
- <http://library.nsula.edu/> - NSU Library
- <http://library.nsula.edu/criminal-justice-databases/> - NSU Library database
- <http://www.gsrcpi.org/> - Gulf States Regional Center for Public Safety Innovations
- <http://langcomm.nsula.edu/writing-center/> - NSU Writing Center
- <http://owl.english.purdue.edu/owl> - Purdue University Writing Lab

12. Course Calendar / Schedule: Attached

This syllabus is subject to change, anytime, at the instructor's discretion.

**NORTHWESTERN STATE UNIVERSITY
DEPARTMENT OF CRIMINAL JUSTICE, HISTORY &
SOCIAL SCIENCE**

1. Identification of Course

CJ – 4480 DL Senior Seminar
2 Credit hours
Undergraduate credit
Prerequisites: Declared major in Criminal Justice, **Final Semester of senior year**, and approval of Criminal Justice Coordinator

Textbook, Additional Reading, Supplementary Materials

Hoffman, Dennis C, *Cliffs Quick Review: Criminal Justice*, Foster City, CA: IDG Books Worldwide, 2000, ISBN 0-7645-8561-4.

Peat, Barbara, *From College to Career: A Guide for Criminal Justice Majors*, Boston: Pearson Education, 2004, 0-205-33838-0.

General Information

Instructor: Bill Sexson

Associate Professor

Kyser Hall, Room 343 M

OFFICE HOURS

MW – 9 AM – 10 AM & 11 AM – 2:00 PM

TR – 9 AM – 11:00 AM

Phone – 318-357-4638

Email: sexsonw@nsula.edu

Web address: <http://www.criminaljustice.nsula.edu/>

2. Course Catalog Description

This course is an integration of all academic Criminal Justice learning, knowledge and skills that provide students a total understanding of the criminal justice system. Furthermore, this course provides a venue for students to meet with Criminal Justice faculty for culmination purposes, such as preparation for senior testing, preparation for graduation, or preparation for entering Criminal Justice agencies.

Justification/Rationale

Both senior students and faculty share the common goal of producing or becoming exceptional scholars or professionals in the Criminal Justice arenas. The faculty develops the students and,

symbiotically, the student forms the faculty and the program. The success of the students is not only a personal reflection upon them, but also a reflection of Northwestern State University's Criminal Justice Program. The experience of this course allows mutually rewarding contacts for both faculty and student. The student earns confidence and support as they enter the next stage of their careers. The faculty is allowed a formal opportunity to finalize and support their students in their forthcoming endeavors.

Mission of College of Arts, Letters, Graduate Studies & Research

The College provides a superior undergraduate education in Journalism, the Social Sciences, English, Psychology, and the Fine Arts. Faculty members in the College educated in the finest universities both in the United States and abroad are dedicated to teaching using traditional and non-traditional technologies. The College seeks to attract highly qualified students to master's programs in the Fine Arts, English, Psychology, and Social Sciences and to place graduates in the best doctoral programs and professional positions. The faculty of the College also seeks to remain on the cutting edge of scholarship and artistic production as reflected in books and articles accepted by leading publishing houses scholarly journals. Artistic efforts created in the College are presented at nationally respected galleries and performance centers.

Mission of the Department of Criminal Justice

The Criminal Justice Department at Northwestern State University is dedicated to the education of students for professional, leadership, academic, and research careers in the challenging fields of criminal justice, public safety, homeland security, and public service. The Department provides instruction across a broad range of concepts, with the ultimate goals of student attainment of excellence in analytical and critical thinking abilities, effective interpersonal, communication, problem-solving skills, moral commitment, and the acquisition of substantive bases of knowledge, necessary to secure positions in criminal justice, all levels of government, public policy, and private organizations. Using active learning, participatory pedagogy, and a global perspective, the Department holds a generalist orientation, though innovative analyses, in a student-centered, nurturing environment, and emphasizing an occupational context.

3. Course Outcomes

Aid the student in making the transition to graduate school or to a Criminal Justice position in field.

1. Explain the basic concepts in Criminal Justice such as police, courts, criminal law, evidence and procedures, corrections, and criminology.
2. Describe the steps necessary to prepare for entry into graduate school or Criminal Justice agencies.
3. Differentiate the gaps in the senior's academic preparation and ensure the student's grasp of basic concepts that baccalaureate graduates should possess upon degree completion.
4. Show the steps necessary for entry into graduate school or a criminal justice agency.
5. Complete a resume, obtain support letters of reference, and complete a job application via the Internet.

4. **Classroom Civility Statement:**

Northwestern State University students, staff, and faculty are expected to create an environment that promotes academic excellence, personal dignity, mutual respect, and individual responsibility in both face-to-face and electronic educational settings regardless of the content of the ideas and opinions being shared. Ideas and opinions that are controversial or in opposition to others are welcomed in the NSU environment, and this policy shall not be used to prohibit the sharing of controversial or unpopular ideas or opinions but merely to call for civility when idea and opinion sharing.

All members of the NSU community have the right to a safe environment free of disturbances and civil in all aspects of human relations. Whether in a face-to-face or online classroom, students who engage in disruptive or abusive discourse or actions may be removed from the class and subject to disciplinary sanctions. In on-campus classrooms, students who speak at inappropriate times, take frequent breaks, interrupt the class by coming to class late or leaving early, engage in loud or distracting behaviors, use cell phones or other noise-making devices, wear headphones, are distracted with computers or other electronic devices, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others during the class period may be removed from the class and may be subject to disciplinary action under the Northwestern State University Student Code of Conduct (Articles IV Infractions and VII Sanctions).

5. **Disability Policy**

It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example, in seating placement, in arrangements for examinations or other disability-related issues, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact the Office of Disability Support: **234 Friedman Student Union; 318-357-4460.**

6. Academic Honor Code

Academic dishonesty is defined as the following: 1) acquiring or using a published test bank, 2) copying from another student's test, paper or computer file, 3) using unauthorized materials during a test, 4) collaborating during a test with any other person by giving or receiving information without authority, 5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests, 6) selling or giving away non-administered or unauthorized tests, 7) bribing anyone to obtain information about a test, 8) substituting for another student or permitting another person to substitute for oneself to take a test, 9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, 10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, 11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit, and 12) duplicity, defined as offering for credit identical or substantially unchanged work in two or more courses without approval. Academic dishonesty will result in one of the following disciplinary measures to be decided by the course instructor: 1) verbal/written warning, 2) conference with department chair or dean, 3) reduction of test/course grade to an "F". A student may subsequently be referred to Student Conduct and be placed on probation, suspended, expelled or forced to withdraw from Northwestern as a result of academic dishonesty. Refer to the section in the Student Handbook concerning Academic Infractions and Sanctions for Academic Misconduct.

7. Statement on Sexual Harassment & Assault

NSU is committed to eliminating sexual misconduct in our community, advocating for students who have experiences sexual assault or harassment, and respecting the legal rights of both complainants and respondents. Misconduct involving sexual assault, sexual harassment, domestic violence, dating violence, stalking, a hostile environment caused by sexual harassment, sexual exploitation, coercion, retaliation, intimidation, sexual consent, and discrimination based on sexual orientation, gender identity or gender expression should be reported to the Dean of Students (318) 357-5286. Also, hate crimes, including those based on gender identity or national origin, should be reported. The offenses listed above are prohibited by the University.

Information about conduct infractions and sanctions (Articles IV and VII of the Student Code of Conduct) are available on the NSU webpage at <https://www.nsula.edu/studenthandbook/>.

Reporting and Assistance: NSU strongly advocates reporting sex discrimination, sexual assault, intimate-partner violence, or sexual harassment. If a student discloses an incident they will learn options for assistance, such as health and wellbeing counseling, residence and class accommodations, and options for filing complaints or criminal charges. Disclosure to University personnel will not obligate the complainant to file a grievance or criminal charge, nor will it subject the complainant to scrutiny or judgmental opinions.

Students have two options:

1. Reporting to Dean of Students (318) 357-5286 or University Police (318) 357-5431.
For emergencies or a 24/7 Confidential Advisor, please call University Police.
2. Confidential Disclosure to Campus Counselor (318) 357-5621 or Confidential Advisor (318) 357- 5570.

For a comprehensive list of parish-wide resources for assistance, please visit <https://www.nsula.edu/notalone/>.

Confidentiality: All reporting of sex discrimination and sexual misconduct is treated as confidential to the greatest extent possible; the privacy of all individuals involved is important to the Northwestern State University. In most situations, only individuals involved in the resolution of the situation will have access to the information about the case. If there is a risk of the alleged perpetrator committing additional crimes, if a student is in immediate danger, or if there has been expressed intent to harm others, or other risks such as involvement of a weapon or the age of the students involved, the University may determine that it is necessary to compromise the level of privacy provided.

For more information and assistance in case of sexual assault or harassment, please see the Dean of Students *NSU: Not Alone* webpage: <https://www.nsula.edu/notalone/>.

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs and activities that receive federal financial assistance. NSU is committed to equal opportunity for student success by providing access to educational programs, tuition assistance, and social and recreational activities for all students without regard to race, color, gender, religion, sexual orientation, national origin, disability, genetic information, age, pregnancy or parenting status, veteran status, or retirement status.

8. **Assignments/Tasks for Undergraduate Students**

1. Complete the 4 chapter examinations as they represent 40% of your grade.
2. Complete the Area Concentration Achievement Test (ACAT) for Criminal Justice as it represents 35% of your grade.
3. Complete the chapter assignments as they represent 25% of your grade.
4. Chapter examinations and weekly assignments are available under the assignment section of Moodle.
5. Keep in mind that you must pass this course to graduate.
6. **Also keep in mind that late assignments will not be accepted.**

9. **Content**

Methods of Instruction/Procedures

This is a distance learning course and involves classroom activities and weekly assignments. Students are expected to complete reading assignments and submit them on time. The course will include Internet research, reading and the use of Moodle for delivery of tests and assignments.

Pay close attention to the course calendar so you do not get behind.

LATE ASSIGNMENTS WILL NOT BE ACCEPTED

Course Outline

The Criminal Justice System
Criminal Justice in the U.S.
Crime
Criminal Law
Development of the American Police
Police Function
Police Powers and Citizens Rights
Police Problems
Criminal Courts

Defendants' Rights
Prosecutors
Defense Attorneys
Sentencing
Prisons and Prisoners Rights
Juvenile Justice System
ACAT Exam
Internet Job Search
Interview Process
Resume Writing/Letter of Reference
Class Discussion/Culmination - Wrap up

Course Calendar/Schedule

The course calendar/schedule can be located on Moodle

10. Evaluation Policies – Course Requirements, Activities, & Evaluation Procedures

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Class Attendance Policy

A. Attendance.

Class attendance is expected since this class is designed for graduating seniors. Attendance will be recorded.

B. Exams.

1. As the first part of the course is a refresher of material covered during your four years at Northwestern State University, the material covered on the exams may or may not be covered in this current class. You are still responsible for the material.
2. All exams and assignments are located on Moodle

11. Evaluation and Assessment: Exams, grades, grading scale

For Undergraduate Students

Your grade for this course will be based on a total of 1000 points. 100 points for each exam (400 points possible/40% of your grade),

350 points for the ACAT Exam (35% of your grade), 25 points for each weekly assignment (250 points possible/25% of your grade) Keep in mind the ACAT exam is 35% of your grade.

Grade scale: A = 90 - 100; B = 80 - 89; C = 70 - 79; D = 60 - 69; F = below 60.

12. Policy on Academic honesty, behavior, classroom management.

Every student and student group shall be required to act lawfully and in such a way as not to adversely affect the educational processes of the University or the rights of others.

Students have a right to an environment conducive to learning and free from distraction and are responsible for behavior, which is conducive to the teaching/learning process.

Collaborating, conspiring or cooperating during an examination with any other person by giving or receiving information without authority is forbidden.

"Duplicity" defined as the offering for credit identical or substantially unchanged work in two or more courses without approval in advance by the Instructor (s) and is not permitted.

"Plagiarism" is defined as the use of any other person's work and the unacknowledged incorporation of that work in one's own work in fulfillment of academic requirements is not permitted.

Selling or giving away or stealing, buying or otherwise obtaining all or part of an examination is not allowed.

The above infractions may lead to the sanction of probation, suspension, or expulsion from the University.

This syllabus is a living document, which is subject to change and modification during the semester. Changes will be discussed before implementation.

DEPARTMENT OF CRIMINAL JUSTICE, HISTORY, SOCIAL SCIENCES
Northwestern State University

1. Identification of Course

CJ 4500 Drug Use in Modern Society
Fall 2015 semester
3 Credit hours
Undergraduate credit
Prerequisites: Junior standing or consent of professor

Textbook, Additional Reading, Supplementary Materials

Drugs, Society, and Human Behavior—15th Edition

ISBN: 978-0-07-352974-5

Author: Hart, Carl; Ksir, Charles

The book is available from the NSU Bookstore on campus. You may call the Bookstore at (318) 357.5944 with a credit card to have it sent to you via UPS.

Scantron Form No. 19641 B (Blue Half-Sheet)

General Information

Professor: Sharon Green, M.S.F.S.

Kyser Hall: Room 343-D

Phone: 318-357-5982

Phone: 318-357-6967 (Main Office)

Fax: 318.357.6966

Email: greens@nsula.edu

Office Hours: M/W 8:00-10:00/11:00-12:00

T/R 12:00-12:30/1:45-2:00/3:15-4:30

Web address: <http://criminaljustice.nsula.edu/>

2. Course Catalog Description

This course explores the extent of drug use, both licit and illicit; contributing factors and consequences of drug abuse; and steroids and other drugs in sports.

Justification/Rationale

The course is designed to provide those entering the criminal justice field and those who will contact drug users in society an understanding of the use of drugs in modern society. This is integral to having an understanding of both licit and illicit drug use.

Mission of the Criminal Justice Department

The Criminal Justice Department at Northwestern State University is dedicated to

the education of students for professional, leadership, academic, and research careers in the challenging fields of criminal justice, public safety, homeland security, and public service. The Department provides instruction across a broad range of concepts, with the ultimate goals of student attainment of excellence in analytical and critical thinking abilities, effective interpersonal, communication, problem-solving skills, moral commitment, and the acquisition of substantive bases of knowledge, necessary to secure positions in criminal justice, all levels of government, public policy, and private organizations. Using active learning, participatory pedagogy, and a global perspective, the Department holds a generalist orientation, though innovative analyses, in a student-centered, nurturing environment, and emphasizing an occupational context.

3. Course Outcomes (Objectives)

- Explain the extent of drug use in modern society.
- Identify the contributing factors and consequences of drug abuse.
- List the effects that drugs have on person's behavior.
- Differentiate between the cures, treatment, and rehabilitation of drug users.
- Compare the different drugs used in sports and describe their effects on the athlete's performance.
- Research a specified drug to identify characteristics, abuse patterns, and treatments and write a report of his/her findings.

4. Content/Methods of Instruction/Procedures

This is primarily a lecture course. Students are expected to participate in class discussions and activities. The course will include videotapes and outside research.

5. Evaluation Policies – Course Requirements, Activities, & Evaluation Procedures

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Assignments/Tasks

****Students are required to read assigned chapters in the textbook, complete assignments on their own, participate in class discussions, submit 1 written report, create and present 1 PowerPoint Presentation, and take all exams in accordance with the class schedule. Detailed information below...***

- **Examinations:** Four examinations consisting of true/false, fill-in the blanks, and multiple choice.
 - **Scantron Form No. 19641 B (Blue Half-Sheet)**
- **Class Participation is expected** and additional grades will be recorded based on attendance, pop quizzes, assigned readings, exercises and discussions.
- **Assignments/Case Studies:** Students may be required to complete and turn in

additional assignments as well as participate in group activities as specified by the professor.

- **Drug of the Week:** Student will be required to turn in a weekly drug translation assignment. 10 total throughout the semester. Students will be given the list and instructions for this assignment during the first week of class. Weekly assignments may be turned in early, but will not be accepted late.
- **Research Project – (Paper, PowerPoint and Presentation):** Students will be required to complete a research paper and accompanying PowerPoint presentation regarding a specific drug, as assigned by professor. Student will be required to present an 8-10 minute lecture on the topic.
 - The report must be at least 10 pages and include a title page, at least eight (8) pages of text, and a reference page. The report must be typewritten, 1” margins, double spaced, using size 12 fonts, Times New Roman and *not* boldface. The report will be written using the APA format (6th Edition) with internal documentation and a reference page listing no less than five (5) references. “Wikipedia” is not an acceptable source. The Internet may be used to access information from scholarly journals, libraries, etc. *Google Scholar* is an excellent database for research materials.
 - DO NOT include any source(s) not included in the body of your report in references page. All sources other than your own ideas must be documented in the paper and on the works cited page.
 - Proper grammar, correct spelling, and punctuation are mandatory. Each report must be submitted with a cover page listing the university, class, term, professors’ name and date.
 - The completed report will be submitted via Moodle, in the provided drop box, AND a stapled hard copy must be turned into professor.
 - The completed PowerPoint presentation should be turned in via Moodle drop box or e-mailed to the professor. See course schedule for due date! Reports shall be turned in (hardcopy to the professor) no later than the date indicated on the attached class schedule. The report, PowerPoint and subsequent presentation will be worth 200 points (100 pts. for the paper, 50 pts. for the PowerPoint presentation and 50 pts. for the actual presentation). *Early submissions of reports are accepted and encouraged.*

Late work is not be accepted!

Class Attendance Policy

A. Attendance

1. Class attendance is regarded as an obligation as well as a privilege, and all students are expected to attend class, and complete and submit class work as scheduled.
2. Excessive unexcused absences may result in your class grade being lowered and can lead to suspension from the university.

6. Evaluation and Assessment: Exams, grades, grading scale

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Your grade for this course will be based on a percentage of 800 points—400 points for exams (4 exams at 100 pts. each), 200 pts for Drug of the Week assignments (10 assignments at 20 pts. each), 200 points for the Research Project/Drug PowerPoint and Presentation. Additional grades may be added at professors' discretion. Grade scale: 10-Point

Bibliography: Readings

<http://library.nsula.edu/>

Disability Statement

It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example in seating placement or in arrangements for examinations, should inform the professor at the beginning of the course. Students with disabilities are encouraged to contact Disability Services, which is located in Kyser Hall, Room 239, telephone 357-6950 or (TTD) 357-4393.

Academic Honor Code

Academic dishonesty is defined as the following: 1) acquiring or using a published test bank, 2) copying from another student's test, paper or computer file, 3) using unauthorized materials during a test, 4) collaborating during a test with any other person by giving or receiving information without authority, 5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests, 6) selling or giving away non-administered or unauthorized tests, 7) bribing anyone to obtain information about a test, 8) substituting for another student or permitting another person to substitute for oneself to take a test, 9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, 10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, and 11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit.

Academic dishonesty will result in one of the following disciplinary measures to be decided by the course professor: 1) verbal/written warning, 2) conference with department chair or dean, 3) reduction of test/course grade to an "F". A student may subsequently be placed on probation or suspended or expelled and forced to withdraw from Northwestern as a result of academic dishonesty.

Refer to the section in the Student Handbook concerning Academic Infractions and Sanctions for Academic Misconduct.

**NORTHWESTERN STATE UNIVERSITY
DEPARTMENT OF CRIMINAL JUSTICE, HISTORY, & SOCIAL SCIENCES**

PRE-LAW & PARALEGAL PROGRAM

1. Identification of Course

PLPS 3010- Introduction to Law
Spring and Fall semesters
3 Credit hours
Undergraduate credit
Prerequisites: none

Textbook, Additional Reading, Supplementary Materials

REQUIRED TEXT: Hames, Joanne Banker and Yvonne Ekern. 4th ed., Introduction to Law. Upper Saddle River, New Jersey: Pearson Education, Inc. Prentice Hall, 2010.

ISBN-13: 978-0-13-502434-8.

The book is available from the Bookstore on the NSU campus or at <http://nsula.bncollege.com/> by the Internet. You may call them at (318) 357-4473 or (318) 352-9965 with a credit card to have it sent to you via UPS or order directly from the Internet.

General Information

Instructor: Shirley A. Snyder, Doctor of Law
Room: 343C Kyser Hall
Phone: 318-357-6963
E-mail address: snyders@nsula.edu
Fax: 318.357.6966 (Do not use for Internet courses)
Office Hours: posted on Blackboard
Preferred virtual mechanism communications:
--Internet courses: e-mail: snyders@nsula.edu.
Web address: <http://criminaljustice.nsula.edu/>.

2. Course Catalog Description

This course will examine the development of common law and civil law in the United States, the current status of the court system, and trends and practices in the legal profession, and the roles of the attorney and the paralegal in that system.

Justification/Rationale

The course is designed to provide students an understanding of the development and purpose of the American legal system and the organization and management of criminal and civil law systems in order to be adequately prepared to obtain employment in the legal field. Those completing this course will also have a better understanding of common law and civil law in the United States, the current status of the court system, the trends and practices in the legal profession, and the roles of the aspiring attorney and/or paralegal within that system.

3. Course Outcomes (Objectives)

Develop an overview of the wide expanse of law practiced within different legal environments and rudimentary knowledge of each within those environments, all with the overarching goal of the organization and management of the American legal system and the role of the aspiring attorney and/or paralegal within that system.

Develop knowledge and understanding of common law and civil law in the United States, the current status of the court system, and trends and practices in the legal profession, and the roles of the attorney and paralegal.

Develop an understanding of the nature and functions of the law, its practices, procedures, and requirements.

Learn the legal concepts associated with the professional and ethical responsibilities of the members of the legal community, and the roles of each in regard to paralegal experience in the legal setting.

Learn the legal concepts associated with particular case law to develop a better understanding of interpretations of cases by the courts as they pertain to general principles of law.

4. Content/Methods of Instruction/Procedures

This is an Internet course. Students will be required to read the required text, and complete and submit all requirements in a timely manner for this course. This includes completing and submitting examinations, discussion board participation, and writing requirements, as well as any other requirements the professor sets. This course will require outside research. Students are responsible for meeting deadlines. As time is of the essence in the law, late work will not be acceptable for point consideration.

Course Calendar/Schedule: To be provided by the instructor. (See MOODLE).

COURSE OUTLINE

PART 1 THE LEGAL SYSTEM

Chapter 1 Introduction to Law

Chapter 2 The U.S. Legal System

Chapter 3 The Courts and Legal Personnel

Chapter 4 Finding the Law: Legal Research

Chapter 5 Using the Law: Analysis and Legal Writing

PART 2 LEGAL PRACTICE AND PRINCIPLES

Chapter 6 Constitutional Law

Chapter 7 Tort Law, Workers' Compensation, & Environmental Law

Chapter 8 Family Law

Chapter 9 Wills, Trusts, and Probate

Chapter 10 Contract Law, Real Property, Intellectual Property, & Employment Law

Chapter 11 The Law of Business Organizations and Bankruptcy

Chapter 12 Civil Procedure before Trial

Chapter 13 Alternative Dispute Resolution

Chapter 14 Criminal Practice: Criminal Law and Juvenile Law

Chapter 15 Criminal Procedure before Trial

Chapter 16 Rules of Evidence

Chapter 17 The Trial

Assignments/Tasks

1. Four examinations consisting of multiple-choice, true/false, matching, and/or short essay questions.
2. Class participation: requires timely completion before deadlines, and submission of assignments including briefs, research and writing, discussion boards, and exams.
3. Writing Requirements:
 - A. Assignments from textbook chapters & other sources. (See Moodle).
 - B. Writing and research assignments.
 - C. Case Briefing Assignments.
 - i. *Purpose: The purpose of briefing for the student is to learn how to read and understand legal cases. To do that, briefing helps to divide and conquer complex legal cases. This will be essential and important for those who intend to attend law school and for those who desire to work in the legal field. For that reason, students are to do their own work. That means not to use the Internet, your employer, other*

students, or any other sources. Do your own work here. It will help you! Each brief should be completed by the student in his/her own words.

- ii. The case brief should follow the *Model Brief* example on Moodle.
- iii. To learn more about briefing, see: *Briefing Guide and Model Brief on Moodle*.
- iv. **Timeliness in the law is an absolute.** Begin to practice this now. Students will not receive credit for late submissions nor will students be allowed to make up missed deadlines.

Class Attendance Policy/Timely Submission of Work and Exams

Class attendance is regarded as an obligation as well as a privilege, and for Internet courses, all students are expected to complete and submit class work as scheduled. This is an Internet course. Students are responsible for the *timely* completion of all course requirements and will not receive credit for late submissions nor will students be allowed to make up missed deadlines.

6. Evaluation and Assessment: Exams, grades, grading scale

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Your grade for this course will be based on a percentage of 600 possible points: 300 points for four (4) semester exams, (Students must take all four exams and attend all classes for the lowest exam to be dropped), and 300 points for the writing assignments and briefing requirements. (NOTE: *Exams will be taken on Moodle and Moodle identifies when and if the student signs on to take an exam and the length of time the student was on the exam*).

Grade scale (for each test/paper) (100 points total): A = 90 – 100, B = 80 – 89, C = 70 – 79, D = 60 – 69, F = below 60.

Semester Grade Scale (600 points total): A=600-540, B=539-480, C=479-420, D=419-360, F=below 359.

7. Disability Statement

It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example in seating placement or in arrangements for examinations, should inform the instructor at the

beginning of the course. Students with disabilities are encouraged to contact Disability Services, which is located in Friedman Student Union - 234, (318) 357-4460 Fax: (318) 357-5926.

8. Academic Honor Code

Academic dishonesty is defined as the following: 1) acquiring or using a published test bank, 2) copying from another student's test, paper or computer file, 3) using unauthorized materials during a test, 4) collaborating during a test with any other person by giving or receiving information without authority, 5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests, 6) selling or giving away non-administered or unauthorized tests, 7) bribing anyone to obtain information about a test, 8) substituting for another student or permitting another person to substitute for oneself to take a test, 9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, 10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, and 11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit.

Academic dishonesty will result in one of the following disciplinary measures to be decided by the course instructor: 1) verbal/written warning, 2) conference with department chair or dean, 3) reduction of test/course grade to an "F". A student may subsequently be placed on probation or suspended or expelled and forced to withdraw from Northwestern as a result of academic dishonesty.

Refer to the section in the Student Handbook concerning Academic Infractions and Sanctions for Academic Misconduct.

Policy on Academic honesty, behavior, classroom management

Every student and student group shall be required to act lawfully and in such a way as not to adversely affect the educational processes of the University or the rights of others.

Students have a *right to an environment conducive to learning and free from distraction and are responsible for behavior*, which is conducive to the teaching/learning process.

Collaborating, conspiring or cooperating during an examination with any other person by giving or receiving information without authority is forbidden.

PLPS 3010-INTERNET

PLPS 3010-I

"Duplicity" defined as the offering for credit identical or substantially unchanged work in two or more courses without approval in advance by the Instructor (s) and is not permitted.

"Plagiarism" is defined as the use of any other person's work and the unacknowledged incorporation of that work in one's own work in fulfillment of academic requirements is not permitted.

Bibliography: Readings

http://www.nsula.edu/watson_library/

http://www.nsula.edu/watson_library/database/

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**NORTHWESTERN STATE UNIVERSITY
DEPARTMENT OF CRIMINAL JUSTICE, HISTORY, & SOCIAL SCIENCES**

PRE-LAW & PARALEGAL PROGRAM

1. Identification of Course

PLPS 3020-Legal Research
Spring and Fall semesters
3 Credit hours
Undergraduate credit
Prerequisites: none

Required Textbooks, Additional Reading, Supplementary Materials

1. Hames, Joanne Banker and Yvonne Ekern. Legal Research, Analysis, and Writing: An Integrated Approach. Upper Saddle River, New Jersey: Pearson Education, Inc. Prentice Hall, 4th Edition, 2012.

ISBN-10: 0-13-510944-2 or ISBN-13: 978-0-13-510944-1.

2. Putman, William H. Pocket Guide to Legal Research. Thomson/Delmar Learning. West Legal Studies. U.S.

ISBN: 1-4018-6597-6.

The book is available from the Bookstore on the NSU campus or at <http://nsula.bncollege.com/> by the Internet. You may call them at (318) 357-4473 or (318) 352-9965 with a credit card to have it sent to you via UPS or order directly from the Internet.

General Information

Instructor: Shirley A. Snyder, Doctor of Law
Room: 343C Kyser Hall
Phone: 318-357-6963
E-mail address: snyders@nsula.edu
Fax: 318.357.6966 (Do not use for Internet courses)
Office Hours: posted on Blackboard
Preferred virtual mechanism communications:
--Internet courses: e-mail: snyders@nsula.edu.
Web address: <http://criminaljustice.nsula.edu/>.

2. Course Catalog Description

This course will examine methods and tools of legal research as well as primary and secondary sources of law. This course will provide a comprehensive working knowledge and understanding of legal research materials and tools. Students will learn research strategies. Students will also learn to write legal memoranda and briefs.

Justification/Rationale

The course is designed to provide students an understanding of the methods and tools used in legal research, the process and development of appropriate legal writing skills in order to be adequately prepared to obtain employment in the legal field. Those completing this course will also have a better understanding of the importance of the skill of legal research and legal writing, and the roles of the aspiring attorney and/or paralegal within that system.

3. Course Outcomes (Objectives)

Develop an overview of the methods and tools of legal research and sources of law and an understanding of research strategy processes with accompanying skills development.

Gain knowledge and understanding of law in the United States and how to find the sources of those laws.

Gain knowledge and skill in the research process and to learn rudimentary skills involved in constitutions, statutes, and caselaw.

Learn the role of the paralegal in the research process within a legal setting.

Facilitate an understanding of the nature and functions of the law, its practices, procedures, and requirements.

Learn and practice the elements of research and begin the process of learning this complex field of study.

Examine particular case law to develop a better understanding of interpretations of cases by the courts as they pertain to general principles of law.

Develop an understanding of legal terminology associated with different legal practices.

4. Content/Methods of Instruction/Procedures

This is an Internet course. Students will be required to read the required text, and complete and submit all requirements in a timely manner for this course. This includes completing and submitting examinations, discussion board participation, and writing requirements, as well as any other requirements the professor sets. This course will require outside research. Students are responsible for meeting deadlines. As time is of the essence in the law, late work will not be acceptable for point consideration.

Course Calendar/Schedule: To be provided by the instructor. (See MOODLE).

COURSE OUTLINE

1. Introduction to Legal Research, Writing, and Analysis
2. The Starting Point: Analyzing Facts and Identifying Legal Issues
3. Finding and Analyzing Case Law
4. How to Brief a Case
5. Constitutions, Statutes, and Administrative Regulations
6. Statutory and Constitutional Analysis
7. Secondary Sources
8. Digests
9. Validating Your Research: Using *Shepard's*, Keycite, and other Citators
10. Computer Assisted Legal Research (CALR); Lexis and Westlaw
11. Computer Assisted Legal Research (CALR); The Freely Accessible Internet
12. Basic Legal Writing Tools
13. Predictive Legal Writing: The Memorandum of Law
14. Persuasive Writing: Writing to the Court
15. Motion Practice: Research and Writing Issues
16. Legal Correspondence

Assignments/Tasks

1. Four examinations consisting of multiple-choice, true/false, matching, and/or short essay questions.
2. Class participation: requires timely completion before deadlines, and submission of assignments including briefs, research and writing, discussion boards, and exams.
3. Writing Requirements:
 - A. Assignments from textbook chapters & other sources. (See Moodle).

- B. Writing and research assignments.
- C. Case Briefing Assignment.
 - i. Purpose: *The purpose of briefing for the student is to learn how to read and understand legal cases. To do that, briefing helps to divide and conquer complex legal cases. This will be essential and important for those who intend to attend law school and for those who desire to work in the legal field. For that reason, students are to do their own work. That means not to use the Internet, your employer, other students, or any other sources. Do your own work here. It will help you!* Each brief should be completed by the student in his/her own words.
 - ii. The case brief should follow the *Model Brief* example on Moodle.
 - iii. To learn more about briefing, see: *Briefing Guide and Model Brief on Moodle*.
 - iv. **Timeliness in the law is an absolute.** Begin to practice this now. Students will not receive credit for late submissions nor will students be allowed to make up missed deadlines.

Class Attendance Policy/Timely Submission of Work and Exams

This is an Internet course. Class attendance is regarded as an obligation as well as a privilege, and for Internet courses, all students are expected to complete and submit class work as scheduled. Students are responsible for the *timely* completion of all course requirements and will not receive credit for late submissions nor will students be allowed to make up missed deadlines.

6. Evaluation and Assessment: Exams, grades, grading scale

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Your grade for this course will be based on a percentage of 700 possible points: 300 points for four (4) semester exams, (Students must take all four exams and attend all classes for the lowest exam to be dropped), and 300 points for the writing assignments and briefing requirements. (NOTE: *Exams will be taken on Moodle and Moodle identifies when and if the student signs on to take an exam and the length of time the student was on the exam.*)

Grade scale (for each test/paper) (100 points total): A = 90 – 100, B = 80 – 89, C = 70 – 79, D = 60 – 69, F = below 60.

Semester Grade Scale (700 points total): A=700-630, B=629-560, C=559-490, D=489-420, F=below 419.

7. Disability Statement

It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact Disability Support & Tutoring, located in Friedman Student Union, Room 234, telephone 318-357-4460; fauchauxc@nsula.edu.

8. Academic Honor Code

Academic dishonesty is defined as the following: 1) acquiring or using a published test bank, 2) copying from another student's test, paper or computer file, 3) using unauthorized materials during a test, 4) collaborating during a test with any other person by giving or receiving information without authority, 5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests, 6) selling or giving away non-administered or unauthorized tests, 7) bribing anyone to obtain information about a test, 8) substituting for another student or permitting another person to substitute for oneself to take a test, 9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, 10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, and 11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit.

Academic dishonesty will result in one of the following disciplinary measures to be decided by the course instructor: 1) verbal/written warning, 2) conference with department chair or dean, 3) reduction of test/course grade to an "F". A student may subsequently be placed on probation or suspended or expelled and forced to withdraw from Northwestern as a result of academic dishonesty.

Refer to the section in the Student Handbook concerning Academic Infractions and Sanctions for Academic Misconduct.

Policy on Academic honesty, behavior, classroom management

Every student and student group shall be required to act lawfully and in such a way as not to adversely affect the educational processes of the University

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or the rights of others.

Students have a *right to an environment conducive to learning and free from distraction and are responsible for behavior*, which is conducive to the teaching/learning process.

Collaborating, conspiring or cooperating during an examination with any other person by giving or receiving information without authority is forbidden.

"Duplicity" defined as the offering for credit identical or substantially unchanged work in two or more courses without approval in advance by the Instructor (s) and is not permitted.

"Plagiarism" is defined as the use of any other person's work and the unacknowledged incorporation of that work in one's own work in fulfillment of academic requirements is not permitted.

Bibliography: Readings

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**NORTHWESTERN STATE UNIVERSITY
DEPARTMENT OF CRIMINAL JUSTICE, HISTORY, & SOCIAL SCIENCES**

PRE-LAW & PARALEGAL PROGRAM

1. Identification of Course

PLPS 3030-Litigation

Spring and fall semesters

3 Credit hours

Undergraduate credit

Prerequisite: Sophomore status

Required Textbooks, Additional Reading, Supplementary Materials

REQUIRED TEXT: Peggy N. Kerley, Joanne Banker Hames, Paul A. Sukys. *Litigation*, 7th Edition. Thomson/Delmar Learning (2015).

ISBN-13: 978-1-285-44918-0.

The book is available from the Bookstore on the NSU campus or at <http://nsula.bncollege.com/> by the Internet. You may call them at (318) 357-4473 or (318) 352-9965 with a credit card to have it sent to you via UPS or order directly from the Internet.

General Information

Instructor: Shirley A. Snyder, Doctor of Law
Room: 343C Kyser Hall
Phone: 318-357-6963
E-mail address: snyders@nsula.edu
Fax: 318.357.6966 (Do not use for Internet courses)
Office Hours: posted on Blackboard
Preferred virtual mechanism communications:
--Internet courses: e-mail: snyders@nsula.edu.
Web address: <http://criminaljustice.nsula.edu/>.

2. Course Catalog Description

This course will examine the differences in criminal and civil litigation, preparation and examination of evidence and research, preparation of forms, and creation of documents relating to litigation, under the supervision of an attorney.

Justification/Rationale

The course is designed to provide students the knowledge and skills needed to learn the basics of the litigation procedures, stages of the litigation process, types of litigation procedures, and the role of the legal assistant as a member of the litigation team. Those completing this course will have a better understanding of the litigation process and procedure and an overview of form drafting, pleadings, documents, motions, and other materials relevant to the litigation process.

3. Course Outcomes (Objectives)

Develop an overview and understanding of the litigation process and the procedures and requirements that relate to this area of law.

Develop knowledge and skill in the methods and tools of civil litigation.

Develop a better understanding of the role of the legal assistant in the stages of the litigation process.

Gain a knowledge of legal terminology associated with civil litigation.

To learn the basics of the law office setting and procedures, the role of the legal assistant as a member of the litigation team, courts and jurisdiction, and the stages of the litigation process.

Gain knowledge of the ethical and professional responsibilities of the lawyer and the legal assistant in the litigation process.

Gain knowledge of federal and state rules of evidence and procedure and to develop an understanding of the importance of these rules.

Develop an overview and understanding of the procedures involved in interviewing clients and witnesses, filing court documents, assisting in discovery, serving papers, assisting at trial and other litigation processes.

Develop an overview and understanding of the basics of how to become an effective legal assistant through the drafting of forms, checklists, pleadings, documents, motions, and other materials relevant to the litigation process.

4. Content/Methods of Instruction/Procedures

This is an Internet course. Students will be required to read the required text, and complete and submit all requirements in a timely manner for this course. This includes completing and submitting examinations, discussion board participation, and writing requirements, as well as any other requirements the professor sets. This course will require outside research. Students are responsible for meeting deadlines. As time is of the essence in the law, late work will not be acceptable for point consideration.

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Course Calendar/Schedule: To be provided by the instructor. (See MOODLE).

Course Outline

- Chapter 1: Litigation and the Paralegal
- Chapter 2: The Courts and Jurisdiction
- Chapter 3: Preliminary Considerations
- Chapter 4: Investigation and Evidence
- Chapter 5: The Complaint
- Chapter 6: Responses to the Initial Pleadings
- Chapter 7: Motion Practice
- Chapter 8: Overview of the Discovery Process
- Chapter 9: Depositions
- Chapter 10: Interrogatories
- Chapter 11: Physical and Mental Examinations
- Chapter 12: Request for Documents
- Chapter 13: Request for Admissions and the Future of Discovery
- Chapter 14: Settlements, Dismissals, and Alternative Dispute Resolution
- Chapter 15: Trial Techniques
- Chapter 16: Posttrial Practice

Assignments/Tasks

1. Four examinations consisting of multiple-choice, true/false, matching, and/or short essay questions.
2. Class participation. This Internet courses requires *timely* completion before deadlines, and submission of assignments including briefs, research and writing, discussion boards, and exams.
3. Writing Requirements:
 - A. Assignments from textbook chapters & other sources. (See Moodle & Class Schedule).
 - B. Writing and research assignments.
 - i. **Read Handouts.** To learn more about briefing, see: *Briefing Guide and Model Brief on Moodle*. You will be tested on handouts but will not be required to brief a case for submission in this course.
 - ii. **Timeliness in the law is an absolute.** Begin to practice this now. *Students will **not** receive credit for late submissions nor will students be allowed to make up missed deadlines.*

Class Attendance Policy/Timely Submission of Work and Exams

This is an Internet course. Class attendance is regarded as an obligation as well as a privilege, and for Internet courses, all students are expected to complete and submit class work as scheduled. Students are responsible for the *timely* completion of all course requirements and will not receive credit

for late submissions nor will students be allowed to make up missed deadlines.

5. **Evaluation and Assessment: Exams, grades, grading scale**

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Your grade for this course will be based on a percentage of 600 possible points: 300 points for four (4) semester exams, (Students must take all four exams and attend all classes for the lowest exam to be dropped), and 300 points for the writing assignments, projects, and/or briefing requirements. (NOTE: *Exams will be taken on Moodle and Moodle identifies when and if the student signs on to take an exam and the length of time the student was on the exam*).

Grade scale (for each test/paper) (100 points total): A = 90–100, B = 80– 89, C = 70–79, D = 60–69, F = below 60.

Semester Grade Scale (600 points total): A=600-540, B=539-480, C=479-420, D=419-360, F=below 359.

6. **Disability Statement**

It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact Disability Support & Tutoring, located in Friedman Student Union, Room 234, telephone 318-357-4460; fauchauxc@nsula.edu.

7. **Academic Honor Code**

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fulfillment of academic requirements, any work prepared totally or in part by another, 10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, and 11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit.

Academic dishonesty will result in one of the following disciplinary measures to be decided by the course instructor: 1) verbal/written warning, 2) conference with department chair or dean, 3) reduction of test/course grade to an "F". A student may subsequently be placed on probation or suspended or expelled and forced to withdraw from Northwestern as a result of academic dishonesty.

Refer to the section in the Student Handbook concerning Academic Infractions and Sanctions for Academic Misconduct.

Policy on Academic honesty, behavior, classroom management

Every student and student group shall be required to act lawfully and in such a way as not to adversely affect the educational processes of the University or the rights of others.

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Collaborating, conspiring or cooperating during an examination with any other person by giving or receiving information without authority is forbidden.

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"Plagiarism" is defined as the use of any other person's work and the unacknowledged incorporation of that work in one's own work in fulfillment of academic requirements is not permitted.

Bibliography: Readings

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**NORTHWESTERN STATE UNIVERSITY
DEPARTMENT OF CRIMINAL JUSTICE, HISTORY, & SOCIAL SCIENCES**

PRE-LAW & PARALEGAL PROGRAM

1. Identification of Course

PLPS 3040-Estates, Trusts, and Wills

Spring and fall semesters

3 Credit hours

Undergraduate credit

Prerequisite: Sophomore status

Required Textbooks, Additional Reading, Supplementary Materials

REQUIRED TEXT: Herskowitz, Susan D. *Wills, Trusts, and Estate Administration*. Prentice Hall. 4th Edition, 2014.

ISBN-10: 0-13-295603-9 | ISBN-13: 978-0-13-295-603-1.

The book is available from the Bookstore on the NSU campus or at <http://nsula.bncollege.com/> by the Internet. You may call them at (318) 357-4473 or (318) 352-9965 with a credit card to have it sent to you via UPS or order directly from the Internet.

General Information

Instructor: Shirley A. Snyder, Doctor of Law
Room: 343C Kyser Hall
Phone: 318-357-6963
E-mail address: snyders@nsula.edu
Fax: 318.357.6966 (Do not use for Internet courses)
Office Hours: posted on Blackboard
Preferred virtual mechanism communications:
--Internet courses: e-mail: snyders@nsula.edu.
Web address: <http://criminaljustice.nsula.edu/>.

2. Course Catalog Description

This course will examine the study of law covering estates, trusts, and wills and the preparation of legal documents associated with planning estates and other related legal matters, under the supervision of an attorney. Students will learn research strategies. Students will also learn to write legal memoranda and briefs.

Justification/Rationale

The course is designed to provide the student an understanding of the basic concepts of property as it relates to wills, trusts, and estate administration, an understanding of the laws of intestate and testate successions, the process of probate and informal and formal administrations of an estate, and knowledge of the laws concerning wills, trusts, and estate administration and the documents and forms relating to wills, trusts, and estate administration. Those completing this course will also have a better understanding of the particular area of estates, trusts, and wills, and the role of the legal assistant in each of these endeavors.

3. Course Outcomes (Objectives)

Develop understanding of the process of probate and informal and formal administrations of an estate.

Develop an overview and understanding of the laws of intestate and testate successions.

Develop knowledge and skill in estates, trusts, and wills and the laws, processes, documents, and forms relating to this area of law, and an understanding of the nature and functions of the law, and its practices, procedures, and requirements.

Develop a familiarity with the validity, modification of, and drafting requirements for a valid will and the forms relating to wills, trusts, and estate administration.

Develop an understanding of legal terminology associated with estates, trusts, and wills.

To develop an overview of the basics of how to become an effective paralegal through the drafting of forms, checklists, pleadings, documents, motions, and other materials relevant to wills, trusts, and estate administration, while under the supervision of an attorney.

4. Content/Methods of Instruction/Procedures

This is an Internet course. Students will be required to read the required text, and complete and submit all requirements in a timely manner for this course. This includes completing and submitting examinations, discussion board participation, and writing requirements, as well as any other requirements the professor sets. This course will require outside research.

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Students are responsible for meeting deadlines. As time is of the essence in the law, late work will not be acceptable for point consideration.

Course Calendar/Schedule: To be provided by the instructor. (See MOODLE).

Course Outline

1. Purpose and Need for a Will
2. Property
3. Testate or Intestate
4. The Will
5. Will Preparation and Drafting
6. Advance Directives
7. Planning for Non-Traditional Families
8. Trusts: Elements and Purpose
9. Specialized Trusts and Gifts
10. The Personal Representative
11. Estate Administration
12. Tax Considerations in Estate Administration
13. The Probate Court and Uniform Laws
14. Paralegals and Ethics

Assignments/Tasks

1. Four examinations consisting of multiple-choice, true/false, matching, and/or short essay questions.
2. Class participation. This Internet courses requires timely completion before deadlines, and submission of assignments including briefs, research and writing, discussion boards, and exams.
3. Writing Requirements:
 - A. Assignments from textbook chapters & other sources. (See Moodle).
 - B. Writing and research assignments.
 - C. Case Briefing Assignment will not occur in PLPS 3040. However, students will be tested on the Handouts for Briefing and the Model brief.
4. **Timeliness in the law is an absolute.** Begin to practice this now. *Students will **not** receive credit for late submissions nor will students be allowed to make up missed deadlines.*

Class Attendance Policy/Timely Submission of Work and Exams

This is an Internet course. Class attendance is regarded as an obligation as well as a privilege, and for Internet courses, all students are expected to complete and submit class work as scheduled. Students are responsible for

the **timely** completion of all course requirements and will not receive credit for late submissions nor will students be allowed to make up missed deadlines.

5. **Evaluation and Assessment: Exams, grades, grading scale**

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Your grade for this course will be based on a percentage of 500 possible points: 300 points for four (4) semester exams, (Students must take all four exams and attend all classes for the lowest exam to be dropped), and 300 points for the writing assignments and discussion board requirements. (NOTE: *Exams will be taken on Moodle and Moodle identifies when and if the student signs on to take an exam and the length of time the student was on the exam*).

Grade scale (for each test/paper) (100 points total): A = 90 – 100, B = 80 – 89, C = 70 – 79, D = 60 – 69, F = below 60.

Semester Grade Scale (500 points total): A=500-450, B=449-400, C=399-350, D=349-300, F=below 299.

6. **Disability Statement**

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7. **Academic Honor Code**

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to substitute for oneself to take a test, 9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, 10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, and 11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit.

Academic dishonesty will result in one of the following disciplinary measures to be decided by the course instructor: 1) verbal/written warning, 2) conference with department chair or dean, 3) reduction of test/course grade to an "F". A student may subsequently be placed on probation or suspended or expelled and forced to withdraw from Northwestern as a result of academic dishonesty.

Refer to the section in the Student Handbook concerning Academic Infractions and Sanctions for Academic Misconduct.

Policy on Academic honesty, behavior, classroom management

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Collaborating, conspiring or cooperating during an examination with any other person by giving or receiving information without authority is forbidden.

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**NORTHWESTERN STATE UNIVERSITY
DEPARTMENT OF CRIMINAL JUSTICE, HISTORY,
& SOCIAL SCIENCES
PRE-LAW & PARALEGAL PROGRAM**

1. Identification of Course

PLPS 3050- Corporations
Spring and fall semesters
3 Credit hours
Undergraduate credit
Prerequisite: Sophomore status

Textbook, Additional Reading, Supplementary Materials

REQUIRED TEXT:

Bevans, Neal R. *Business Organizations and Corporate Law*, 1st Ed.,
Publisher: Delmar, Cengage Learning, 2007.

ISBN-10: 1-4018-7083-X; or ISBN-13: 978-1-4018-7083-6.

The books are available from the NSU Bookstore on campus or at <http://nsula.bncollege.com> by the Internet. You may call them at (318) 357-4473 or (318) 352-9965 with a credit card to have it sent to you via UPS or order directly from the Internet. *If the bookstore doesn't have the book, go online to the publisher or other booksellers and have them overnight the book.*

General Information

Instructor: **K. Jacob Ruppert**, Doctor of Law
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Preferred virtual mechanism communications:
--Internet courses: e-mail: ruppertj@nsula.edu
Web address: <http://criminaljustice.nsula.edu/>.

2. Course Catalog Description

This course will examine the purpose, procedures, and transactions required and used in corporate law and will examine the preparation of legal documents associated with corporate law as used in law offices and other legal environments supervised by attorneys.

Justification/Rationale

To provide the student an understanding of the basic concepts of corporation and partnership law, and the documents and forms commonly used in this area of law. Those completing this course will also have a better knowledge of corporate law; its practices, procedures, and requirements, and the role of the legal assistant in assisting with the preparation of documents required in this legal field.

3. Course Outcomes (Objectives)

Develop an understanding of the complex nature of American corporate law, including an understanding of the general principles as well as the basic elements of creating, organizing, managing, and dissolving corporations and other business organizations, and the liabilities inherent to those business organizations in contemporary American business and financial systems.

Compare and contrast corporate and partnership law in the U.S.

Understand an overview and the general history of the development of corporate law.

Examine the role of the legal assistant within this legal system and their role within a law office environment dealing with corporate law issues.

Identify and understand the importance of ethics and professionalism in the paralegal and legal field and to incorporate this into the paralegal's professional goals.

Understand corporate law; its practices, procedures, and requirements, and the role of the legal assistant in assisting with the preparation of documents required in this legal field.

Develop and understanding of the documents relevant to this specific legal area under the supervision of an attorney.

Examine and learn certain legal terminology associated with different facets of corporate law.

4. Content/Methods of Instruction/Procedures

This is an Internet course. Students will be required to read the required text, and complete and submit all requirements in a timely manner for this course. This includes completing and submitting examinations, discussion board participation, and writing requirements, as well as any other requirements the professor sets. This course will require outside research. Students are responsible for meeting deadlines. As time is of the essence in the law, late work will not be acceptable for point consideration.

Course Calendar/Schedule: To be provided by the instructor. (See MOODLE).

Course Outline

- Chapter 1. Introduction to Business Organizations
- Chapter 2. Principals and Agents
- Chapter 3. Sole Proprietorships
- Chapter 4. General Partnerships
- Chapter 5. Limited Partnerships
- Chapter 6. Limited Liability Companies
- Chapter 7. The Rise of the Corporation
- Chapter 8. Creating a Corporation
- Chapter 9. The Participants in the Corporation
- Chapter 10. Financing the Corporation
- Chapter 11. Corporate Liability
- Chapter 12. Terminating Corporate Existence

Assignments/Tasks for Undergraduate Students

1. Four examinations consisting of multiple-choice, true/false, matching, and/or short essay questions.
2. Class participation. This Internet courses requires *timely* completion before deadlines, and submission of assignments including briefs, research and writing, discussion boards, and exams.
3. Writing Requirements:
 - A. Assignments from textbook chapters & other sources. (See Moodle & Class Schedule).
 - B. Writing and research assignments.
 - i. **Read Handouts.** To learn more about briefing, see: *Briefing Guide and Model Brief on Moodle*. You will be tested on handouts but will not be required to brief a case for submission in this course.
 - ii. **Timeliness in the law is an absolute.** Begin to practice this now. *Students will **not** receive credit for late submissions nor will students be allowed to make up missed deadlines.*

Class Attendance Policy/Timely Submission of Work and Exams

This is an Internet course. Class attendance is regarded as an obligation as well as a privilege, and for Internet courses, all students are expected to complete and submit class work as scheduled. Students are responsible for the **timely** completion of all course requirements and will not receive credit for late submissions nor will students be allowed to make up missed deadlines.

4. Evaluation and Assessment: Exams, grades, grading scale

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Your grade for this course will be based on a percentage of 600 possible points: 300 points for four (4) semester exams, (Students must take all four exams and attend all classes for the lowest exam to be dropped), and 300 points for the writing assignments, projects, and/or briefing requirements. (NOTE: *Exams will be taken on Moodle and Moodle identifies when and if the student signs on to take an exam and the length of time the student was on the exam*).

Grade scale (for each test/paper) (100 points total): A = 90–100, B = 80– 89, C = 70–79, D = 60–69, F = below 60.

Semester Grade Scale (600 points total): A=600-540, B=539-480, C=479-420, D=419-360, F=below 359.

5. Disability Statement.

It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example, in seating placement, in arrangements for examinations, or other disability-related issues, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact the Office of Disability Support located in Friedman Student Union, Room 234, telephone 318-357-4460; fauchauxc@nsula.edu.

6. Academic Honor Code.

Academic dishonesty is defined as the following: 1) acquiring or using a published test bank, 2) copying from another student's test, paper or computer file, 3) using unauthorized materials during a test, 4) collaborating during a test with any other person by giving or receiving information without authority, 5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests, 6) selling or giving away non-administered or unauthorized tests, 7) bribing anyone to obtain information about a test, 8) substituting for another student or permitting another person to substitute for oneself to take a test, 9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, 10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, and 11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit, and 12) duplicity, defined as offering for credit identical or substantially unchanged work in two or more courses without approval.

Academic dishonesty will result in one of the following disciplinary measures to be decided by the course instructor: 1) verbal/written warning, 2) conference with department chair or dean, 3) reduction of test/course grade to an "F". A student may subsequently be referred to Student Conduct and be placed on probation or suspended or expelled and forced to withdraw from Northwestern as a result of academic dishonesty.

Refer to the section in the Student Handbook concerning Academic Infractions and Sanctions for Academic Misconduct.

7. Policy on Academic honesty, behavior, classroom management.

Every student and student group shall be required to act lawfully and in such a way as not to adversely affect the educational processes of the University or the rights of others.

Students have a right to an environment conducive to learning and free from distraction and are responsible for behavior, which is conducive to the teaching/learning process.

Collaborating, conspiring or cooperating during an examination with any other person by giving or receiving information without authority is forbidden.

8. **Classroom Civility Statement.**

Northwestern State University students, staff, and faculty are expected to create an environment that promotes academic excellence, personal dignity, mutual respect, and individual responsibility in both face-to-face and electronic educational settings regardless of the content of the ideas and opinions being shared. Ideas and opinions that are controversial or in opposition to others are welcomed in the NSU environment, and this policy shall not be used to prohibit the sharing of controversial or unpopular ideas or opinions but merely to call for civility when idea and opinion sharing.

All members of the NSU community have the right to a safe environment free of disturbances and civil in all aspects of human relations. Whether in a face-to-face or online classroom, students who engage in disruptive or abusive discourse or actions may be removed from the class and subject to disciplinary sanctions. In on-campus classrooms, students who speak at inappropriate times, take frequent breaks, interrupt the class by coming to class late or leaving early, engage in loud or distracting behaviors, use cell phones or other noise-making devices, wear headphones, are distracted with computers or other electronic devices, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others during the class period may be removed from the class and may be subject to disciplinary action under the Northwestern State University Student Code of Conduct (Articles IV Infractions and VII Sanctions).

The instructor of a course may deem additional behaviors or actions inappropriate; these actions or behaviors will be outlined in the course syllabus. Copies of infractions and sanctions are available on the NSU website at

<https://www.nsula.edu/studenthandbook/>.

9. **Statement on Sexual Harassment & Assault.**

NSU is committed to eliminating sexual misconduct in our community, advocating for students who have experiences sexual assault or harassment, and respecting the legal rights of both complainants and respondents. Misconduct involving sexual assault, sexual harassment, domestic violence, dating violence, stalking, a hostile environment caused by sexual harassment,

sexual exploitation, coercion, retaliation, intimidation, sexual consent, and discrimination based on sexual orientation, gender identity or gender expression should be reported to the Dean of Students (318) 357-5286. Also, hate crimes, including those based on gender identity or national origin, should be reported. The offenses listed above are prohibited by the University. Information about conduct infractions and sanctions (Articles IV and VII of the Student Code of Conduct) are available on the NSU webpage at <https://www.nsula.edu/studenthandbook/>.

Reporting and Assistance: NSU strongly advocates reporting sex discrimination, sexual assault, intimate-partner violence, or sexual harassment. If a student discloses an incident they will learn options for assistance, such as health and wellbeing counseling, residence and class accommodations, and options for filing complaints or criminal charges. Disclosure to University personnel will not obligate the complainant to file a grievance or criminal charge, nor will it subject the complainant to scrutiny or judgmental opinions.

Students have two options:

1. Reporting to Dean of Students (318) 357-5286 or University Police (318) 357-5431.
For emergencies or a 24/7 Confidential Advisor, please call University Police.
2. Confidential Disclosure to Campus Counselor (318) 357-5621 or Confidential Advisor (318) 357- 5570.

For a comprehensive list of parish-wide resources for assistance, please visit <https://www.nsula.edu/notalone/>.

Confidentiality: All reporting of sex discrimination and sexual misconduct is treated as confidential to the greatest extent possible; the privacy of all individuals involved is important to the Northwestern State University. In most situations, only individuals involved in the resolution of the situation will have access to the information about the case. If there is a risk of the alleged perpetrator committing additional crimes, if a student is in immediate danger, or if there has been expressed intent to harm others, or other risks such as involvement of a weapon or the age of the students involved, the University may determine that it is necessary to compromise the level of privacy provided.

For more information and assistance in case of sexual assault or harassment, please see the Dean of Students *NSU: Not Alone* webpage: <https://www.nsula.edu/notalone/>.

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs and activities that receive federal financial assistance. NSU is committed to equal opportunity for student success by providing access to educational programs, tuition assistance, and social and recreational activities for all students without regard to race, color, gender, religion, sexual orientation, national origin, disability, genetic information, age, pregnancy or parenting status, veteran status, or retirement status.

Bibliography: Readings

http://www.nsula.edu/watson_library/

http://www.nsula.edu/watson_library/database/

Revised 4-28-15sas

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**NORTHWESTERN STATE UNIVERSITY
DEPARTMENT OF CRIMINAL JUSTICE, HISTORY, & SOCIAL
SCIENCES**

PRE-LAW & PARALEGAL PROGRAM

1. Identification of Course

PLPS 3060- Real Estate and Mortgages-Classroom
Spring and fall semesters
3 Credit hours
Undergraduate credit
Prerequisite: Sophomore status

REQUIRED TEXT:

Schaffer, Lisa & Andrew Wieteci. Editors. Real Estate Law for Paralegals. 1st Ed., McGraw-Hill Publishers. 2009. **ISBN-13:** 978-0-07-337695-0.

The books are available from the NSU Bookstore on campus or at <http://nsula.bncollege.com> by the Internet. You may call them at (318) 357-4473 or (318) 352-9965 with a credit card to have it sent to you via UPS or order directly from the Internet.

General Information

Instructor: Shirley A. Snyder, Doctor of Law
Room: 343C Kyser Hall
Phone: 318-357-6963
E-mail address: snyders@nsula.edu
Fax: 318.357.6966 (Not for Internet courses)
Office Hours: posted on Moodle
Preferred virtual mechanism communications:
Internet courses: e-mail: snyders@nsula.edu.
Web address: <http://criminaljustice.nsula.edu/>.

2. Course Catalog Description

This course will examine the purpose, procedures, and transactions required and used in real estate transactions and associated documents, and will examine the preparation of legal documents associated with real estate law and mortgages, as well as title searches and abstracts, as used in law offices and other legal environments supervised by attorneys.

Justification/Rationale

To provide students knowledge and understanding of real estate law and an overview of the correct preparation of documents required in this legal field. Those completing this course will have an overview of real estate law and will be able to recognize and understand the importance of the documents required in this field.

3. Course Outcomes (Objectives)

Develop an understanding of the nature of American real estate and mortgage law, including an understanding of the general principles as well as the specific requirements for real estate and mortgage issues in contemporary American business and financial systems.

Compare and contrast real estate law in various jurisdictions.

Recite the role of the legal assistant within this legal system and their role within a law office environment dealing with real estate and mortgage issues.

Explain real estate law; its practices, procedures, and requirements, and the role of the legal assistant in assisting with the preparation of documents required in this legal field.

State the requirements and significance of title reports and title insurance.

Relate the steps of conducting a title search and drafting abstracts of title chain.

Define certain legal terminology associated with different facets of real estate law.

4. Content/Methods of Instruction/Procedures

This is a lecture course and an active learning class within a distance learning environment (individuals are participating in real time on different campuses) with opportunities to interact with the course material, other students and the instructor. The course will require outside research and assignments by the student. Students are required to complete written assignments and to be prepared to present and discuss those assignments in class. Students are responsible for committing deadlines to memory and completing course work in a timely manner. As time is of the essence in the law, late work will not be acceptable for point consideration.

Course Calendar/Schedule: Provided by the instructor. (*See MOODLE*).

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Course Outline

1. Introduction to Real Property Law
2. Concurrent Ownership
3. Condominiums, Cooperatives, and Timeshares
4. Regulations and Encumbrances
5. Nonpossessory Interests
6. Landlord and Tenant
7. Contract for Sale
8. Deeds
9. Mortgages
10. Real Estate Finance
11. Recording Statutes and Title Examinations
12. Real Estate Closing

Assignments/Tasks for Undergraduate Students

1. Four examinations consisting of multiple-choice, true/false, matching, and/or short essay questions.
2. Class participation. This Internet courses requires *timely* completion before deadlines, and submission of assignments including briefs, research and writing, discussion boards, and exams.
3. Writing Requirements:
 - A. Assignments from textbook chapters & other sources. (See Moodle & Class Schedule).
 - B. Writing, research, and presentation assignments.
 - i. **Read Handouts.** To learn more about briefing, see: *Briefing Guide and Model Brief on Moodle*. You will be tested on handouts and may be required to brief a case for submission in this course.
 - ii. **Timeliness in the law is an absolute.** Begin to practice this now. *Students will **not** receive credit for late submissions nor will students be allowed to make up missed deadlines.*

Class Attendance Policy/Timely Submission of Work and Exams

- i. Attend Class. Class attendance is regarded as an obligation as well as a privilege, and all students are expected to attend class regularly and punctually. (Late comers disrupt the class).
- ii. Submit Excused Absences. Excuses for absences must be submitted to the instructor within three (3) days after returning to class after an absence.
- iii. Be on Time. Students who are tardy for a class will be marked with an unexcused absence. It is the student's responsibility to make sure they are cleared and marked present.
- iv. Slip out Quietly. Students who must leave prior to end of class should

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inform the instructor before the class begins or the class will be counted as an unexcused absence. Please do not interrupt class time to advise a need to leave early; do so quietly).

- v. Unexcused Absences=Grade Drop. Excessive unexcused absences shall result in the student's class grade being lowered and can lead to suspension from the university.
- vi. Unexcused Absences = No A. ***Caveat: Students will lose points up to an entire grade drop for excessive absences.*** If a student does not consistently attend class, they will not be eligible for the grade of "A" in this course.

5. Evaluation and Assessment: Exams, grades, grading scale

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Your grade for this course will be based on a percentage of 600 possible points: 300 points for four (4) semester exams, (Students must take all four exams and attend all classes for the lowest exam to be dropped), and 300 points for the writing assignments, projects, and/or briefing requirements. (NOTE: *Exams will be taken on Moodle and Moodle identifies when and if the student signs on to take an exam and the length of time the student was on the exam*).

Grade scale (for each test/paper) (100 points total): A = 90-100, B = 80- 89, C = 70-79, D = 60-69, F = below 60.

Semester Grade Scale (600 points total): A=600-540, B=539-480, C=479-420, D=419-360, F=below 359.

6. Disability Statement

It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact Disability Support & Tutoring, located in Friedman Student Union, Room 234, telephone 318-357-4460; fauchauxc@nsula.edu.

7. Academic Honor Code.

Academic dishonesty is defined as the following: 1) acquiring or using a published test bank, 2) copying from another student's test, paper or computer file, 3) using unauthorized materials during a test, 4) collaborating during a test with any other person by giving or receiving information without authority, 5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests, 6) selling or giving

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away non-administered or unauthorized tests, 7) bribing anyone to obtain information about a test, 8) substituting for another student or permitting another person to substitute for oneself to take a test, 9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, 10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, and 11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit, and 12) duplicity, defined as offering for credit identical or substantially unchanged work in two or more courses without approval.

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The instructor of a course may deem additional behaviors or actions inappropriate; these actions or behaviors will be outlined in the course syllabus. Copies of infractions and sanctions are available on the NSU website at: <https://www.nsula.edu/studenthandbook/>.

10. Statement on Sexual Harassment & Assault.

NSU is committed to eliminating sexual misconduct in our community, advocating for students who have experiences sexual assault or harassment, and respecting the legal rights of both complainants and respondents. Misconduct involving sexual assault, sexual harassment, domestic violence, dating violence, stalking, a hostile environment caused by sexual harassment, sexual exploitation, coercion, retaliation, intimidation, sexual consent, and discrimination based on sexual orientation, gender identity or gender expression should be reported to the Dean of Students (318) 357-5286. Also, hate crimes, including those based on gender identity or national origin, should be reported. The offenses listed above are prohibited by the University. Information about conduct infractions and sanctions (Articles IV and VII of the Student Code of Conduct) are available on the NSU webpage at <https://www.nsula.edu/studenthandbook/>.

Reporting and Assistance: NSU strongly advocates reporting sex discrimination, sexual assault, intimate-partner violence, or sexual harassment. If a student discloses an incident they will learn options for assistance, such as health and wellbeing counseling, residence and class accommodations, and options for filing complaints or criminal charges. Disclosure to University personnel will not obligate the complainant to file a grievance or criminal charge, nor will it subject the complainant to scrutiny or judgmental opinions.

Students have two options:

1. Reporting to Dean of Students (318) 357-5286 or University Police (318) 357-5431.

For emergencies or a 24/7 Confidential Advisor, please call University Police.

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2. Confidential Disclosure to Campus Counselor (318) 357-5621 or Confidential Advisor (318) 357- 5570.

For a comprehensive list of parish-wide resources for assistance, please visit <https://www.nsula.edu/notalone/>.

Confidentiality: All reporting of sex discrimination and sexual misconduct is treated as confidential to the greatest extent possible; the privacy of all individuals involved is important to the Northwestern State University. In most situations, only individuals involved in the resolution of the situation will have access to the information about the case. If there is a risk of the alleged perpetrator committing additional crimes, if a student is in immediate danger, or if there has been expressed intent to harm others, or other risks such as involvement of a weapon or the age of the students involved, the University may determine that it is necessary to compromise the level of privacy provided.

For more information and assistance in case of sexual assault or harassment, please see the Dean of Students *NSU: Not Alone* webpage: <https://www.nsula.edu/notalone/>.

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs and activities that receive federal financial assistance. NSU is committed to equal opportunity for student success by providing access to educational programs, tuition assistance, and social and recreational activities for all students without regard to race, color, gender, religion, sexual orientation, national origin, disability, genetic information, age, pregnancy or parenting status, veteran status, or retirement status.

Bibliography: Readings

http://www.nsula.edu/watson_library/
http://www.nsula.edu/watson_library/database/

Revised 8-21-15sas

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PLPS 3070-C

**NORTHWESTERN STATE UNIVERSITY
DEPARTMENT OF CRIMINAL JUSTICE, HISTORY, & SOCIAL
SCIENCES
PRE-LAW & PARALEGAL PROGRAM**

1. Identification of Course

PLPS 3070- Family Relations Law-CLASSROOM
Spring and fall semesters
3 Credit hours
Undergraduate credit
Prerequisites: none

Textbook, Additional Reading, Supplementary Materials

REQUIRED TEXT:

Kent, George W. Family Law for Paralegals. 1st ed., New York, New York: McGraw-Hill Higher Education. 2009.

ISBN 13: 978-0-07-337697-4. MHID: 0-07-337697-3.

The book is available from the Bookstore on the NSU campus or at <http://nsula.bncollege.com/> by the Internet. You may call them at (318) 357-4473 or (318) 352-9965 with a credit card to have it sent to you via UPS or order directly from the Internet.

General Information

Instructor: Shirley A. Snyder, Doctor of Law
Room: 343C Kyser Hall
Phone: 318-357-6963
E-mail address: snyders@nsula.edu
Fax: 318.357.6966 (Do not use for Internet courses)
Office Hours: posted on Moodle
Preferred virtual mechanism communications:
--Internet courses: e-mail: snyders@nsula.edu.
Web address: <http://criminaljustice.nsula.edu/>.

2. Course Catalog Description

This course will examine the purpose of paralegals/legal assistants in a law office environment that focuses on domestic relations law and will include, under the supervision of an attorney, the preparation of documents essential to this area of the law.

Justification/Rationale

The course is designed to provide students with knowledge and skill in the area of family law and domestic relations and its practices, procedures, and requirements in order to prepare students to pursue further legal studies and/or seek employment in the legal field. Those completing this course should have a solid overview of the practice of family law and the role of the legal team including the paralegal/legal assistant in this area of legal practice.

3. Course Outcomes (Objectives)

Develop knowledge and understanding of domestic relations law; its practices, procedures, and requirements, an understanding of the formal and informal processes of domestic relations practice, and an overview and understanding of the new professional and/or paralegal's role in the law office with a practice in domestic relations law.

Develop an understanding of domestic relations law; its practices, procedures, and requirements, and the role of the new professional and/or paralegal in assisting with the preparation of documents required in this legal field.

Develop an overview of the basics of how to become an effective professional and paralegal in a domestic relations law practice through the drafting of forms, checklists, pleadings, documents, motions, and other materials relevant to domestic relations practice, while under the supervision of an attorney.

Learn the legal concepts associated with domestic relations law.

Develop an understanding of the legal procedures associated with domestic relations law.

Compare and contrast domestic relations law in various jurisdictions.

Understand legal terminology associated with domestic relations also known as family law.

4. Content/Methods of Instruction/Procedures

This is a lecture course and an active learning class within a distance learning environment (individuals are participating in real time on different campuses) with opportunities to interact with the course material, other students and the instructor. The course will require outside research and assignments by the student. Students are required to complete written assignments and to be prepared

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to discuss those assignments in class. Students are responsible for committing deadlines to memory and completing course work in a timely manner.

Course Calendar/Schedule: To be provided by the instructor. (See MOODLE).

Course Outline

Part ONE. Legal Concepts Associated with Family Law

- Chapter 1. Introduction to the Family Law Office
- Chapter 2. Premarital and Cohabitation Agreements
- Chapter 3. Marriage and Cohabitation
- Chapter 4. Divorce, Dissolution, and Annulment, 54
- Chapter 5. Division of Property and Debts
- Chapter 6. Alimony
- Chapter 7. Child Custody and Visitation
- Chapter 8. Child Support and Paternity

Part TWO. Legal Procedures Associated with Family Law

- Chapter 9. Preparation for and Filing of Dissolution of Marriage Papers
- Chapter 10. Pretrial/Pendente Lite Motions and Orders
- Chapter 11. Discovery
- Chapter 12. Negotiations, Hearings, and Trials
- Chapter 13. Postjudgment Matters
- Chapter 14. Adoption, In Vitro Fertilization, and Surrogacy

Assignments/Tasks for Undergraduate Students

1. Four examinations consisting of multiple-choice, true/false, and/or short essay questions. (All four exams must be taken. The lowest exam grade will be dropped.)
2. Class participation requirements: regular attendance, class discussion, and timely completion and submission of assignments including briefs, research and writing, projects, and exams.
3. Writing Requirements:
 - A. Assignments from textbook chapters & other sources.
 - B. Writing assignments.
 - C. Research assignments and presentation of those projects.
 - D. Briefing assignments.
5. **Content Evaluation Policies – Course Requirements, Activities, & Evaluation Procedures**

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

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Assignments/Tasks

1. Four examinations consisting of multiple-choice, true/false, matching, and/or short essay questions.
2. Class participation: requires timely completion and submission of assignments including briefs, research and writing, and exams.
3. Writing Requirements:
 - A. Assignments from textbook chapters & other sources.
 - B. Writing and research assignments and projects.
 - C. Case Briefing Assignments.
 - D. Discussion board essay submission and participation.

Class Attendance Policy

- i. Class attendance is regarded as an obligation as well as a privilege, and all students are expected to attend class regularly and punctually. (Late comers disrupt the class by that tardiness.)
- ii. Excuses for absences must be submitted to the instructor within three (3) days after returning to class after an absence.
- iii. Students who are tardy for a class will be marked with an unexcused absence.
- iv. Students who must leave prior to end of class should inform the instructor before the class begins or the class will be counted as an unexcused absence. Please do not interrupt class time to advise a need to leave early.
- v. Excessive unexcused absences shall result in the student's class grade being lowered and can lead to suspension from the university.
- vi. ***Caveat: Students will lose points up to an entire grade drop for excessive absences.*** If a student does not consistently attend class, they will not be eligible for the grade of "A" in this course.

6. Evaluation and Assessment: Exams, grades, grading scale

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Your grade for this course will be based on a percentage of 600 possible points: 300 points for four (4) semester exams, (Students must take all four exams and attend all classes for the lowest exam to be dropped), and 300 points for the writing assignments and briefing requirements. (NOTE: *Exams will be taken on Moodle and Moodle identifies when and if the student signs on*

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to take an exam and the length of time the student was on the exam).

Grade scale (for each test/paper) (100 points total): A = 90 – 100, B = 80 – 89, C = 70 – 79, D = 60 – 69, F = below 60.

Semester Grade Scale (600 points total): A=600-540, B=539-480, C=479-420, D=419-360, F=below 359.

7. **Disability Statement**

It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact Disability Services, which is located in Kyser Hall, Room 239, telephone 357-6950 or (TTD) 357-4393.

8. **Academic Honor Code**

Academic dishonesty is defined as the following: 1) acquiring or using a published test bank, 2) copying from another student's test, paper or computer file, 3) using unauthorized materials during a test, 4) collaborating during a test with any other person by giving or receiving information without authority, 5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests, 6) selling or giving away non-administered or unauthorized tests, 7) bribing anyone to obtain information about a test, 8) substituting for another student or permitting another person to substitute for oneself to take a test, 9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, 10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, and 11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit.

Academic dishonesty will result in one of the following disciplinary measures to be decided by the course instructor: 1) verbal/written warning, 2) conference with department chair or dean, 3) reduction of test/course grade to an "F". A student may subsequently be placed on probation or suspended or expelled and forced to withdraw from Northwestern as a result of academic dishonesty.

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Refer to the section in the Student Handbook concerning Academic Infractions and Sanctions for Academic Misconduct.

Policy on Academic honesty, behavior, classroom management

Every student and student group shall be required to act lawfully and in such a way as not to adversely affect the educational processes of the University or the rights of others.

Students have a *right to an environment conducive to learning and free from distraction and are responsible for behavior*, which is conducive to the teaching/learning process.

Collaborating, conspiring or cooperating during an examination with any other person by giving or receiving information without authority is forbidden.

"Duplicity" defined as the offering for credit identical or substantially unchanged work in two or more courses without approval in advance by the Instructor (s) and is not permitted.

"Plagiarism" is defined as the use of any other person's work and the unacknowledged incorporation of that work in one's own work in fulfillment of academic requirements is not permitted.

Bibliography: Readings

<http://www.nsula.edu/watson library/>
<http://www.nsula.edu/watson library/database/>

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PLPS 3080-INTERNET

PLPS 3080-I

**NORTHWESTERN STATE UNIVERSITY
DEPARTMENT OF CRIMINAL JUSTICE, HISTORY, & SOCIAL
SCIENCES
PRE-LAW & PARALEGAL PROGRAM**

1. Identification of Course

PLPS 3080- Law Office Administration-INTERNET
Spring and fall semesters
3 Credit hours
Undergraduate credit
Prerequisites: none

Required Textbook, Additional Reading, Supplementary Materials

REQUIRED TEXT:

Schaffer, Lisa, and Andrew Wieteki, Contributing Editors. McGraw-Hill's Law Office Management for Paralegals. 1st ed., New York, New York: McGraw-Hill Higher Education. 2009.

ISBN-13: 978-0-07-337694-3, (or) MHID: 0-07-337694-9.

The books are available from the NSU Bookstore on campus or at <http://nsula.bncollege.com> by the Internet. You may call them at (318) 357-4473 or (318) 352-9965 with a credit card to have it sent to you via UPS or order directly from the Internet.

General Information

Instructor: Shirley A. Snyder, Doctor of Law
Room: 343C Kyser Hall
Phone: 318-357-6963
E-mail address: snyders@nsula.edu
Fax: 318.357.6966 (Do not use for Internet courses)
Office Hours: posted on Moodle
Preferred virtual mechanism communications:
--Internet courses: e-mail: snyders@nsula.edu.
Web address: <http://criminaljustice.nsula.edu/>.

2. Course Catalog Description

This course will examine the approaches to the organization and efficient operation of the law office and the role of lawyers and paralegals towards that goal.

Justification/Rationale

The course is designed to provide students knowledge and skill in the area of law office practice and a practical view of the day to day law office management topics, procedures and organizations in order to prepare the student adequately to obtain employment in the legal field. Those completing this course should have a solid overview of the practice in a law office and the roles of the lawyer and the paralegal.

3. Course Outcomes (Objectives)

Develop an understanding of the complex nature of the management of a law office practice, including an understanding of the general principles as well as the basic elements of management, including professionalism, ethics, accounting, human resources, and docketing, and the limits and controls inherent in the legal setting in contemporary American legal system.

Develop an overview and understanding of the roles of the lawyer and the paralegal in a law office focusing on various legal areas.

Develop a comprehension of the structure, organization, purpose, and management of law office practice and an understanding of the roles of the lawyer and the paralegal within this practice.

Develop skills as an effective manager of time, personnel, and product in the law office setting.

Develop and learn the basic principles of management and be able to translate those in a legal environment.

Develop knowledge of different law office billing practices.

Understand the role of technology in the management and administration of the law office.

Develop an understanding of legal terminology associated with different legal practices.

4. Content/Methods of Instruction/Procedures

This is an Internet course. Students will be required to read the required text, and complete and submit all requirements in a timely manner for this course. This includes completing and submitting examinations, discussion board participation, and writing requirements, as well as any other requirements the professor sets.

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This course will require outside research. Students are responsible for committing deadlines to memory and completing course work in a timely manner.

Course Calendar/Schedule: To be provided by the instructor. (See MOODLE).

Course Outline

- Chapter 1: The Legal Industry
- Chapter 2: The Players
- Chapter 3: Legal Administration
- Chapter 4: The Role of the Paralegal/Legal Assistant
- Chapter 5: Professionalism
- Chapter 6: Attorney/Client Relationship
- Chapter 7: Paralegal Ethics and Communication
- Chapter 8: Legal Fees
- Chapter 9: Timekeeping and Billing
- Chapter 10: Law Office Accounting
- Chapter 11: Legal Technology
- Chapter 12: Human Resources
- Chapter 13: Calendar and Docketing
- Chapter 14: File and Law Library Management

Assignments/Tasks

1. Four examinations consisting of multiple-choice, true/false, matching, and/or short essay questions.
2. Class participation: requires timely completion and submission of assignments including briefs, research and writing, and exams.
3. Writing Requirements:
 - A. Assignments from textbook chapters & other sources.
 - B. Writing and research assignments.
 - C. Case Briefing Assignments.
 - i. **Purpose:** *The purpose of briefing for the student is to learn how to read and understand legal cases. To do that, briefing helps to divide and conquer complex legal cases. This will be essential and important for those who intend to attend law school and for those who desire to work in the legal field. For that reason, students are to do their own work. That means not to use the Internet, your employer, other students, or any other sources. Do your own work here. It will help you!* Each brief should be completed by the student in his/her own words.
 - ii. The case brief should follow the *Model Brief* example on Moodle.

- iii. To learn more about briefing, see: *Briefing Guide and Model Brief on Moodle*.
- iv. **Timeliness in the law is an absolute.** Begin to practice this now. Students will not receive credit for late submissions nor will students be allowed to make up missed deadlines.

Class Attendance Policy/Timely Submission of Work and Exams

Class attendance is regarded as an obligation as well as a privilege, and for Internet courses, all students are expected to complete and submit class work as scheduled. This is an Internet course. Students are responsible for the *timely* completion of all course requirements and will not receive credit for late submissions nor will students be allowed to make up missed deadlines.

6. Evaluation and Assessment: Exams, grades, grading scale

General University attendance and grading policies are located in the current General Catalog under the heading of Academic Regulations. Policies of this course are in compliance with University regulations.

Your grade for this course will be based on a percentage of 600 possible points: 300 points for four (4) semester exams, (Students must take all four exams and attend all classes for the lowest exam to be dropped), and 300 points for the writing assignments and briefing requirements. (NOTE: *Exams will be taken on Moodle and Moodle identifies when and if the student signs on to take an exam and the length of time the student was on the exam*).

Grade scale (for each test/paper) (100 points total): A = 90 – 100, B = 80 – 89, C = 70 – 79, D = 60 – 69, F = below 60.

Semester Grade Scale (600 points total): A=600-540, B=539-480, C=479-420, D=419-360, F=below 359.

7. Disability Statement

It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact Disability Services, which is located in Kyser Hall, Room 239, telephone 357-6950 or (TTD) 357-4393.

8. **Academic Honor Code**

Academic dishonesty is defined as the following: 1) acquiring or using a published test bank, 2) copying from another student's test, paper or computer file, 3) using unauthorized materials during a test, 4) collaborating during a test with any other person by giving or receiving information without authority, 5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests, 6) selling or giving away non-administered or unauthorized tests, 7) bribing anyone to obtain information about a test, 8) substituting for another student or permitting another person to substitute for oneself to take a test, 9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, 10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, and 11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit.

Academic dishonesty will result in one of the following disciplinary measures to be decided by the course instructor: 1) verbal/written warning, 2) conference with department chair or dean, 3) reduction of test/course grade to an "F". A student may subsequently be placed on probation or suspended or expelled and forced to withdraw from Northwestern as a result of academic dishonesty.

Refer to the section in the Student Handbook concerning Academic Infractions and Sanctions for Academic Misconduct.

Policy on Academic honesty, behavior, classroom management

Every student and student group shall be required to act lawfully and in such a way as not to adversely affect the educational processes of the University or the rights of others.

Students have a *right to an environment conducive to learning and free from distraction and are responsible for behavior*, which is conducive to the teaching/learning process.

Collaborating, conspiring or cooperating during an examination with any other person by giving or receiving information without authority is forbidden.

"Duplicity" defined as the offering for credit identical or substantially unchanged work in two or more courses without approval in advance by the Instructor (s) and is not permitted.

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"Plagiarism" is defined as the use of any other person's work and the unacknowledged incorporation of that work in one's own work in fulfillment of academic requirements is not permitted.

Bibliography: Readings

http://www.nsula.edu/watson_library/
http://www.nsula.edu/watson_library/database/

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