

# Memorandum

To: General Faculty

Date: March 24, 2021

Regarding: Faculty Senate Agenda for March 26, 2021 via Zoom

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1. Call to Order

2. Roll Call

3. Minutes

A) The February 19, 2021 Meeting Minutes were approved electronically on February 26, 2021.

4. Administrator Reports

A) Report from the Provost

5. Committee Reports

**Committee I: Undergraduate Programs Committee (Rosemary Kellison, Chair)**

**Action Items: ([Addendum I](#))**

A) Richards College of Business

1) Department of Management

a) [MGNT 4610 Logistics](#)

Request: Modify

b) [MGNT 4615 Supply Chain Management](#)

Request: Modify

c) [MGNT 4686 Business Internship \(Management\)](#)

Request: Modify

B) University College

1) Department of Civic Engagement and Public Service

a) [Criminal Justice, B.S. General Concentration](#)

Request: Add

b) [Criminal Justice, B.S. Law Enforcement Concentration](#)

Request: Add

c) [Criminal Justice, B.S. Social Justice Concentration](#)

Request: Add

- d) [CRJU 1100 – Introduction to Criminal Justice](#)  
Request: Add
- e) [CRJU 2100 – Introduction to Law Enforcement](#)  
Request: Add
- f) [CRJU 2200 – The Judicial Process](#)  
Request: Add
- g) [CRJU 3100 – Criminal Law](#)  
Request: Add
- h) [CRJU 3110 – Criminal Procedure](#)  
Request: Add
- i) [CRJU 3200 – Criminology](#)  
Request: Add
- j) [CRJU 3250 – Crime and Media](#)  
Request: Add
- k) [CRJU 3300 – Corrections](#)  
Request: Add
- l) [CRJU 3350 – Drugs in America](#)  
Request: Add
- m) [CRJU 3400 – Juvenile Delinquency and Justice](#)  
Request: Add
- n) [CRJU 3500 – Criminal Investigation](#)  
Request: Add
- o) [CRJU 3501 – Criminal Investigation II](#)  
Request: Add
- p) [CRJU 3600 – Criminal Justice Administration](#)  
Request: Add
- q) [CRJU 3700 – Criminal Justice Research Methodology](#)  
Request: Add
- r) [CRJU 3710 – Special Topics: Mass Violence in Modern America](#)  
Request: Add
- s) [CRJU 3800 – Race, Ethnicity, and Criminal Justice](#)

Request: Add

- t) [CRJU 3810 Victimology](#)

Request: Add

- u) [CRJU 4000 Internship in Criminal Justice](#)

Request: Add

- v) [CRJU 4110 Law of Criminal Evidence](#)

Request: Add

- w) [CRJU 4200 Profiling the Serial Offender](#)

Request: Add

- x) [CRJU 4210 Terrorism and Criminal Justice System](#)

Request: Add

- y) [CRJU 4300 Community Correction](#)

Request: Add

- z) [CRJU 4350 Family Violence](#)

Request: Add

- aa) [CRJU 4500 Management of Forensics](#)

Request: Add

- bb) [CRJU 4600 Police Problems and Practices](#)

Request: Add

- cc) [CRJU 4700 Ethical Issues in Criminal Justice](#)

Request: Add

- dd) [CRJU 4800 – Senior Capstone Seminar in Criminal Justice](#)

Request: Add

**Information Items:**

- A) Karen Graffius will serve as Chair of the Undergraduate Programs Committee for the 2021-2022 Academic Year.

**Committee II: Graduate Programs Committee (Connie Barbour, Chair)**

**Action Items: (Addendum II)**

- A) College of Arts, Culture, and Scientific Inquiry
- 1) Department of Mathematics, Sciences, and Technology
- a) [BIOL 5425 – Fire Ecology](#)

Request: Modify

- b) [BIOL 5427 – Conservation Biology](#)

Request: Modify

B) Richards College of Business

- 1) Department of Accounting and Finance

- a) [Master of Professional Accounting, MPAcc](#)

Request: Modify

- 2) Department of Economics

- a) [ECON 5475 – Applied Econometrics and Analytics](#)

Request: Add

- 3) Department of Marketing

- a) [MKTG 6868 – Marketing Models](#)

Request: Add

**Information Items:**

A) College of Education

- 1) Department of Sports Management, Wellness, and Physical Education

- a) [Sport Management, M.S. Concentrations in Intercollegiate Athletics Administration, Sport Analytics](#)

Request: Modify

- B) Dena Knies will serve as Chair of the Graduate Programs Committee for the 2021-2022 Academic Year.

**Committee XIII: Intercollegiate Athletics and University Advancement Committee**

**(Kathleen Barrett, Chair)**

**Information Item:**

- A) Kathleen Barrett will continue to serve as Chair of the Intercollegiate Athletics and University Advancement Committee for the 2021-2022 Academic Year.

**Committee IX: Budget Committee (Laurie Kimbrel, Chair)**

**Information Item:**

- A) Laurie Kimbrel will continue to serve as Chair of the Budget Committee for the 2021-2022 Academic Year.

**Committee X: Rules Committee (Angela Branyon, Chair)**

**Action Item: (Addendum III)**

A) *UWG Policies and Procedures Manual*

1) Article IV, Section 2.J.1

Request: Modify

**Information Item:**

A) Faculty Senate Standing Committee Reviews

**Committee XII: Teaching, Learning, and Assessment (Chair, Rebecca Gault)**

**Action Item:**

A) Online Course Evaluations

**Information Item:**

A) Jason Swift will serve as Chair of the Teaching, Learning, and Assessment Committee for the 2021-2022 Academic Year.

6. Old Business

A) Procedure 1002 and Shared Governance (**Addendum IV**)

7. New Business

A) Engage West Survey Proposal (**Addendum V**)

8. Announcements

A) General Education Assessment Committee Update, Angela Insenga

9. Adjournment

# Addendum I

# MGNT - 4610 - Logistics

## 2021-2022 Undergraduate Revise Course Request

### General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

#### Modifications (Check all that apply)\*

- Course Title
- Prerequisites/Co-requisites
- Cross-listing
- Catalog Description
- Credit Hours
- Student Learning Outcomes
- Restrictions
- Frequency of Course Offering
- Grading Structure
- Course Fee
- Repeat for Credit
- Other

If other, please identify.

Desired Effective Semester \*

Spring

Desired Effective Year \*

2021

## Routes cannot be changed after a proposal is launched.

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Department/School

\*

Department of Management

Is this a School of Nursing course?\*

Yes

No

Is this a College of Education course?\*

Yes

No

Is the addition/change related to core, honors, or XIDS courses?\*

Yes

No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below\*

Yes

No

## [List of Faculty Senate Action and Information Items](#)

Course Information



IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

- Course Prefix (cannot be modified. Must add/delete course)
- Course Number (cannot be modified. Must add/delete course)
- Course Title
- Course Type (do not modify)
- Catalog Course Description
- Prerequisites/Corequisites
- Frequency
- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix\*

Course Number\* 4610

Course Title\* Logistics

Long Course Title Logistics

Course Type - DO NOT EDIT\*

Catalog Course Description\* This course examines the systematic approaches to coordinating the flow of raw material, work-in-process, finished goods, and supplies through manufacturing systems. Topics include production planning, master scheduling, material requirements planning, capacity management, production activity control, and physical distribution.

Prerequisites MGNT 3615

Corequisites

Frequency - How many semesters per year will this course be offered?

Grading\*

Status\*  Active-Visible  Inactive-Hidden

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then

a Undergraduate Revise Program proposal may need to be submitted.

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing  
Restrictions  
Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation\*  
 Yes  
 No


If yes, indicate maximum number of credit hours counted toward graduation.\* NA

## Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.

**Rationale\*** This course was last taught as a 2 hour course when we were on a quarter system. The course has been updated with the latest concepts and approaches in field of Logistics and is now a full-semester, three hour course.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westna.edu/IWGSyllabusPolicies/>

**Syllabus\***  I have attached the syllabus.  
 N/A

## Resources and Funding


**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 40

**Are you making changes to the special fees or tuition that is required for this course?\***  Yes  
 No

**If yes, what will the fee be? If no, please list N/A.\*** NA

**Fee Justification\*** NA

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

## Administrative Use Only - DO NOT EDIT

**Course ID\*** 17

# MGNT - 4615 - Supply Chain Management

2021-2022 Undergraduate Revise Course Request

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

### Modifications (Check all that apply)\*

- Course Title
- Prerequisites/Co-requisites
- Cross-listing
- Catalog Description
- Credit Hours
- Student Learning Outcomes
- Restrictions
- Frequency of Course Offering
- Grading Structure
- Course Fee
- Repeat for Credit
- Other

If other, please identify.

Desired Effective Semester \*

Spring

Desired Effective Year \*

2021

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If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

Department/School

\*

Department of Management

Is this a School of Nursing course?\*

Yes

No

Is this a College of Education course?\*

Yes

No

Is the addition/change related to core, honors, or XIDS courses?\*

Yes

No

Is this a Senate ACTION or INFORMATION item?  
Please refer to the link below\*

Yes

No

## [List of Faculty Senate Action and Information Items](#)

Course Information

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

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- Course Number (cannot be modified. Must add/delete course)
- Course Title
- Course Type (do not modify)
- Catalog Course Description
- Prerequisites/Corequisites
- Frequency
- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix\*

Course Number\* 4615

Course Title\* Supply Chain Management

Long Course Title Supply Chain Management

Course Type - DO NOT EDIT\*

Catalog Course Description\* This course examines the systematic approaches to managing all activities involved in moving materials, products, services, and information from point of origin to point of use. Emphasis is placed on transportation systems, inventory analysis and management, and warehouse management.

Prerequisites MGNT 3615

Corequisites

Frequency - How many semesters per year will this course be offered?

Grading\*

Status\*  Active-Visible  Inactive-Hidden

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then

a Undergraduate Revise Program proposal may need to be submitted.

**Lec Hrs\*** 3

**Lab Hrs\*** 0

**Credit Hrs\*** 3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

**Cross-listing**  
**Restrictions**  
**Repeat for Credit**

**Cross-listing**

**Restrictions**

**Can a student take this course multiple times, each attempt counting separately toward graduation\***  Yes  No

**If yes, indicate maximum number of credit hours counted toward graduation.\*** NA

## Justification and Assessment

**If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.**

**Rationale\*** This course was originally entitled "Manufacturing Management". It was last taught when we were under a quarter system and was only awarded 2 credit hours. The course has been updated to reflect to the current concepts and approaches required in the field of operations management. It is also now a semester-long, three-hour credit course.

**REQUIRED ATTACHMENTS**

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the syllabus.  
 N/A

**Resources and Funding**


**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 40

**Are you making changes to the special fees or tuition that is required for this course?\***  Yes  
 No

**If yes, what will the fee be? If no, please list N/A.\*** NA

**Fee Justification\*** NA

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

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**Administrative Use Only - DO NOT EDIT**

**Course ID\*** 17



# MGNT - 4686 - Business Internship (Management)

2021-2022 Undergraduate Revise Course Request

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### Modifications (Check all that apply)\*

- Course Title
- Prerequisites/Co-requisites
- Cross-listing
- Catalog Description
- Credit Hours
- Student Learning Outcomes
- Restrictions
- Frequency of Course Offering
- Grading Structure
- Course Fee
- Repeat for Credit
- Other

If other, please identify.

Desired Effective Semester \*

Spring

Desired Effective Year \*

2021

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If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

Department/School

\*

Department of Management

Is this a School of Nursing course?\*

Yes

No

Is this a College of Education course?\*

Yes

No

Is the addition/change related to core, honors, or XIDS courses?\*

Yes

No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below\*

Yes

No

## [List of Faculty Senate Action and Information Items](#)

Course Information

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

- Course Prefix (cannot be modified. Must add/delete course)
- Course Number (cannot be modified. Must add/delete course)
- Course Title
- Course Type (do not modify)
- Catalog Course Description
- Prerequisites/Corequisites
- Frequency
- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

<b>Course Prefix*</b> <input type="text" value="MGNT"/>	<b>Course Number*</b> 4686
<b>Course Title*</b> Business Internship (Management)	
<b>Long Course Title</b> Business Internship (Management)	
<b>Course Type - DO NOT EDIT*</b> <input type="text" value="Management"/>	
<b>Catalog Course Description*</b> Practical managerial internship experience with a commercial firm or organization for selected junior or senior students. (Students will be given a written agreement specifying course credit hours and grading system to be used.)	
<b>Prerequisites</b>	
<b>Corequisites</b>	
<b>Frequency - How many semesters per year will this course be offered?</b> <input type="text" value="3"/>	<b>Grading*</b> <input type="text" value="Undergraduate Standard Letter"/>
<b>Status*</b> <input checked="" type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden	

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then

a Undergraduate Revise Program proposal may need to be submitted.

**Lec Hrs\*** 0

**Lab Hrs\*** 1.0 - 3.0

**Credit Hrs\*** 1.0 - 3.0

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing  
Restrictions  
Repeat for Credit

**Cross-listing**

**Restrictions**

Can a student take this course multiple times, each attempt counting separately toward graduation\*  
 Yes  
 No


If yes, indicate maximum number of credit hours counted toward graduation.\* NA

## Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.

**Rationale\*** This course was originally listed as 1.0-6.0 credit hours. This has been a source of confusion among students and faculty. The maximum hours that we award for an internship is 3 credit hours. And, we only allow students to complete one internship for credit.

## REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westna.edu/IWGSyllabusPolicies/>

**Syllabus\***  I have attached the syllabus.  
 N/A

## Resources and Funding


**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 10

**Are you making changes to the special fees or tuition that is required for this course?\***  Yes  
 No

**If yes, what will the fee be? If no, please list N/A.\*** NA

**Fee Justification\*** NA

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## Administrative Use Only - DO NOT EDIT

**Course ID\*** 17

# Criminal Justice, B.S. General Concentration

## 2021-2022 Undergraduate New Program Request

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Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

Program Type\*

- Degree Program
- Embedded Certificate
- Stand-Alone Certificate
- Endorsement
- Minor

If embedded, please list the parent program.

### Routing Information

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**School/ Department\*** Department of Civic Engagement and Public Service

**Is this a School of Nursing Program?\***  Yes  No

**Is this a College of Education Program?\***  Yes  No

**Is the addition/change related to core, honors, or XIDS courses?\***  Yes  No

### Program Information

**Program Type\*** Bachelor

**Program Name\*** Criminal Justice, B.S. General Concentration

**Degree Type\*** Bachelor of Science

**Program Description\***

The purpose of the online criminal justice degree is to prepare students for employment within the criminal justice system in the areas of municipal, state, and federal law enforcement; corrections; juvenile justice and probation, etc. by providing students with a foundation of the knowledge, principles, theories, and functions common to the American Criminal Justice system.

Upon completion of the online criminal justice degree, students will demonstrate mastery of the essential content of the criminology core curriculum, demonstrate the ability to critically analyze major concepts and theoretical perspectives in criminal justice, demonstrate an understanding of essential elements of academic and professional writing, demonstrate an understanding of academic and professional research and scholarship and demonstrate an understanding of professional and ethical values in the criminal justice field.

Students completing the the B.S. in Criminal Justice must complete Core Curriculum A, B, C, D, E, and F (60 hours), Major Courses (21 hours); and Electives (39 hours) = 120 hours

**Program Location\***

**Status\***

Active-Visible  Inactive-Hidden

**How will the proposed program be delivered?\***

- Face-to-Face
- Online Only
- Hybrid

## Curriculum Information

Select *Program* below, unless creating an *Shared Core*.

A *Shared Core* is a group of courses shared by multiple entities. For example, Music has a variety of tracks but all tracks share the same core.

**Type of Program\***

- Program
- Shared Core




## PROGRAM CURRICULUM

This section allows departments to create the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the new program curriculum.

### Step 1

In order to build or edit a program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab



If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculum Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**NOTE:** A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

### Step 2

Next, to add cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) click on  "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the  and proceed.

## **Core Areas A, B, C, D, and E: 42 hours**

**Core Curriculum**

## **Core Area F: 18 hours**

Students seeking a B.S in Criminal Justice (General Concentration, Law Enforcement Concentration, and Social Justice Concentration) must complete 18 hours under Core Area F. CRJU 1100, CRJU 2100, CRJU 2200, and SPAN 1001 are required; Student must choose 6 hours from the following: COMM 1100, PHIL 2020; SOCI 1160; POLS 2201.

**CRJU 1100 Introduction to Criminal Justice**  
**CRJU 2100 Introduction to Law Enforcement**  
**CRJU 2200 The Judicial Process**  
**COMM 1110 Public Speaking**  
**PHIL 2010 Introduction to Philosophy**  
**POLS 2101 Introduction to Political Science**  
**SOCI 1160 Introduction to Social Problems**  
**SPAN 1001 Elementary Spanish I**

## **Major Courses: 21 hours**

Students seeking a B.S in Criminal Justice (General Concentration, Law Enforcement Concentration, and Social Justice Concentration) are required to take 21 hours of major core in order to graduate. Students in both General Concentration and Law Enforcement Concentration must complete 21 hours of CRJU Required Upper Division CJ courses. These courses include: CRJU 3100 – Criminal Law; CRJU 3110 – Criminal Procedures; CRJU 3200 – Criminology; CRJU 3300 – Corrections; CRJU 3700- Research Methodology; CRJU 4700 – Ethical Issues in Criminal Justice; and CRJU 4800 – Senior Capstone.

**CRJU 3100 Criminal Law**  
**CRJU 3110 Criminal Procedure**  
**CRJU 3200 Criminology**  
**CRJU 3300 Corrections**  
**CRJU 3700 Criminal Justice Research  
Methodology**  
**CRJU 4700 Ethical Issues in Criminal Justice**  
**CRJU 4800 Senior Capstone Seminar in  
Criminal Justice**

Students seeking a B.S in Criminal Justice (General Concentration) are required to choose 39 hours (13 courses) from the following list of 20 courses. Note: The following three courses (PSYC 3850 (Forensic Psychology, SOCI 3800 (Development of Criminal Behavior), and POLS 3100 (Constitutional Law)) are already in our Banner system; Added through eCampus. Students may also complete 12 hours (4 courses) for Social Justice Concentration (SJUS 3000; SJUS 3050; SJUS 4000; SJUS 4050; SJUS 4800) -- These courses were already added through UWG ORGL.

**CRJU 3250 Crime and Media**  
**CRJU 3350 Drugs in America**  
**CRJU 3400 Juvenile Delinquency & Justice**  
**CRJU 3500 Criminal Investigation**  
**CRJU 3501 Criminal Investigation II**  
**CRJU 3600 Criminal Justice Administration**  
**CRJU 3710 Special Topics Mass Violence**  
**CRJU 3800 Race, Ethnicity, and Criminal Justice**  
**CRJU 3810 Victimology**  
**CRJU 4000 Internship in Criminal Justice**  
**CRJU 4110 Law and Criminal Evidence**  
**CRJU 4200 Profiling the Serial Offender**  
**CRJU 4210 Terrorism in Criminal Justice System**  
**CRJU 4300 Community Correction**  
**CRJU 4350 Family Violence**  
**CRJU 4500 Management of Forensics**  
**CRJU 4600 Police Problems and Practices**

## Justification and Assessment

**Rationale\*** The proposed Bachelor of Science degree in Criminal Justice, designed to be completed in four years, is aimed at meeting a recognized need in the Northwest Georgia area as well as statewide. The criminal justice degree prepares students for a wide range of careers, including traditional law enforcement positions ranging from patrol officer to detective, to more cutting-edge positions including crime scene investigation and evidence analysis, as well as positions in the rapidly growing fields of juvenile justice, probation, parole, and corrections.

The primary need for this program is to expand access to a criminal justice degree. Many community stakeholders, such as police administrators and local sheriffs have expressed their interest in expanding online criminal justice degrees. In addition, there is a growing interest in online criminal justice degrees from people that are currently working full time in law enforcement agencies. These individuals seek to earn a degree that would then achieve their career goals of advancement and promotion. The traditional 12 hour work week makes it challenging for working students to attend face to face classes. The eMajor program will offer working students the flexibility to complete course work in a way that does not conflict with their work schedule.

**Program Learning Outcomes - Please provide PLOs in a numbered list format.\***

**Upon completion of the B.S. in Criminal Justice degree, students will demonstrate:**

1. mastery of the essential content of the criminology core curriculum
2. the ability to critically analyze major concepts and theoretical perspectives in criminal justice
3. an understanding of essential elements of academic and professional writing
4. an understanding of academic and professional research and scholarship
5. an understanding of professional and ethical values in the criminal justice field.

**SACSCOC Substantive Change**

Please review the [Policy Summary and Decision Matrix](#)


Send questions to [cjenks@westga.edu](mailto:cjenks@westga.edu)

**Check all that apply to this program\***

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- None of these apply

**SACSCOC Comments**

## REQUIRED ATTACHMENTS

ATTACH the the following required documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

### 1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

### 2.) Program Map and/or Program Sheet

For advising purposes, all new programs must include program map. Please download the program map template from [here](#), and upload.

### 3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting](#) template and attach to this proposal.

### 4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map](#) template and attach to this proposal.

**USGBOR One Step Proposal\***

- I have attached the USGBOR One Step Proposal.  
 N/A (minor, embedded certificate)

**Program Map\***


- I have attached the Program Map.

**Assessment Plan\***

- I have attached the Assessment Plan.  
 Assessment Plan is not required (embedded certificate, minor is a part of an existing major)

**Curriculum and Assessment Map\***

- I have attached the Curriculum and Assessment Map.

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through 2/1/2016 faculty governance process.

**FINAL TASK:** After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

## **Prospectus for Participation in Collaborative Delivery of the Bachelor of Science with a major in CRIMINAL JUSTICE through USG's eMajor Initiative**

THE UNIVERSITY OF WEST GEORGIA proposes to enter into a cooperative academic arrangement with DALTON STATE COLLEGE, GEORGIA HIGHLANDS COLLEGE, GEORGIA SOUTHWESTERN STATE UNIVERSITY, for the collaborative delivery of a Bachelor of Science degree in Criminal Justice. All institutions in the proposed arrangement are accredited by the Southern Association of Schools and Colleges Commission on Colleges, and are member institutions in the University System of Georgia (USG). This arrangement is an expansion of undergraduate programs previously established by the Board of Regents of the USG at Dalton State College, Georgia Highlands College and Georgia Southwestern State University, and delivered through the Criminal Justice eMajor cooperative academic arrangement. It is the desire of the University of West Georgia to join this arrangement by adopting a common program of study and partnering in the delivery of the degree program with the existing three collaborative partners.

The University of West Georgia currently offers a Bachelor of Science with a major in Criminology. Dalton State College, Georgia Highlands College, and Georgia Southwestern offer the Bachelor of Science in Criminal Justice. All institutions have been previously approved to offer collaborative degree programs via distance education.

The affiliating institutions desire to participate in the eMajor cooperative academic arrangement in an effort to conserve resources while simultaneously increasing the ability to serve students with an array of program options. This program offering is in keeping with the mission of each of the affiliating institutions (Appendix A) and the USG's initiatives to address program productivity, and the University System's eMajor initiative. This program addresses USG goals of adding targeted baccalaureate programs that prepare Georgians for participation in the global, knowledge economy, and contributes to the diversity of academic programs that impact the educational, economic, social, and cultural future of the state.

The purpose of the Bachelor of Science in Criminal Justice is to prepare students for employment within the criminal justice system by providing students with a foundation of the knowledge, principles, theories, and functions common to the American Criminal Justice system. Upon completion of the Bachelors of Science in Criminal Justice, students will: demonstrate mastery of the essential content of the criminology core curriculum; demonstrate the ability to critically analyze major concepts and theoretical perspectives in criminal justice; demonstrate an understanding of essential elements of academic and professional writing; demonstrate an understanding of academic and professional research and scholarship; and demonstrate an understanding of professional and ethical values in the criminal justice field. The courses in this area are already developed and offered by the proposed affiliate institutions in this collaborative program.

All institutions in this arrangement offer an online core curriculum, providing students with a path to complete the entirety of the Criminal Justice bachelors degree program through online offerings. In addition to the online nature of the proposal, this program of study also offers many opportunities for Georgia's well-trained law enforcement officers to earn credit through prior learning assessment.

#### **Justification of Need:**

The proposed Bachelor of Science degree in Criminal Justice, designed to be completed in four years, is aimed at meeting a recognized need in the Northwest Georgia area as well as statewide. The criminal justice degree prepares students for a wide range of careers, including traditional law enforcement positions ranging from patrol officer to detective, to more cutting-edge positions including crime scene investigation and evidence analysis, as well as positions in the rapidly growing fields of juvenile justice, probation, parole, and corrections.

The primary need for this program is to expand access to a criminal justice degree. Many community stakeholders, such as police administrators and local sheriffs have expressed their interest in expanding online criminal justice degrees. In addition, there is a growing interest in online criminal justice degrees from people that are currently working full time in law enforcement agencies. These individuals seek to earn a degree that would then achieve their career goals of advancement and promotion. The traditional 36 / 48 hour work week makes it challenging for working students to attend face to face classes. The eMajor program will offer working students the flexibility to complete course work in a way that does not conflict with their work schedule.

#### **Demand for the Program:**

Through the proposed program, UWG will help meet the growing demands for an increasingly well-trained criminal justice workforce in Georgia with regards to protective service occupations. The program prepares graduates for the increasingly complex field of law enforcement and provides a pathway for criminal justice professionals to advance their credentials. This program is designed to serve traditional students, adult learners and working professionals who cannot accommodate the constraints of on-campus delivery and need the flexibility of an online program.

By expanding the collaborative degree in Criminal Justice, the Affiliate institutions expect to increase the number of protective service professionals in Georgia with a bachelor's degree and contribute to the overall goals of Complete College Georgia to increase degree attainment in the state. The proposed program prepares graduates for employment in public or private sector positions requiring high levels of critical thinking as well as knowledge of the criminal justice system. This will have a positive impact on regional law enforcement agencies by increasing the skills and capabilities of those in the field.

#### **Duplication of Similar Programs at USG institutions**



The Bachelor of Science in Criminal Justice degree is a collaborative effort of the University System of Georgia, supported by USG’s eMajor initiative. The adoption of this program at UWG expands student access to the program and reduces duplication of effort.

**Three Year Enrollment Projections at Affiliate Institutions in the major in Criminal Justice through USG’s eMajor Initiative.**

Enrollment Projections and Monitoring:

- a. Provide projected enrollment at Affiliate Institutions for the program during the first three years of implementation. (NOTE: These projections will be used to monitor enrollment following program implementation.)
- b. Explain the specific methodology used to determine these projections and verify their accuracy. Indicate whether enrollments will be cohort-based.

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021 <i>Projected</i>	FY 2022 <i>Projected</i>	FY 2023 <i>Projected</i>
<b>Dalton State College</b>	81	135	161	198	220	252	277
<b>Georgia Southwestern State University</b>	62	101	158	174	227	260	285
<b>Georgia Highlands College</b>			7*	61	95	110	125
<b>GSC Shift from existing program</b>					20	15	10
<b>GSC new enrollments</b>					45	75	90

<b>UWG Shift from existing program</b>					25	50	75
<b>UWG new Enrollments</b>					102	112	127
<b>Total CRJU Enrollments (Unduplicated)</b>	143	236	326	433	734	874	989

\*Includes Spring 19 Only

These projections were calculated using a combination of averages and growth rates from the same term in prior years in order to project a growth trend for upcoming terms.

### **eMajor Collaborative Projections**

All current CRJU partner institutions have seen steady enrollment growth in the program since joining the eMajor CJ collaborative program. Since initiating eMajor support in 2017, DSC's program enrollment has grown from 81 to 198, a 144% increase in enrollment. GSW's program enrollment has grown from 62 to 174, an increase of 180%. In GHC's first full year of participation, 61 students enrolled in the program and the program expects to add 34 new students in FY2021.

### **University of West Georgia**

The University of West Georgia projects 341 students will seek the Criminal Justice credential. UWG has strong enrollment in the existing related program of study, the Bachelor of Science in Criminology, and The University of West Georgia anticipates approximately 25 students will switch from the existing Criminology degree program into the Criminal Justice degree in FY 2021. Approximately 25 criminology students seek information on prior learning assessment annually, demonstrating interest in opportunities for those with professional experience. Considering the program is targeted predominantly at nontraditional students and/or those seeking a degree while working within criminal justice agencies, we believe this to be an accurate projection. Further, considering that UWG is the sole criminology program in the state, current UWG students are likely to want to stay within the traditional criminological curriculum. However, having solely the criminology program with limited articulation agreements and prior learning opportunities for criminal justice professionals, we purport that offering a criminal justice degree will increase enrollment at UWG that is distinct from the current student population. To avoid duplication of efforts, UWG seeks to affiliate with the eMajor collaborative degree program.

Affiliation with the eMajor support services enables the institution to benefit from state-wide marketing, recruitment, and prospective student support initiatives executed by USG eCampus, supplementing institutional efforts to increase overall campus enrollment. Existing partners have seen initial enrollment in the CRJU program from sources such as:

- Transfers from currently enrolled students in related majors at the institution
- Graduates from natural feeder programs at the institution, such as the AS degree program at Georgia Highlands College
- Graduates from surrounding technical community colleges
- Local law enforcement and related industry professionals seeking upward mobility within their existing organizations.

The addition of new institutional partners only increases the attractiveness of the degree for prospective students and increases broad marketability for the program. Additional institutions means a greater diversity of instructor and student backgrounds represented through the program, enhancing the virtual classroom experience for all students.

**1. Faculty Qualifications & Capacity Among the Institutions Participating in this Cooperative Academic Arrangement**

a. Provide an inventory of faculty directly involved in the academic oversight and/or delivery of the program. On the list below indicate which persons are new hires. For each faculty member, provide the following information:

Institution	Faculty Name	Rank	Highest Degree Earned	Degrees Earned	Academic Discipline	Area of Specialization	Current Workload
University of West Georgia	David Jenks	Associate Vice President for Academic Affairs and Professor of Criminology	Ph.D.	Ph.D. Criminology and Criminal Justice 2002 Florida State University, Tallahassee, FL M.S. Criminal Justice 1996 University of North Carolina at Charlotte, Charlotte, NC B.A. Psychology 1993 University of	Criminology	Policing	1/1

				Akron, Akron, OH A.A.S. Criminal Justice 1991 University of Akron, Akron, OH			
University of West Georgia	Vanessa Woodward Griffin	Associate Professor	Ph.D.	Ph.D., Criminal Justice, University of Southern Mississippi  M.A., Criminal Justice & Criminology, East Tennessee State University  B.A., Administratio n of Justice, University of Southern Mississippi	Criminology	Theory, Evaluation, Methods, Statistics, Victimization	1/1
University of West Georgia	Herman Dave Ayers	Assistant Professor	Ph.D.	Ph.D. International Conflict Management, Kennesaw State University Kennesaw, Georgia 2019  M.A., Criminology, University of West Georgia Carrollton, Georgia - 2011  B.S., Criminology, University of West Georgia	Criminology	Corrections, Terrorism, Global Crime, Conflict Management	3/3

				- 2008			
University of West Georgia	Patrick Brady	Assistant Professor	Ph.D.	2017 Ph.D., Criminal Justice, Sam Houston State University  2012 M.A., Criminal Justice, Boise State University  2010 B.A., Forensic Science; Minor: Criminology, Weber State University	Criminology	Victimization and Policing	3/3
University of West Georgia	Sarah Hupp Williamson	Assistant Professor	Ph.D.	Ph.D., Sociology, North Carolina State University, 2019  M.A., Criminology, University of North Carolina Wilmington, 2015  B.A., Criminology, University of North Carolina Wilmington, 2013	Criminology	Human trafficking, crim theory, global crime, white collar crime	3/3
University of West Georgia	Abigail Kolb	Assistant Professor	Ph.D.	2015 Ph.D. Criminology, Simon Fraser University School of Criminology  2006 M.S. Social Work-Clinical, Columbia University	Criminology	Social Construction & Identity Theory	3/3

				2005 B.S.W Social Work, University of Wisconsin- Madison			
University of West Georgia	Brittani McNeal	Assistant Professor	Ph.D.	PhD, Doctor of Philosophy in Criminal Justice, University of Arkansas at Little Rock, 2016  M.S., Master of Science in Criminal Justice, Bowling Green State University, 2012  B.S., Bachelor of Science in Criminal Justice, Bowling Green State University, 2011	Criminology	Corrections, Crime Mapping	3/3
University of West Georgia	Mai Naito Mills	Associate Professor	Ph.D.	Ph.D., Criminal Justice & Criminology, Sam Houston State University, 2014  M.A., Criminology, Indiana University of Pennsylvania, 2010  B.A., Criminal Justice, University of West Florida, 2009	Criminology	Courts; Legal Aspects of CJ; Wrongful Convictions	3/2
University of West Georgia	Cassie White	Lecturer	M.A	MA Criminology University of	Criminology	Law enforcement and criminal justice	4/4

				West Georgia (2015)  BS Political Science University of West Georgia (2012)			
University of West Georgia	Patricia Riley	Senior Lecturer	M.S.	M.S., Master of Science Criminology, Florida State University, 2012  M.A., Master of Arts Experimental psychology, Middle Tennessee State University, 2004  B.S., Bachelor of Science Psychology, Middle Tennessee State University, 2002	Criminology	Etiology, victimology, criminal deviant behavior	4/4
University of West Georgia	Kelley Christophe r	Senior Lecturer	M.S.	M.S., Post-Seconda ry Education, Troy University, 2008  M.A., Sociology, New Mexico State University, 2011	Criminology	Corrections/Reentr y	4/4
University of West Georgia	Ericka Wentz	Associate Professor	Ph.D.	Ph.D., Criminal Justice, North Dakota State University, 2014	Criminology	Policing, Violent Crime, Interpersonal Violence, Drug Use and Abuse, Program and Policy Evaluations	3/3

				M.S., Criminal Justice Administratio n, North Dakota State University, 2010  B.S., Criminal Justice, North Dakota State University, 2008  B.S., Psychology, North Dakota State University, 2008			
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Total Number of Faculty: 11

a. If it will be necessary to add faculty to support the program, give the desired qualifications of the persons to be added, and a timetable for adding new faculty.

b. If existing faculty will be used to deliver the new program, include a detailed faculty load analysis that explains how additional courses in the new program will be covered and what impact the new courses will have on faculty current workloads. (For example, if program faculty are currently teaching full loads, explain how the new course offerings will be accommodated.)

Existing faculty within the criminology program who are a part of e-major will have the opportunity to teach available courses on an as-needed basis on top of their current course load. The faculty member will be compensated in accordance with USG's E-Major salary structure.

**Faculty course loads at the University of West Georgia will be adjusted to compensate for new courses. Faculty course loads in criminal justice will allow faculty to teach in the eMajor program. Adjunct faculty in Criminal Justice will be hired as needed to supplement full-time faculty.**

**Appendix A: Mission Statements**

**The University of West Georgia Mission Statement:**

The mission of the University of West Georgia (UWG) is to enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring, student-centered community.



UWG is committed to academic excellence and to community engagement, offering high-quality undergraduate, graduate, and community programs on-campus, off-campus, and online.

UWG, a charter member of the University System of Georgia (USG), is a comprehensive, SACSCOC level VI, public university, based in West Georgia with multiple instructional sites and a strong virtual presence. UWG supports students in their efforts to complete degrees in relevant programs, valuing liberal arts and professional preparation. Through effective and innovative teaching, experiential learning, scholarship, research, creative endeavor, and public service, UWG equips graduates to engage with and discover knowledge. UWG is dedicated to building on existing strengths and developing distinctive academic, research, and co-curricular programs and services that respond to economic development and identified regional, state and global needs, thus empowering alumni to contribute responsibly and creatively to a complex 21st Century global society.

**Dalton State College Mission Statement:**

Dalton State College is dedicated to providing broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region's economic vitality and quality of life.

As an institution of the University System of Georgia, Dalton State College offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities. The College's work is strengthened by partnerships between the College and Northwest Georgia businesses and industries, governments, and schools.

The mission of Dalton State College consists of the following core commitments:

1. selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment;
2. excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services;
3. public service through economic development and cultural activities that address the needs and improve the quality of life of the region;
4. continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment.

In fulfilling its mission, Dalton State College seeks to prepare and inspire its students to be active members within their professions and communities. As Dalton State College looks to the future and its place in a competitive, global society, it seeks to build upon its strengths as one of the most academically respected, student-oriented, and community-centered institutions of its kind.

**Georgia Highlands College Mission Statement:**

The mission of Georgia Highlands College, a state college of the University System of Georgia, is to provide access to excellent educational opportunities for the intellectual, cultural and physical development of a diverse population through pre-baccalaureate associate degree transfer programs, career associate degree programs, and targeted baccalaureate degree programs that meet the economic development needs of the region.

**GSW Mission Statement:**

Georgia Southwestern State University cultivates excellence in learning and teaching that encourages intellectual, personal, and social growth for students, faculty, staff, and the community. Georgia Southwestern State University is a comprehensive state university within the University System of Georgia that offers a full range of bachelor degree programs, along with selected master’s and specialist degree programs.

**Appendix B**

***Criminal Justice eMajor: Tentative Curriculum Proposal***

***Freshman – Sophomore Years: 60-61 Hours***

***A-D: General Education Core Curriculum 42-43 hours***

***F: CJ Major-related Core Curriculum (USG guidelines) 18 hours***

<b><i>AREA F FOR CJ eMAJOR Courses (18HRS)</i></b>		
<b><i>COURSE ABBR.</i></b>	<b><i>COURSE NAME</i></b>	<b><i>HRS</i></b>
<b><i>CRJU 1100</i></b>	<b><i>INTRO TO CRIMINAL JUSTICE</i></b>	<b><i>3</i></b>
<b><i>CRJU 2100</i></b>	<b><i>INTRO TO LAW ENFORCEMENT</i></b>	<b><i>3</i></b>
<b><i>CRJU 2200</i></b>	<b><i>JUDICIAL PROCESS</i></b>	<b><i>3</i></b>
<b><i>SPAN 1001</i></b>	<b><i>ELEMENTARY SPANISH</i></b>	<b><i>3</i></b>

<b>TWO OF THE FOLLOWING ELECTIVES = 6 TOTAL HOURS</b>		
<b>COMM 1100</b>	<b>HUMAN COMMUNICATIONS</b>	<b>3</b>
<b>PHIL 2020</b>	<b>LOGIC AND CRITICAL THINKING</b>	<b>3</b>
<b>SOCI 1160</b>	<b>SOCIAL PROBLEMS</b>	<b>3</b>
<b>POLS 2201</b>	<b>STATE AND LOCAL GOVERNMENT</b>	<b>3</b>

<b>Criminal Justice Degree Program Upper - Level Courses</b>	
<b>Junior- Senior Years</b>	<b>60 hours Total</b>
<b>Required Upper Division CJ Courses</b>	<b>21 hours</b>
<b>Upper Division Major Electives (select Law Enforcement Concentration or General Degree)</b>	<b>30 hours</b>
<b>Free Electives</b>	<b>9 hours</b>

<b>Required UPPER DIVISION CJ Courses (21HRS)</b>				
<b>CRJU 3100</b>	<b>CRIMINAL LAW</b>		<b>CRJU 3300</b>	<b>CORRECTIONS</b>

<b>CRJU 3110</b>	<b>CRIMINAL PROCEDURES</b>		<b>CRJU 3700</b>	<b>RESEARCH METHODOLOGY</b>
<b>CRJU 3200</b>	<b>CRIMINOLOGY</b>		<b>CRJU 4700</b>	<b>ETHICAL ISSUES IN CJ</b>
<b>CRJU 4800</b>	<b>Senior Capstone</b>			

<b>CONCENTRATION AREA: LAW ENFORCEMENT ( 30 HRS)</b>				
<b>CRJU 4350</b>	<b>FAMILY VIOLENCE</b>		<b>CRJU 4600</b>	<b>POLICE PROBLEMS AND PRACTICES</b>
<b>CRJU 3400</b>	<b>JUVENILE DELINQUENCY AND JUSTICE</b>		<b>CRJU 3800</b>	<b>RACE, ETHNICITY, AND CJ</b>
<b>CRJU 3500</b>	<b>CRIMINAL INVESTIGATIONS</b>		<b>CRJU 3810</b>	<b>VICTIMOLOGY</b>
<b>CRJU 3501</b>	<b>CRIMINAL INVESTIGATIONS II</b>		<b>CRJU 3350</b>	<b>DRUGS IN AMERICA</b>
<b>CRJU 3600</b>	<b>CRIMINAL JUSTICE ADMINISTRATION</b>		<b>CRJU 4300</b>	<b>COMMUNITY CORRECTIONS</b>
<b>CRJU 3710</b>	<b>SPECIAL TOPICS IN CRIMINAL JUSTICE</b>		<b>CRJU 4110</b>	<b>LAW OF CRIMINAL EVIDENCE</b>

<b>CRJU 4200</b>	<b>PROFILING SERIAL OFFENDERS</b>		<b>CRJU 4210</b>	<b>TERRORISM AND THE CRIMINAL JUSTICE SYSTEM</b>
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**GENERAL CRIMINAL JUSTICE DEGREE ELECTIVES**

<i>Free Electives (9HRS)</i>				
<b>CRJU 3250</b>	<b>CRIME AND MEDIA</b>		<b>CRJU 3810</b>	<b>VICTIMOLOGY</b>
<b>CRJU 3710</b>	<b>SPECIAL TOPICS IN CRIMINAL JUSTICE</b>		<b>CRJU 4000</b>	<b>INTERNSHIP IN CJ</b>
<b>CRJU 4350</b>	<b>FAMILY VIOLENCE</b>		<b>CRJU 4500</b>	<b>MANAGEMENT OF FORENSICS</b>
<b>PSYC 3850</b>	<b>FORENSIC PSYCHOLOGY</b>		<b>SOCI 3800</b>	<b>DEVELOPMENT OF CRIMINAL BEHAVIOR</b>
<b>POLS 3100</b>	<b>CONSTITUTIONAL LAW</b>		<b>CRJU 4300</b>	<b>COMMUNITY CORRECTIONS</b>
<b>CRJU 3500</b>	<b>CRIMINAL INVESTIGATIONS</b>		<b>CRJU 3800</b>	<b>RACE, ETHNICITY, AND CJ</b>
<b>CRJU 3501</b>	<b>CRIMINAL INVESTIGATIONS II</b>		<b>CRJU 3350</b>	<b>DRUGS IN AMERICA</b>

## **GENERAL CRIMINAL JUSTICE DEGREE ELECTIVES**

<b><i>Social Justice Concentration (12 HRS)</i></b>			
<b><i>SJUS 3000</i></b>	<b><i>Introduction to Social Justice</i></b>	<b><i>SJUS 3050</i></b>	<b><i>Politics of Social Justice</i></b>
<b><i>SJUS 4000</i></b>	<b><i>Social Justice Culture</i></b>	<b><i>SJUS 4050</i></b>	<b><i>Law and Social Justice</i></b>
<b><i>SJUS 4800</i></b>	<b><i>Social Justice Policy Analysis</i></b>		

### **CRIMINAL JUSTICE CATALOG COURSE DESCRIPTIONS**

***CRJU 1100. Intro to Criminal Justice. 3-0-3 Units.***

***Introduces the structure, functions, and operations of criminal justice agencies, including the police, the courts, and corrections.(F,S)***

***CRJU 2100. Intro to Law Enforcement. 3-0-3 Units.***

***Provides an overview of law enforcement in a free society and the relationship of police to the criminal justice system as a whole. History, organization, operations, and selected issues are examined.(F)***

***CRJU 2200. The Judicial Process. 3-0-3 Units.***

***Provides an overview of the judicial component of the criminal justice system which focuses on the structure, role, jurisdiction, and operation of the courts and the courtroom workgroup in the adjudicatory and appellate process at the local, state, and federal levels.***

***CRJU 3100. Criminal Law. 3-0-3 Units.***

***Offers an overview of both substantive and procedural law related to the definitions, investigations, processing, and punishment of crimes. The course will introduce students to the legal idea of criminal responsibility, the concept and elements of criminal responsibility, required state of mind (mens rea), and prohibited conduct (actus reus). The course discusses the substantive content, structure, and***

*sources of major crimes against persons and property and provides a comprehensive evaluation of various legal defenses to criminal liability under both common law (case law) and statutory law (legislative law) approaches.*

*Prerequisites: CRJU 1100.*

**CRJU 3110. Criminal Procedure. 3-0-3 Units.**

*A study the nature and function of the law regulating the criminal processes, policies, and procedures in the administration of criminal justice. Special attention will be given to United States Supreme decisions.(F)*

*Prerequisites: CRJU 1100.*

**CRJU 3200. Criminology. 3-0-3 Units.**

*A study of the nature and scope of crime in society with an emphasis on criminological theories.(S)*

*Prerequisites: CRJU 1100.*

**CRJU 3250. Crime and the Media. 3-0-3 Units.**

*Analyzes the role the mass media has on human behavior, subsequently affecting human judgment, attitudes, perceptions of crime, and societal reactions to crime in general. This course analyzes how the general public processes the "criminal event" and other pertinent information regarding crime and how this process is fundamentally derived from the media and is an instrumental element in the creation of fear of crime.*

*Prerequisites: CRJU 1100.*

**CRJU 3300. Corrections. 3-0-3 Units.**

*A study of the history, structure, and functions of corrections as well as the legal and philosophical basis for the punishment of criminal offenders.*

*Prerequisites: CRJU 1100.*

**CRJU 3350. Drugs in America. 3-0-3 Units.**

*Explores and analyzes the complex experience of illicit drug use in America from multiple angles with specific attention to the ways that our culture understands drugs, drug use, and drug policy as a social/criminal justice problem. Topics include punishment, interdiction, prevention, and or rehabilitation.*

*Prerequisites: CRJU 1100.*

**CRJU 3400. Juvenile Delinquency & Justice. 3-0-3 Units.**

*Reviews the juvenile justice system, including the impact of Supreme Court decisions, and examines the theories of juvenile delinquency and the implication of those theories for preventing and controlling juvenile deviance.*

*Prerequisites: CRJU 1100.*

**CRJU 3500. Criminal Investigation I. 3-0-3 Units.**

*An overview of principles, techniques, law and procedure involved in the criminal investigative process from its inception to culmination.*

**Prerequisites:** CRJU 1100.

**CRJU 3501. Criminal Investigation II. 3-0-3 Units.**

*Continues information introduced in CRJU 3500, with special focus on the investigation of the crimes of burglary, robbery, forgery, homicide, assault, and bombings. Providing testimony in court, assessing modus operandi, and developing personality profiles will also be examined, as well as obtaining fingerprints and other types of latent evidence.*

**Prerequisites:** CRJU 3500.

**CRJU 3600. Criminal Justice Administration. 3-0-3 Units.**

*Introduction to criminal justice management theory, practice, and policy. This course includes a review of traditional schools or organizational theory, including bureaucracy, scientific management, human relations, and the behavioral approach, with particular emphasis on how each applies to criminal justice agencies.*

**Prerequisites:** CRJU 1100.

**CRJU 3700. Crim Just Research Methodology. 3-0-3 Units.**

*An introduction to criminal justice research methodologies, with a focus on research design, ethical concerns, conceptualization, sampling, data analysis, interpretation of research results, report writing, and application of research findings.*

**Prerequisites:** CRJU 3200, ENGL 3000.

**CRJU 3710. Special Topics in Criminal Justice. 3-0-3 Units.**

*An intensive study of a specific topic relevant to criminal justice, including sex crimes, terrorism, drug law, or capital punishment. This course may be taken three times for a total of nine credit hours when topics vary.(F)*

**Prerequisites:** CRJU 1100.

**CRJU 3800. Race, Ethnicity & Criminal Justice. 3-0-3 Units.**

*Addresses the racial impact of criminal laws enacted by the people's elected representatives, the actions and policies of law enforcement agencies, the courts, correctional institutions, the juvenile justice system, and the death penalty. Raises awareness and promotes critical thinking about the problems that exist in our system, how those problems originated and evolved, and possible solutions for these problems.*

**Prerequisites:** CRJU 1100.

**CRJU 3810. Victimology. 3-0-3 Units.**

*Addresses the physical, emotional, and financial impact of crime victimization; the relationship between victims and offenders; how the criminal justice system interacts with crime victims; and the policies designed by the government to offer assistance to individuals who are victimized by crime.*



*Raises awareness and promotes critical thinking and problem solving about the most effective strategies for interaction with crime victims, the measurement of crime victimization, and victim trends.*

*Prerequisites: CRJU 1100.*

**CRJU 4000. Internship in Criminal Justice. 0-0-3 Units.**

*Supervised, practical experience in an appropriate criminal justice agency. This course allows students the opportunity to discover the integration between theory and practice. This course may be taken three times for a total of nine hours of credit.*

*Prerequisites: Permission of Instructor and 12 credit hours of upper-level Criminal Justice courses.*

**CRJU 4110. The Law of Criminal Evidence. 3-0-3 Units.**

*An examination of the rules of evidence used in criminal prosecutions, including burden of proof, presumptions, inferences and stipulations, relevancy of evidence and competency of witnesses, expert testimony, hearsay, and constitutional limitations.*

*Prerequisites: CRJU 1100.*

**CRJU 4200. Profiling the Serial Offender. 3-0-3 Units.**

*An examination of the type and patterns of crimes committed by serial offenders and the process by which profiles are developed to solve these crimes.*

*Prerequisites: CRJU 1100.*

**CRJU 4210. Terrorism & Criminal Justice System. 3-0-3 Units.**

*An examination of the motives and actions of terrorists, the governmental response to terrorism, especially in the wake of 9/11, and the legal and constitutional restraints on the government. Included will be issues such as surveillance of American citizens, detention of suspected terrorists, enemy combatants, limits on the methods of interrogation, and use of military tribunals.*

*Prerequisites: CRJU 1100.*

**CRJU 4300. Community Corrections. 3-0-3 Units.**

*An examination of alternatives to incarceration. Special emphasis will be given to the issues of probation and parole, as well as diversion, community service, electronic monitoring, and various treatment programs.*

*Prerequisites: CRJU 1100, CRJU 3300.*

**CRJU 4350. Family Violence. 3-0-3 Units.**

*Explores a range of crimes that occur in the family setting, including violence between intimate partners, child abuse, and neglect. Theoretical factors, as well as how the criminal justice system responds to both victims and perpetrators of family violence, will be examined.*

*Prerequisites: CRJU 1100.*

**CRJU 4500. Management of Forensics. 3-0-3 Units.**

*The scientific investigation of crime with emphasis on the collection, analysis, comparison, and identification of physical evidence.*

*Prerequisites: CRJU 1100, CRJU 3500.*

**CRJU 4600. Police Practices and Issues. 3-0-3 Units.**

*An advanced examination of policing, exploring topics including the police subculture, the police use of discretion, the broken-windows approach, community policing, and problem-solving approaches.*

*Prerequisites: CRJU 1100.*

**CRJU 4700. Ethical Issues in Criminal Justice. 3-0-3 Units.**

*An examination of the philosophical theories underlying ethics and how they relate to issues involving the police, courts, corrections, law, and principles of justice.*

*Prerequisites: CRJU 1100.*

**POLS 3100. Constitutional Law. 3-0-3 Units.**

*Offers a comprehensive study of American constitutional law focusing on civil rights, civil liberties, and equal protection. Constitutional claims examined include the denial of freedoms under the Bill of Rights, the equal protection of laws under the 14th Amendment, and civil rights legislation enacted by Congress since the Civil War. The course will also focus on the application and interpretation of the constitutional protections by the American courts.*

*Prerequisites: POLS 1101.*

**PSYC 3850. Forensic Psychology. 3-0-3 Units.**

*Examines the relationship between psychology and law, focusing on the roles of psychologists in legal settings. Focuses on the applicability of various psychological theories to criminal justice processes. Topics include competence evaluations, rehabilitation potential, accuracy of eyewitness testimony, the psychology of jury selection, bystander apathy, the insanity defense, and the effectiveness of the polygraph, among others.*

*Prerequisites: PSYC 1101 & ENGL 1102.*

**SOCI 3800. Development of Criminal Behavior. 3-0-3 Units.**

*Focuses on understanding the development of criminal behavior. The course will cover topics such as the causes of violent crime and the development of criminality.*

*Prerequisites: ENGL 1102 with a C or better.*

*Prerequisites: SOCI 1101 OR POLS 1101 OR CRJU 1100*

**SJUS 3050. Politics of Social Justice. 3-0-3 Units**

*This course examines selected contemporary issues of social justice at the national, state, and local level of politics in the United States. This course analyzes various social justice issues through an economic, demographic, institutional, and political lens. Course topics include a critical analysis of*

*governance, criminal law, economic development, immigration, poverty and race, drugs, and social equity.*

***Prerequisites: SOCI 1101 OR POLS 1101 OR CRJU 1100***

***SJUS 4000. Social Justice Culture. 3-0-3 Units***

*This course examines the relationship between music, art, movies & television, and social justice in the United States. These mediums bring people together, challenge the status quo, and shine a light on what is happening in various communities. This course will explore a range of music, art, movies, and television that reflect and influence social justice issues.*

***Prerequisites: SJUS 3000***

***SJUS 4050. Law and Social Justice. 3-0-3 Units***

*This course analyzes the relationship between legal institutions, inequality, and the ability of social groups to produce fundamental social change.*

***Prerequisites: SJUS 3000***

***SJUS 4800. Social Justice Policy Analysis. 3-0-3 Units***

*This course provides students with the tools to analyze policy implementation and effectiveness in the criminal justice system. Policies are evaluated in the areas of policing, corrections, courts, and criminal justice. Research methods and case study analysis will be used to evaluate and inform the creation of crime-related policies.*

***Prerequisites: SJUS 3000***

***SOCI 3800. Development of Criminal Behavior. 3-0-3 Units.***

*Focuses on understanding the development of criminal behavior. The course will cover topics such as the causes of violent crime and the development of criminality.*

***Prerequisites: ENGL 1102 with a C or better.***

**2021 - 2022**  
**Program Map**  
**eMajor – B.S. in Criminal Justice**  
**General Concentration**

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101	3	ENGL 1102	3
MATH 1XXX	3	AREA D	3
CRJU 1100	3	AREA B	3
AREA E	3	AREA E	3
AREA B	3	CRJU 2100	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> <li>Complete ENGL 1101; Required to earn C or higher.</li> </ul>		<ul style="list-style-type: none"> <li>Complete ENGL 1102; Required to earn C or higher.</li> </ul>	
YEAR 2e			
TERM 1		TERM 2	
Course	Credits	Course	Credits
AREA C	3	AREA D	3
AREA D	3	AREA C	3
CRJU 2200	3	AREA E	3
CRJU 3100*	3	AREA F - COMM 1100	3
AREA E	3	CRJU 3200*	3
SEMESTER TOTAL	15	SEMESTER TOTAL	
Milestones		Milestones	
*CRJU CORE – CRJU 3100, 3110, 3200, 3300, 3700, 4700, 4800 (Need 21 hours)		*CRJU CORE – CRJU 3100, 3110, 3200, 3300, 3700, 4700, 4800 (Need 21 hours)	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CRJU 3100*	3	CRJU 3300*	3
CRJU 3700*	3	CRJU 4700*	3
AREA F – SOCI 1160	3	CRJU Elective – GENERAL **	3
CRJU Elective – GENERAL **	3	CRJU Elective – GENERAL **	3
CRJU Elective – GENERAL **	3	CRJU Elective – GENERAL **	3
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
<b>Milestones</b>		<b>Milestones</b>	
*CRJU CORE – CRJU 3100, 3110, 3200, 3300, 3700, 4700, 4800 (Need 21 hours) **CRJU GENERAL (Need 42 hours)		*CRJU CORE – CRJU 3100, 3110, 3200, 3300, 3700, 4700, 4800 (Need 21 hours) **CRJU GENERAL (Need 42 hours)	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CRJU Elective – GENERAL or CRJU 4800**	3	CRJU Elective – GENERAL or CRJU 4800 **	3
CRJU Elective – GENERAL **	3	CRJU Elective – GENERAL **	3
CRJU Elective – GENERAL **	3	CRJU Elective – GENERAL **	3
CRJU Elective – GENERAL **	3	CRJU Elective – GENERAL**	3
CRJU Elective – GENERAL **	3	GENERAL ELECTIVE/PWLA	3
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
<b>Milestones</b>		<b>Milestones</b>	
Apply for Graduation **CRJU GENERAL (Need 42 hours)  CRJU 4800 Senior Capstone Seminar in Criminal Justice – serves as the capstone course for criminal justice majors where majors must pass this course with a “C” of better. You must be in senior standing; have 45 hours of upper level criminal justice courses; and have completed CRJU 1100 and CRJU 3700.		**CRJU GENERAL (Need 42 hours)  CRJU 4800 Senior Capstone Seminar in Criminal Justice – serves as the capstone course for criminal justice majors where majors must pass this course with a “C” of better. You must be in senior standing; have 45 hours of upper level criminal justice courses; and have completed CRJU 1100 and CRJU 3700.  The Four-Year Plan is designed ONLY as a guide. It does not guarantee that all courses listed will be offered during a given semester, or if they are offered that the scheduling will not conflict. Estimated time of completion is based on 15-hour semesters, with no Summer classes. A change in hours or courses during the summer will reduce or extend the time needed.	

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## **eMajor Criminal Justice Curriculum FAQs**

What are Area F Criminal Justice Courses?

There are three Criminal Justice courses included in Area F that you are required to take in order to graduate (9 hours). These courses include CRJU 1100 – Introduction to Criminal Justice; CRJU 2100 – Introduction to Law Enforcement; and CRJU 2200 – The Judicial Process. These 9 hours will count toward AREA F where you need a total of 18 hours).

Other Courses: - COMM 1100, PHIL 2020, SOCI 1160, POLS 2201

What are Criminal Justice Major Core Courses?

Students seeking a B.S in Criminal Justice are required to take 21 hours of major core in order to graduate. These courses include: CRJU 3100 – Criminal Law; CRJU 3110 – Criminal Procedures; CRJU 3200 – Criminology; CRJU 3300 – Corrections; CRJU 3700- Research Methodology; CRJU 4700 – Ethical Issues in Criminal Justice; and CRJU 4800 Senior Capstone Seminar in Criminal Justice.

What are Criminal Justice General Courses?

Students who are seeking a General Criminal Justice Degree are required to take 42 hours of classes listed under the “General Criminal Justice Degree” Area of Major/Elective Requirements

What are General Electives and PWLA Courses?

General Elective courses include any courses 1000 – 4000. PWLA courses include physical wellness or education type courses

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INSTRUCTIONS	CURRICULUM MAPPING TEMPLATE								
	DEPARTMENT:	PROGRAM:	COURSES	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	Department of Civic Engagement and Public Service (Criminology)			on completion of the online criminal justice degree, students will demonstrate					
2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)	Criminal Justice		...mastery of the essential content of the criminology core curriculum	...the ability to critically analyze major concepts and theoretical perspectives in criminal justice	...an understanding of essential elements of academic and professional writing	an understanding of academic and professional research and scholarship	...an understanding of professional and ethical values in the criminal justice field.		
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)			1 CRJU1100	I	I	I	I	I	
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)			2 CRJU2100	I					
			3 CRJU2200	I					
	<b>INTRODUCED:</b> Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.			4 CRJU3100	R				
				5 CRJU3110	R				
				6 CRJU3200	R	R	R	R	
				7 CRJU3250				R	R
	<b>REINFORCED:</b> Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.			8 CRJU3300	R			R	R
				9 CRJU3350	R			R	
				10 CRJU3400	R			R	
				11 CRJU3500	R			R	R
				12 CRJU3501	R			R	R
	<b>MASTERED:</b> Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.			13 CRJU3600				R	R
				14 CRJU3700	R	R	R	M	R
				15 CRJU3710			R	R	
				16 CRJU3800			R	R	R
				17 CRJU3810	R	R	R	R	R
				18 CRJU4000	R		R		R
				19 CRJU4110	R				
	5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.			20 CRJU4200	R	R			
In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.			21 CRJU4210	R					
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.			22 CRJU4300	R	R				
			23 CRJU4350	R	R				
			24 CRJU4500	R				R	
			25 CRJU4600	R	R			R	
			26 CRJU4700	R	R	R	R	R	
			27 CRJU4800	M	M	M	M	M	
			28 POLS3100	R					
			29 PSYC3850	R					
			30 SOCI3800		R		R		

All courses are mapped to introductory, reinforcement, or mastery level. Data are collected at the master level for two courses only: CRJU 4800 (Senior Capstone) and CRJU 3700 (Research Methodology).

## BS in Criminal Justice Assessment Plan

Outcomes	Outcome Measures	Review of Outcome Data	Outcome Target
Demonstrate mastery of the essential content of the criminology core curriculum	Capstone Portfolio Project incorporating elements from Criminology, Research, and Criminal Justice Courses. Portfolio assessed with rubric.	Assessment results reviewed by program coordinators and faculty annually.	80% of students score acceptable or above on assessment rubric for this artifact.
Demonstrate the ability to critically analyze major concepts and theoretical perspectives in criminal justice	Critical Analysis portion of Capstone Portfolio Project assessed by rubric.	Assessment results reviewed by program coordinators and faculty annually.	70% of students score acceptable or above on assessment rubric for this artifact.
Demonstrate an understanding of essential elements of academic and professional writing	Capstone Portfolio Project assessed with written communication rubric that emphasizes ability to integrate theory with practical examples, organization, and mechanical-grammatical correctness.	Assessment results reviewed by program coordinators and faculty annually.	70% of students score acceptable or above on assessment rubric for this artifact.
Demonstrate an understanding of academic and professional research and scholarship	Research Project in Criminal Justice Research Methodology assessed using rubric emphasizing the understanding of Criminal Justice methodology and conventions of CJ discourse.	Assessment results reviewed by program coordinators and faculty annually.	70% of students score acceptable or above on assessment rubric for this artifact.
Demonstrate an understanding of professional and ethical values in the criminal justice field	Ethics Examination in Capstone course.	Assessment results reviewed by program coordinators and faculty annually.	70% of students score at an acceptable level or above on Ethics Examination.



<b>University of West Georgia Criminology</b>		<b>USG E-Major Criminal Justice</b>	
<b>Course # &amp; Name</b>	<b>Learning Outcomes</b>	<b>Course # &amp; Name</b>	<b>Learning Outcomes</b>
CRIM-1100 - Introduction to Criminal Justice	This course provides an overview of the criminal justice system in the United States. Topics covered include definitions and measures of crime, fear of crime, victims of crime, law enforcement, courts, corrections, and juvenile justice.	CRJU 1100 Intro to Criminal Justice	Introduces the structure, functions, and operations of criminal justice agencies, including the police, the courts, and corrections.(F,S)
CRIM-2272 - Introduction to Law Enforcement	Law enforcement in America will be examined at the federal, state and local levels. The history of law enforcement, the structure and functions of law enforcement agencies and the role of police in society will be covered. In addition, the course will explore the management of police and the challenges facing police administrators.	CRJU 2100. Intro to Law Enforcement.	Provides an overview of law enforcement in a free society and the relationship of police to the criminal justice system as a whole. History, organization, operations, and selected issues are examined.(F)
CRIM-2274 - American Criminal Courts	This course introduces students to the history, traditions, and philosophy of criminal courts in America. It focuses on the organizational structures of the courts at the local, state, and federal levels. Students will learn about the various legal actors(e.g., judges, prosecutors, defense attorneys) and the roles they play in the courtroom. Finally, this course examines the nature of	CRJU 2200. The Judicial Process	Provides an overview of the judicial component of the criminal justice system which focuses on the structure, role, jurisdiction, and operation of the courts and the courtroom workgroup in the adjudicatory and appellate process at the local, state, and federal levels.

	criminal law and the procedures that must be followed when defendants enter the judicial system from arraignment to sentencing.		
CRIM-3323 - Criminal Law	Covers the fundamental elements of criminal law such as mens rea and actus reus as well as crimes such as murder, burglary, assault and battery. Significant cases and articles on historically well-established crimes will be examined as will some of the contemporary and more controversial crimes or instances of crime. Legal reasoning interpretative skills will be emphasized.	CRJU 3100. Criminal Law	Offers an overview of both substantive and procedural law related to the definitions, investigations, processing, and punishment of crimes. The course will introduce students to the legal idea of criminal responsibility, the concept and elements of criminal responsibility, required state of mind (mens rea), and prohibited conduct (actus reus). The course discusses the substantive content, structure, and sources of major crimes against persons and property and provides a comprehensive evaluation of various legal defenses to criminal liability under both common law (case law) and statutory law (legislative law) approaches. Prerequisites: CRJU 1100.
CRIM-2273 - Criminal Procedure	Criminal Procedure covers the major U.S. Supreme Court decisions regarding law enforcement. These cases provide the boundaries which facilitate as well as limit the actions of law enforcement officers in such activities as: 'stop and frisk', arrest, questioning, surveillance, vehicle stops and searches, as well as search and seizures which yield evidence	CRJU 3110. Criminal Procedure	A study the nature and function of the law regulating the criminal processes, policies, and procedures in the administration of criminal justice. Special attention will be given to United States Supreme decisions.(F) Prerequisites: CRJU 1100.

	admissible at trial. Also emphasizes legal reasoning and interpretation as well as the fundamental elements of case briefing and jurisdiction.		
CRIM-3240 - Criminological Theory	An overview of the major historical developments in criminological theory, with an emphasis on basic assumptions, concepts, and propositions of criminological theories of crime.	CRJU 3200. Criminology	A study of the nature and scope of crime in society with an emphasis on criminological theories.(S) Prerequisites: CRJU 1100.
CRIM-3241 - Corrections	A study of the past, present, and future trends, issues and philosophies of corrections. Particular emphasis will be placed on the issues and concerns of the maximum security prison.	CRJU 3300. Corrections.	A study of the history, structure, and functions of corrections as well as the legal and philosophical basis for the punishment of criminal offenders. Prerequisites: CRJU 1100.
CRIM-3242 - Drug Abuse	An examination of the current and historical patterns of alcohol and drug use, abuse, and control. Strong emphasis will be given to patterns of usage and types and kinds of programs used by helping agencies in the rehabilitation process. Same as CHM 3140.	CRJU 3350. Drugs in America	Explores and analyzes the complex experience of illicit drug use in America from multiple angles with specific attention to the ways that our culture understands drugs, drug use, and drug policy as a social/criminal justice problem. Topics include punishment, interdiction, prevention, and or rehabilitation. Prerequisites: CRJU 1100.
CRIM-2245 - Juvenile Delinquency	This course will examine the types and patterns of juvenile delinquency and the social and institutional context within which delinquency occurs. Major theories of delinquency will be presented. The juvenile justice system will be discussed with a focus on	CRJU 3400. Juvenile Delinquency & Justice.	Reviews the juvenile justice system, including the impact of Supreme Court decisions, and examines the theories of juvenile delinquency and the implication of those theories for preventing and controlling juvenile deviance. Prerequisites: CRJU 1100.

	historical changes and contemporary challenges.		
CRIM-4000 - Research Methodology	An introduction to the logic and procedures of quantitative and qualitative research methods. Focuses on research design, use of computer and statistical packages, data interpretation, the relation of research and theory, and the writing of scientific research reports.	CRJU 3700. Crim Just Research Methodology.	An introduction to criminal justice research methodologies, with a focus on research design, ethical concerns, conceptualization, sampling, data analysis, interpretation of research results, report writing, and application of research findings. Prerequisites: CRJU 3200, ENGL 3000.
CRIM-4279 - Race and Crime	This course examines the relationship between race, ethnicity, and crime and racial issues confronting the criminal justice system. Students will explore how other minority groups are treated by the criminal justice system. The course also examines how classical and contemporary theories are used to explain racial biases in the criminal justice system.	CRJU 3800. Race, Ethnicity & Criminal Justice	Addresses the racial impact of criminal laws enacted by the people's elected representatives, the actions and policies of law enforcement agencies, the courts, correctional institutions, the juvenile justice system, and the death penalty. Raises awareness and promotes critical thinking about the problems that exist in our system, how those problems originated and evolved, and possible solutions for these problems.
CRIM-3333 - Victimology	Provides an in-depth analysis of the victims of crime. This course focuses on the historical development of victimology, which emerged in the 1940's as an independent field of study as well as surveying some of the more recent works by contemporary thinkers.	CRJU 3810. Victimology.	Addresses the physical, emotional, and financial impact of crime victimization; the relationship between victims and offenders; how the criminal justice system interacts with crime victims; and the policies designed by the government to offer assistance to individuals who are victimized by crime. Raises awareness and promotes critical thinking and problem solving about the most

			effective strategies for interaction with crime victims, the measurement of crime victimization, and victim trends.
CRIM-4911 - Terrorism	This course examines domestic and international terrorism. It looks at the theories concerning the causes of terrorism and the various ways that individuals and institutions respond to terrorism. The 'war on terrorism' is examined for its unintended consequences.	CRJU 4210. Terrorism & Criminal Justice System.	An examination of the motives and actions of terrorists, the governmental response to terrorism, especially in the wake of 9/11, and the legal and constitutional restraints on the government. Included will be issues such as surveillance of American citizens, detention of suspected terrorists, enemy combatants, limits on the methods of interrogation, and use of military tribunals.
CRIM-4232 - Family Violence	This course will examine family violence from both a personal and social perspective. Research and theory in family violence will be discussed, along with types of relationships, incidence, prevalence, interpersonal dynamics, contributing factors, consequences, social response and services. Prevention strategies will be explored.	CRJU 4350. Family Violence	Explores a range of crimes that occur in the family setting, including violence between intimate partners, child abuse, and neglect. Theoretical factors, as well as how the criminal justice system responds to both victims and perpetrators of family violence, will be examined.

### CRJU 3700 Rubric for Research Project

Criteria	<b>Superior (A)</b> 25 points	<b>Good (B)</b> 22 points	<b>Acceptable (C)</b> 20 points	<b>Needs Improvement (D)</b> 15 points	<b>Failing</b> 0 points	<b>Criterion Score</b>
Overall Completion 25%	Specific and complete. Thoughtful and thoroughly developed ideas that fully meet the guidelines. Easy to read, follow, and comprehend the intent of the essay.	The research project is good. Adequate information as to how the criteria are met. There are minor inconsistencies and weaknesses in the essay.	The criteria for the project are acceptable. Limited information is provided. Lacks focus and detail. Not well thought out.	Does not meet most criteria, fails to provide information, provides inaccurate information, and/or provides information that requires substantial clarification as to how the criteria are met.	The paper does not meet any acceptable criteria. The paper contains substantial inaccurate information.	/25
Evaluation and incorporation of appropriate academic and professional research and scholarship 25%	The author incorporates scholarly and professional research throughout the paper. The author's ability to assess the quality of research, including methodologies, data analysis, and conclusions is superior.	The author incorporates scholarly and professional research throughout most of the paper. The author's ability to assess the quality of research, including methodologies, data analysis, and conclusions is good.	The author incorporates scholarly and professional research sparingly in the paper. The author's ability to assess the quality of research, including methodologies, data analysis, and conclusions is acceptable.	The author incorporates scholarly and professional research minimally or uses non-scholarly resources throughout most of the paper. The author's ability to assess the quality of research, including methodologies, data analysis, and conclusions is below average.	The author does not incorporate any scholarly or professional research in the paper. The author's ability to assess the quality of research, including methodologies, data analysis, and conclusions is non-existent.	/25
Demonstrates an understanding of the material, level of content, and understanding of learning objectives 25%	Content indicates synthesis of ideas, in-depth analysis, and evidence of original thought and support for the topic. Learning Objectives are clearly understood. A high degree of	Content indicates original thinking and develops ideas with sufficient and firm evidence. Critical thinking is weaved into the points of the essay.	Content indicates thinking and reasoning applied with an original thought on a few ideas. Some critical thinking is present but an understanding of the learning objectives are not clear.	Shows little thinking and reasoning and most ideas are underdeveloped and unoriginal. There is little evidence of critical thinking or understanding of the learning objective.	The author does not demonstrate any understanding of the content or the learning objectives.	/25

	critical thinking is exhibited.					
Use of appropriate language, Sentence Structure, Grammar, and Citation 25%	All sentences are well constructed and have varied structure and length. The writing is free or almost free of errors in grammar, mechanics, and/or spelling. APA format is used accurately and consistently in the paper and on the References page. Paper is the proper length.	Most sentences are well constructed and have varied structure and length. Occasional errors in grammar, mechanics, and/or spelling, that do not interfere with understanding. APA format is used with minor errors.	Most sentences are well constructed, but they have a similar structure and/or length. Several errors in grammar, mechanics, and/or spelling interfere with understanding . There are frequent errors in APA formatting. The Paper is not sufficient in length.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. Numerous errors in grammar, mechanics, and/or spelling that interfere with understanding are made. The format of the paper is not recognizable as APA with minimal or no citations. The essay is overall sloppy.	The content of the paper is incoherent. The reader stops reading and is confused.	/25

**CRJU 4800- Capstone Final Project Rubric**

Criteria	Superior (A) 25 points	Good (B) 22 points	Acceptable (C) 20 points	Needs Improvement (D) 15 points	Failing 0 points	Criterion Score
Demonstrate mastery of the essential content of the criminology core curriculum 25%	The capstone project is specific and complete. The project is thoughtful and thoroughly developed incorporating elements from core CRJU courses. The project fully meets assignment guidelines and is easy to read, follow, and comprehend.	The capstone project is good. The information meets the assignment criteria. Inconsistencies and weaknesses present in the project are minimal.	The criteria for the capstone project are acceptable. The information in the project is limited but covers the basic concepts. The project does not maintain focus and detail throughout.	The capstone project does not meet most of the criteria, fails to provide information, provides inaccurate information, and/or provides information that requires substantial clarification as to how the criteria are met.	The capstone project does not meet any acceptable criteria. The author demonstrates little to no mastery of the core criminology curriculum.	/25
Demonstrate the ability to critically analyze major concepts and theoretical perspectives in CRJU 25%	The capstone project is specific and complete. Thoughts are well organized and demonstrate a critical analysis of major CRJU concepts and theories. The project is thorough and organized, leaving the reader with no unanswered questions.	The capstone project meets assignment guidelines. Thoughts are organized and some critical analysis is provided, but the project could include more theoretical application. The reader is left with a few questions.	Basic information is provided in the capstone project. The organization is not consistent. The major concepts and theories are minimally analyzed.	The capstone project is confusing, leaving the reader with numerous questions and lacking significant concepts and theoretical perspectives.	The author does not demonstrate the ability to critically analyze major concepts and theoretical perspectives.	/25
Demonstrate an understanding of professionalism and ethical values in CRJU 25%	The capstone project demonstrates an understanding of professional and ethical values. Learning objectives are clearly understood. A high degree of critical thinking is exhibited.	The capstone project includes the use of sufficient evidence of professional and ethical issues. Critical thinking is weaved into parts of the project.	The capstone project demonstrates some critical thinking and understanding of professional and ethical issues is present but a comprehensive understanding is not clear.	The capstone project shows minimal thinking and reasoning. There is little evidence of critical thinking or understanding of professional and ethical issues.	The author does not demonstrate an understanding of professionalism or ethical values or does not address these topics at all.	/25



<p>Demonstrate use of academic and professional writing integrating theory with practical examples, organization, and mechanical grammatical correctness 25%</p>	<p>All sentences are well constructed and have varied structure and length. There are no or few errors in grammar, mechanics, and/or spelling. APA format is used accurately and consistently in the paper and on the References page. The project demonstrates the integration of theory and practical examples. The major requirements of the capstone project are met.</p>	<p>Most sentences are well constructed and have varied structure and length. Occasional errors in grammar, mechanics, and/or spelling exist, but do not interfere with understanding. APA format is used with minor errors. Sufficient evidence of theory integration and use of practical examples is demonstrated.</p>	<p>Most sentences are well constructed, but they have a similar structure and/or length. Several errors in grammar, mechanics, and/or spelling interfere with understanding. There are frequent errors in APA formatting. The requirements of the capstone project are sufficient, but evidence theory integration and the use of practical examples are limited.</p>	<p>Sentences are awkward, are distractingly repetitive, or are difficult to understand. There are numerous grammatical errors, major errors in mechanics, and/or spelling that interfere with understanding information in the capstone project. The format of the paper is not recognizable as APA with minimal or no citations. Minimal evidence of theory integration and little to no use of practical examples. The overall capstone project does not meet the requirements.</p>	<p>The paper shows little to no evidence of acceptable academic writing. Spelling, grammar, and mechanics leave the reader confused and unable to understand the content. No APA formatting. No sources or citations provided.</p>	<p>/25</p>
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## MEMORANDUM OF UNDERSTANDING

*for the*

*The University System of Georgia Affiliate Institutions and USG eMajor*

### **Purpose.**

Institutions of The University System of Georgia (USG) agree to enter into this Memorandum of Understanding (MOU) for a collaborative enrollment opportunity exclusively for students enrolled in approved Bachelor of Science in Criminal Justice to be delivered through the cooperative academic arrangement (see appendix). The USG Institutions that elect to accept this agreement shall be referred to herein as “affiliate institutions.” All affiliate institutions are regionally accredited by the Southern Association of Colleges and Schools Commission of Colleges (SACSCOC) and adhere to the SACSCOC Principle of Integrity.

The Criminal Justice cooperative academic arrangement consists among the following SACSCOC accredited affiliate institutions:

Albany State University  
Dalton State College  
Georgia Highlands  
Georgia Southwestern  
University of West Georgia

### **Responsibilities of the Affiliate Institution:**

- I. **Review and approval of the course content.** The curriculum (see Appendix) is developed by faculty subject matter experts. Each affiliate institution will conduct review and approval of courses by its faculty through the regular institutional governance processes. Documentation of course content is maintained in a portal accessible to all affiliate institutions.
- II. **Review and approval of faculty qualifications.** It is the responsibility of the affiliate institution to ensure that faculty teaching in the cooperative academic arrangement meet the faculty credential standards set forth by the institution and by SACSCOC. Documentation of faculty credentials are maintained in a portal accessible to all affiliate institutions.
- III. **Regularly scheduled evaluation** of the quality and integrity of the content and of student learning outcomes: The assessment process for the courses will include assessment of student learning outcomes in courses, assessment of student learning based on key performance indicators, course evaluations completed by students, and evaluations of full and part-time faculty members. Documentation of assessments will be maintained in a portal accessible to all institutions.

- IV. **Continuous Improvement.** The affiliate institution determines appropriate steps for continuous improvement of the curriculum based on assessments and communicates these steps to the Criminal Justice Curriculum Leadership Committee.
- V. **Assurance of academic quality.** All course credit will be awarded by the student's identified home institution. The institution ensures the academic quality of all academic work resulting in credit recorded on the student's academic transcript.
- VI. **Regular review of the agreement.** The affiliate institution regularly evaluates this cooperative academic arrangement against the mission and standards of the institution and maintains records of such. The agreement may be brought under review for revision upon request by one or more of the affiliate institutions. Affiliates agree to follow the policies and procedures enumerated in the appendix. The institution may terminate participation in this agreement under terms provided below.

#### **Responsibilities of Online Service Provider (USG eMajor)**

- I. **Maintain portals for documentation** of course content, curriculum, faculty credentials, student learning outcomes, and continuous improvement.
- II. **Coordinate the curriculum.** The curriculum is developed by faculty subject matter experts. USG eMajor coordinates the course development efforts on behalf of the affiliate institutions, who each exercise academic oversight of the curriculum. All courses are approved by the faculty of each participating institution through the regular institutional governance processes. USG eMajor will coordinate a process of continuous improvement for the curriculum, based on assessment results.
- III. **Coordinate teaching assignments.** USG eMajor will work with affiliate institutions to recommend qualified faculty to teach in the cooperative academic arrangement. All faculty are approved by the affiliate institutions to ensure that they meet SACSCOC and institutional faculty credential guidelines. USG eMajor will maintain a faculty roster of all faculty members teaching in the cooperative and documentation of faculty credentials. The faculty are funded through shared resources of the affiliate institutions.
- IV. **Coordinate Assessments.** USG eMajor will conduct an assessment process approved by the affiliate institutions and will be responsible for collecting data and distributing it to each of the institutions. Assessment results will be presented annually to the Curriculum Leadership Committee (CLC ) to inform continuous improvement of the courses.
- V. **Support Services.** On behalf of the affiliate institutions and where contractually obligated, USG eMajor coordinates general support for students and faculty, technical support, test proctoring, course maintenance and assisted development, faculty preparation, and overall course evaluation.

#### **Governance.**

The affiliate institution designates appropriate individuals to provide institutional leadership and ensure that student needs are met and that administrative responsibilities related to the delivery of the courses are conducted in a manner consistent with institutional, system, USG eMajor, and SACSCOC policies (See Appendix of Institutional Contacts).

The **Criminal Justice Curriculum Leadership Committee:** In addition to academic oversight provided through the governance of each institution, academic coordination for the collaborative courses will be provided by the Vice President for Academic Affairs at each affiliate institution and by a Curriculum Leadership Committee composed of the following representative(s) from each of the affiliate institutions: an academically qualified Dean, Department Head, or Program Director or their

academically qualified designee. The CLC will meet regularly (at least once per term) to plan and/or evaluate the implementation of courses, curriculum, and vital related matters, such as accreditation compliance, enrollment, and class size guidelines. Any changes to courses or delivery will be discussed by the Curriculum Leadership Committee and then recommended in a timely manner to affiliate institutions for review and approval through appropriate institutional governance processes. All approved changes will be implemented in such a way that will not interrupt completion by existing students or adversely impact the regional accreditation of the affiliate institutions.

**Term of MOU.**

This agreement is effective July 1, 2020 through June 30, 2021, and may thereafter be renewed for one year terms by written acknowledgement.

**Termination of Agreement.** Institutions may withdraw from this cooperative academic arrangement after providing an intent to terminate notice of 12 months to the University System of Georgia, eMajor, and the Affiliate institutions.

The institutions of the University System of Georgia execute this agreement through their duly authorized representatives:

**Accepted and Agreed to by Affiliate Institution, Albany State University**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

**Accepted and Agreed to by Affiliate Institution, Dalton State College:**

Signature: Bruno Hicks Date: Jun 18 2020

Name: Bruno Hicks Title: Provost/VPAA

**Accepted and Agreed to by Affiliate Institution, Georgia Highlands State College:**

Signature: Dr. Dana Nichols Date: Jun 17 2020

Name: Dr. Dana Nichols Title: Provost

**Accepted and Agreed to by Affiliate Institution, Georgia Southwestern University**

Signature: Suzanne Smith Date: Jun 17 2020

Name: Suzanne Smith Title: Provost/VPAA

JG

**Accepted and Agreed to by Affiliate Institution, University of West Georgia:**

Signature: David Jenks

Date: Jun 17 2020

Name: David Jenks

Title: Interim Provost

**USG eMajor Signature**

*Melanieclay*

Jun 17 2020

Dr. Melanie Clay  
Dean of eCore & eMajor

Date

**University of West Georgia as fiscal agent for eMajor**

JG

*David Jenks*

Jun 17 2020

Dr. David Jenks  
Interim Vice President for Academic Affairs/Provost

Date

**APPENDIX**

**Institutional Contacts**

**Criminal Justice Curriculum**

**Policies and Procedures**

**Institutional Contacts**

<b>Institution</b>	<b>Primary Academic Contact</b>	<b>Email address</b>
Albany State University	Dr. Jason Armstrong	Jason.Armstrong@asurams.edu
Dalton State College	Dr. James Wright	jwrigh11@daltonstate.edu
Georgia Highlands State College	Dr. Greg Sumner	gsumner@highlands.edu
Georgia Southwestern University	Ms. Leigh Laughlin	leigh.laughlin@gsw.edu
University of West Georgia	Dr. Vanessa Griffin	vwoodwar@westga.edu

**Criminal Justice Curriculum**

The courses in this cooperative academic arrangement are as follows. All affiliate institutions will use the prefix and the following course numbers and titles. Institutions have properly notified SACSCOC of this cooperative academic arrangement as required. Additional courses may be added with the approval of affiliate institutions.

**Area A-E (42 hours)**

**Area F advising pathway for Criminal Justice (18 hours)**

**Required Upper Division CJ Courses (21 hours) required for all concentration/elective areas**

**Concentration Area: Law Enforcement (30 hours)**

**General Electives (9 hours)**

Required UPPER DIVISION CJ Courses (21HRS)				
CRJU 3100	CRIMINAL LAW		CRJU 3300	CORRECTIONS
CRJU 3110	CRIMINAL PROCEDURES		CRJU 3700	RESEARCH METHODOLOGY
CRJU 3200	CRIMINOLOGY		CRJU 4700	ETHICAL ISSUES IN CJ
CRJU 4800	Senior Capstone			

CONCENTRATION AREA: LAW ENFORCEMENT ( 30 HRS)				
CRJU 4350	FAMILY VIOLENCE		CRJU 4600	POLICE PROBLEMS AND PRACTICES
CRJU 3400	JUVENILE DELINQUENCY AND JUSTICE		CRJU 3800	RACE, ETHNICITY, AND CJ
CRJU 3500	CRIMINAL INVESTIGATIONS		CRJU 3810	VICTIMOLOGY
CRJU 3501	CRIMINAL INVESTIGATIONS II		CRJU 3350	DRUGS IN AMERICA
CRJU 3600	CRIMINAL JUSTICE ADMINISTRATION		CRJU 4300	COMMUNITY CORRECTIONS
CRJU 3710	SPECIAL TOPICS IN CRIMINAL JUSTICE		CRJU 4110	LAW OF CRIMINAL EVIDENCE
CRJU 4200	PROFILING SERIAL OFFENDERS		CRJU 4210	TERRORISM AND THE CRIMINAL JUSTICE SYSTEM



GENERAL CRIMINAL JUSTICE DEGREE ELECTIVES

Free Electives (9HRS)				
CRJU 3250	CRIME AND MEDIA		CRJU 3810	VICTIMOLOGY
CRJU 3710	SPECIAL TOPICS IN CRIMINAL JUSTICE		CRJU 4000	INTERNSHIP IN CJ
CRJU 4350	FAMILY VIOLENCE		CRJU 4500	MANAGEMENT OF FORENSICS
PSYC 3850	FORENSIC PSYCHOLOGY		SOCI 3800	DEVELOPMENT OF CRIMINAL BEHAVIOR
POLS 3100	CONSTITUTIONAL LAW		CRJU 4300	COMMUNITY CORRECTIONS
CRJU 3500	CRIMINAL INVESTIGATIONS		CRJU 3800	RACE, ETHNICITY, AND CJ
CRJU 3501	CRIMINAL INVESTIGATIONS II		CRJU 3350	DRUGS IN AMERICA

Course Descriptions: <https://emajor.usg.edu/degrees/course-descriptions/>

**POLICIES AND PROCEDURES NOT SPECIFIED IN THE MOU**

**Policies and Procedures.** The affiliate institutions agree to follow established and collaboratively agreed-upon policies for grade appeals, academic dishonesty, student/faculty complaints, student code of conduct, and other relevant administrative issues. Final judgement on all student appeals rests with the student’s home institution. If the student wishes to continue his/her appeal beyond the decision of the collaborative process, the student must appeal directly to the Provost/VPAA at his/her home institution, following local procedure, within seven calendar days of being notified of the final collaborative decision. Complete policies and procedures under this cooperative academic arrange can be found at:

<https://emajor.usg.edu/current-students/student-guide/policies-and-procedures>

**Academic Advising.** Students will be advised through the procedures established on their home campus. If the student is completing a credential awarded by the institution, progress toward the credential will be monitored by the advisor and confirmed by the Registrar. Communications sent to enrolled students regarding course offerings will be copied to the appropriate institutional designees to ensure that all parties have accurate information.

**Academic Calendar.** In order to allow for the completion and submission of grades at the end of each semester, course offerings will follow the common academic calendar agreed upon by affiliate institutions.

**Access and Accommodations.** The affiliate institution's disability services office determines reasonable accommodations to be implemented. If a student has a disability (including learning, physical, or other), or suspects that he/she has a disability and would like to be considered for accommodations, there are several options. Each institution has an office providing disability services. It is the responsibility of the student to contact the Disability Services Coordinator at their home institution to discuss the documentation and process required for special accommodations.

**Accreditation Oversight.** Each affiliate institution will be responsible for accreditation oversight. The Institution will ensure that all SACSCOC, USG, and institutional policies, procedures, and requirements are followed in the development and implementation of courses in this cooperative academic arrangement.

**Admission.** Each affiliate institution may admit qualified students. Students will self-select the home institution through which they enroll in these courses. Each student enrolled in the Criminal Justice program of study must satisfy the undergraduate admission requirements for his or her selected home institution.

**Assessment.** The student learning outcome data will be compiled and appropriately de-identified per FERPA and distributed to all affiliates for use in institutional effectiveness and institutional research endeavors. The assessment process will include course evaluations completed by students, and evaluations of full and part-time faculty members.

**Course assessment.** All students will have an opportunity to evaluate their respective courses each term. The course evaluation instrument will be approved by affiliates. The results of the assessment will be distributed to each faculty member for use in the improvement of instruction and/or of the course. Assessment results will also be provided to the eMajor Executive Director of Academics and to the appropriate designee at each affiliate institution. It is up to each affiliate institution to determine how such evaluations will be used in their respective promotion and tenure processes.

**Evaluation.** Instructors for courses in this cooperative academic arrangement will be provided a faculty MOU outlining their responsibilities in regard to course setup, course delivery and management, student engagement, proctored exam procedures and end of semester tasks. At each end of term, USG eMajor will conduct an evaluation of instruction on behalf of the affiliate institutions, using an evaluation and rubric approved by the CLC. The results of the semester evaluations will be shared with the affiliate institutions. Evaluations will be based on:

- Online instructional review. In order to comply with institutional policies regarding faculty evaluation, a USG representative may review an instructor's online instructional delivery by scheduling in advance. The evaluation will remain in the instructor file with eMajor and shared with the affiliate institution, as needed.
- An instructor may also request an instructional review for professional development purposes. If the instructor requests an additional evaluation, the results will be provided only to the instructor.
- Student evaluations of the instructor will be collected, collated, and shared with the appropriate designee at affiliate institutions via a portal accessible to the affiliate institution.

In addition, Faculty will follow the annual review procedures of their respective employers, which will determine the role of such evaluations in the institutional promotion and tenure process.

**Billing for Shared Tuition.**

Tuition for the Criminal Justice program is set and approved by the Board of Regents at \$199 per credit hour, and applies uniformly across all affiliate institutions. Tuition is collected through the student's home institution. The home institution retains \$42 per credit hour; \$157 per credit hour is invoiced by USG eCampus, and the tuition revenues are distributed to the affiliate institutions and University System of Georgia service units supporting the Criminal Justice cooperative academic arrangement based on the agreed upon financial model.

**Communication.** Affiliate institutions and USG eMajor will support this partnership through regular and timely communication regarding matters applicable to all parties as well as matters pertaining to individual institutions. Messages to students will be copied to the appropriate institutional and Criminal Justice program designees to facilitate clear communication.

**Course Approval.** Each affiliate institution will conduct review and approval of courses by the faculty through the regular institutional governance processes for curriculum review and approval. USG eMajor will distribute course proposals to the appropriate designee at each affiliate institution.

**Course Curriculum.** The curriculum will be reviewed each year through the annual review conducted by the CLC for continuous improvement.

**Course Scheduling.** USG eMajor will distribute a tentative list of Fall Semester courses to affiliate institutions in February for Summer/Fall terms and in October for Spring.

**Course Transfer.** Courses in this cooperative academic arrangement and approved by the affiliate institution's governing body will be accepted as transfer credit at each USG affiliate institution, provided that the minimum requirements for passing the courses have been met. USG eMajor will work with the individual affiliate institutions to develop a course equivalency matrix that will be used to facilitate the transfer of credit. Acceptance of credit for degree programs will be at the discretion of the individual affiliate institutions.

**Course Withdrawal.** Withdrawal dates will follow the common calendar. The calendar will include dates for registration, schedule change, course withdrawal, and attendance verification.

**Credit for Prior Learning.** Credit for prior learning (CPL) and the ability to credential experiential learning is a high priority for eMajor. A comprehensive CPL repository has been developed and approved by the Curriculum Leadership Committees. eCampus will administer and assess the appropriate exams and/or portfolios according to the approved policies and procedures. Successful candidates will receive “K” credit for any successful attempt, and eCampus will notify the appropriate institutional registrar’s office of the awarded credit. In accordance with this agreement, students may not be charged and are not required to pay any institutional “fee” to process awarded credit for the eMajor degree programs. Additionally, affiliate institutions may allow students to earn academic credit through the institutional policy on prior learning.

Curriculum credit recommendations for Georgia Peace Officer Standards and Training Council (POST) Graduates were finalized by a team of Subject Matter Experts, including representatives from collaborative institutions, and adhere to the Council for Adult and Experiential Learning’s *Ten Standards*. eMajor partners agree to evaluate POST transcripts for institutional students and to award credit based on the table below. Please note, students are subject to residency requirements and institutional credit for prior learning policies at their home institution.

<b>Georgia POST Training</b>	<b>Credit for Following Course(s)</b>
<b>Basic Law Enforcement Officer Training</b>	CRJU 1100 – Introduction to Criminal Justice CRJU 2100 – Introduction to Law Enforcement CRJU 3100 – Criminal Law CRJU 3110 – Criminal Procedures CRJU 3500 – Criminal Investigations CRJU 3501 – Criminal Investigations II
<b>Cumulative 40 hours of drug, alcohol, gang and related training</b>	CRJU 3350 – Drugs in America
<b>Supervision Level 1</b>	CRJU 3600 – Criminal Justice Administration
<b>Supervision Level 2</b>	CRJU 3710 – Special Topics – Public Safety Leadership
<b>Crisis Intervention Team (CIT) Training – 40 hour</b>	CRJU 3710 – Special Topics – Crisis Intervention
<b>ALERRT Active Shooter + GNESEA Sexual Assault or cumulative 40 hours of related training</b>	CRJU 3810 – Victimology

<b>Cumulative 40 hours of use of force, community policing, cultural diversity, police discretion, evidence-based policing and related training</b>	CRJU 4600 – Police Problems and Practices
<b>Cumulative 40 hours of ethics, diversity, bias, and related training</b>	CRJU 4700 – Ethical Issues in Criminal Justice

Curriculum credit recommendations for students with military experience were finalized by a team of Subject Matter Experts, including representatives from collaborative institutions, and are based on the American Council on Education’s Guide to the Evaluation of Educational Experiences in the Armed Services. eMajor partners agree to evaluate military transcripts for institutional students and to award credit based on the table(s) below. Please note, students are subject to residency requirements and institutional credit for prior learning policies at their home institution.

**Army  
Military Police (31B)**

<u>Skill level</u>	<u>ACE recommended courses</u>	<u>eMajor course</u>
30	Law enforcement operations (3 hours)	CRJU 2100 – Intro to Law Enforcement
30	Criminal investigation (3 hours)	CRJU 3500 – Criminal Investigations I
30	Criminal procedure (3 hours)	CRJU 3110 – Criminal procedure
40	Criminal Justice Administration (3 hours)	CRJU 3600 – Criminal Justice Administration

**Army  
Criminal Investigator (31D)**

<u>Skill level</u>	<u>ACE recommended courses</u>	<u>eMajor course</u>
30	Criminal Investigations (3 hours)	CRJU 3500 – Criminal Investigations I

30	Criminal Procedure (3 hours)	CRJU 3110 – Criminal Procedure
30	Criminal Law (3 hours)	CRJU 3100 – Criminal Law
30	Criminal Evidence (3 hours)	CRJU 3501 – Criminal Investigations II
30	Criminalistics (3 hours)	CRJU 4500 – Management of Forensics
40	Criminal Justice Administration (3 hours)	CRJU 3600 – Criminal Justice Administration

**Navy  
Master at Arms**

<u>Skill level</u>	<u>ACE recommended courses</u>	<u>eMajor course</u>
MA3	Criminal Evidence & procedures (3 hours)	CRJU 3110 – Criminal procedure
MA3	Criminal Investigation (3 hours)	CRJU 3500 – Criminal Investigation I
MAC	Terrorism (3 hours)	CRJU 4210 – Terrorism & the CRJU System

**Marine Corps  
Military Police (5811)**

<u>Skill level</u>	<u>ACE recommended courses</u>	<u>eMajor course</u>
E6	Police supervision (3 hours)	CRJU 3600 – Criminal Justice Administration

**Coast Guard  
Maritime Enforcement Specialist**

<u>Skill level</u>	<u>ACE recommended courses</u>	<u>eMajor course</u>
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ME3	Intro to Criminal Justice (3 hours)	CRJU 1100 – Intro to Criminal Justice
ME3	Intro to Law Enforcement (3 hours)	CRJU 2100 – Intro to Law Enforcement

**Coast Guard  
Criminal Investigators**

<u>Skill level</u>	<u>ACENET recommended courses</u>	<u>eMajor course</u>
IV3	Criminal Law (3 hours)	CRJU 3100 – Criminal Law
IV3	Homeland Security (3 hours)	CRJU 4210 – Terrorism and CJS

**Dual Enrollment Policy.** Courses in this cooperative arrangement are open to dual enrollment opportunities, with support and coordination provided by USG eMajor. Dual enrollment students are accepted under the following conditions:

1. High school students must enroll through an affiliate institution which admits students for dual enrollment.
2. High school dual enrolled students will be held to the same expectations, standards, and rigor as all USG students.

**Faculty Credentials.** It is the responsibility of the affiliate institutions to ensure that faculty teaching in the collaborative meet the faculty credential standards set forth by the institution and by SACSCOC. USG eMajor will collect and maintain all faculty hiring records, including official transcripts, in a secure web portal. Each affiliate institution will have access through the online portal to faculty credential documentation necessary for academic oversight and local accreditation. All instructors are employees of the institutions of the University System of Georgia.

Any courses enrolling students from an affiliate institution's College of Business accredited by the Association to Advance Collegiate Schools of Business (AACSB) will be taught by faculty meeting the standards of the accrediting organization.

**Faculty Teaching Assignments.** A USG eMajor representative will distribute all teaching assignments to the Chief Academic Officer of each affiliate institution, and/or his/her designee prior to the start of the term. The affiliate CAO, or designee, will review the academic credentials of all faculty teaching in the Criminal Justice program of study and approve or reject a faculty members' teaching assignment(s) based on that review.

**Fees.** The student's Home Institution is responsible for determining and collecting appropriate institutional fees. Institutional fees belong solely to the Home Institution.

**Financial Aid.** Students will apply for financial aid through the policies and procedures at their home institutions.

**Instructional Delivery.** All parties agree that courses will be delivered using the established University System of Georgia assets for collaborative online arrangements (e.g., USG eMajor, INGRESS, GoVIEW, D2L Support Center, GALILEO).

**Internship Requirements.** The student's Home Institution will be responsible for health screenings, background checks, orientation on FERPA, HIPAA, chemical, biological, radiation safety, state authorization requirements, and other internship requirements.

**Library Services.** The Library at the Home Institution is the primary repository for information resources and services. The faculty and staff of the Libraries ensure that students and faculty have access to appropriate library resources and have regular and timely instruction in the use of the library. Librarians may provide research assistance via in person or through virtual means such as text-messages, e-mail, toll-free telephone, or virtual chat. Faculty and students can obtain books and articles via traditional mail, fax, and electronic delivery; remote access assistance to library databases; and remote access to the collection. Reciprocal arrangements through universities in the University System of Georgia provide borrowing privileges at academic institutions around the state. Links to library resources will be provided within the collaborative learning management system.

**Record Retention.** Affiliate institutions and USG eMajor will comply with the appropriate records retention policies and procedures to ensure compliance with federal and state laws as well as system policies.

**Registration.** Students enrolled in approved Criminal Justice courses associated with this cooperative academic arrangement will register according to the common academic calendar through their institutional registration portals.

**Technology Services.** Technology is necessary for delivery of the courses and for communication. The technology used in course delivery includes the use of the Internet, texting, and use of e-mail. Affiliate institutions provide technical and helpdesk support for students enrolled in the Criminal Justice program of study, as for other students. Students also have access to the eMajor Helpdesk for technical support.

**Title IX.** Title IX inquiries or complaints regarding sexual misconduct or discrimination involving an instructor, administrator or staff member, should be submitted to USG eMajor in writing. All such submissions will be reported to the student's home institution and may involve referring the student to their Home Institution's Title IX resources.

- Title IX Office
- Title IX Coordinators
- University or Campus Police
- University or College Health Services or Counseling Centers
- Office of Civil Rights – Atlanta Office, US Department of Education



# Criminal Justice, B.S. Law Enforcement Concentration

## 2021-2022 Undergraduate New Program Request

### General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

Program Type\*

- Degree Program
- Embedded Certificate
- Stand-Alone Certificate
- Endorsement
- Minor

If embedded, please list the parent program.

### Routing Information

## Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculum@westga.edu](mailto:curriculum@westga.edu).

**School/ Department\*** Department of Civic Engagement and Public Service

**Is this a School of Nursing Program?\***  Yes  No

**Is this a College of Education Program?\***  Yes  No

**Is the addition/change related to core, honors, or XIDS courses?\***  Yes  No

### Program Information

**Program Type\*** Bachelor

**Program Name\*** Criminal Justice, B.S. Law Enforcement Concentration

**Degree Type\*** Bachelor of Science

**Program Description\*** The purpose of the online criminal justice degree is to prepare students for employment within the criminal justice system in the areas of municipal, state, and federal law enforcement; corrections; juvenile justice and probation, etc. by providing students with a foundation of the knowledge, principles, theories, and functions common to the American Criminal Justice system.

Upon completion of the online criminal justice degree, students will demonstrate mastery of the essential content of the criminology core curriculum, demonstrate the ability to critically analyze major concepts and theoretical perspectives in criminal justice, demonstrate an understanding of essential elements of academic and professional writing, demonstrate an understanding of academic and professional research and scholarship and demonstrate an understanding of professional and ethical values in the criminal justice field.

82/806

Students completing the B.S. in Criminal Justice with a Law Enforcement Concentration

Students completing the B.S. in Criminal Justice with a Law Enforcement Concentration must complete Core Curriculum A, B, C, D, E, and F (60 hours), Major Courses (21 hours); Law Enforcement Track (30 hours); and Electives (9 hours) = 120 hours

**Program Location\***

Online

**Status\***

Active-Visible  Inactive-Hidden

**How will the proposed program be delivered?\***

Face-to-Face

Online Only

Hybrid

## Curriculum Information

Select *Program* below, unless creating an *Shared Core*.

A *Shared Core* is a group of courses shared by multiple entities. For example, Music has a variety of tracks but all tracks share the same core.

**Type of Program\***

Program

Shared Core


## PROGRAM CURRICULUM

This section allows departments to create the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the new program curriculum.

### Step 1

In order to build or edit a program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab



If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculum Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**NOTE:** A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

### Step 2

Next, to add cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) click on  "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the  and proceed.

## **Core Areas A, B, C, D, and E: 42 hours**

**Core Curriculum**

## **Core Area F: 18 hours**

Students seeking a B.S in Criminal Justice (General Concentration, Law Enforcement Concentration, and Social Justice Concentration) must complete 18 hours under Core Area F. CRJU 1100, CRJU 2100, CRJU 2200, and SPAN 1001 are required; Student must choose 6 hours from the following: COMM 1100, PHIL 2020; SOCI 1160; POLS 2201.

**CRJU 1100 Introduction to Criminal Justice**  
**CRJU 2100 Introduction to Law Enforcement**  
**CRJU 2200 The Judicial Process**  
**COMM 1100 Human Communication**  
**PHIL 2020 Critical Thinking**  
**POLS 2201 State and Local Government**  
**SOCI 1160 Introduction to Social Problems**  
**SPAN 1001 Elementary Spanish I**

## **Major Courses: 21 hours**

Students seeking a B.S in Criminal Justice (General Concentration, Law Enforcement Concentration, and Social Justice Concentration) are required to take 21 hours of major core in order to graduate. Students in both General Concentration and Law Enforcement Concentration must complete 21 hours of CRJU Required Upper Division CJ courses. These courses include: CRJU 3100 – Criminal Law; CRJU 3110 – Criminal Procedures; CRJU 3200 – Criminology; CRJU 3300 – Corrections; CRJU 3700- Research Methodology; CRJU 4700 – Ethical Issues in Criminal Justice; and CRJU 4800 – Senior Capstone.

**CRJU 3100 Criminal Law**  
**CRJU 3110 Criminal Procedure**  
**CRJU 3200 Criminology**  
**CRJU 3300 Corrections**  
**CRJU 3700 Criminal Justice Research  
Methodology**  
**CRJU 4700 Ethical Issues in Criminal Justice**  
**CRJU 4800 Senior Capstone Seminar in  
Criminal Justice**

Students seeking a B.S in Criminal Justice (Law Enforcement Concentration) are required to take 30 hours electives from the following list.

**CRJU 3350 Drugs in America**  
**CRJU 3400 Juvenile Delinquency & Justice**  
**CRJU 3500 Criminal Investigation**  
**CRJU 3501 Criminal Investigation II**  
**CRJU 3600 Criminal Justice Administration**  
**CRJU 3710 Special Topics Mass Violence**  
**CRJU 3800 Race, Ethnicity, and Criminal Justice**  
**CRJU 3810 Victimology**  
**CRJU 4110 Law and Criminal Evidence**  
**CRJU 4200 Profiling the Serial Offender**  
**CRJU 4210 Terrorism in Criminal Justice System**  
**CRJU 4300 Community Corrections**  
**CRJU 4350 Family Violence**  
**CRJU 4600 Police Problems & Practices**

### **Electives: 9 hours**

Students seeking a B.S in Criminal Justice (Law Enforcement Concentration) are required to take 9 hours electives from the following list. Note: The following three courses (PSYC 3850 (Forensic Psychology, SOCI 3800 (Development of Criminal Behavior), and POLS 3100 (Constitutional Law)) are already in our Banner system. They were added through eCampus.

**CRJU 3250 Crime and Media**  
**CRJU 4000 Internship in Criminal Justice**  
**CRJU 4500 Management of Forensics**

## **Justification and Assessment**

**Rationale\*** The proposed Bachelor of Science degree in Criminal Justice, designed to be completed in four years, is aimed at meeting a recognized need in the Northwest Georgia area as well as statewide. The criminal justice degree prepares students for a wide range of careers, including traditional law enforcement positions ranging from patrol officer to detective, to more cutting-edge positions including crime scene investigation and evidence analysis, as well as positions in the rapidly growing fields of juvenile justice, probation, parole, and corrections.

The primary need for this program is to expand access to a criminal justice degree. Many community stakeholders, such as police administrators and local sheriffs have expressed their interest in expanding online criminal justice degrees. In addition, there is a growing interest in online criminal justice degrees from people that are currently working full time in law enforcement agencies. These individuals seek to earn a degree that would then achieve their career goals of advancement and promotion. The traditional 12 hour work week makes it challenging for working students to attend face to face classes. The eMajor program will offer working students the flexibility to complete course work in a way that does not conflict with their work schedule.

**Program Learning Outcomes - Please provide PLOs in a numbered list format.\***

**Upon completion of the B.S. in Criminal Justice degree, students will demonstrate:**

1. mastery of the essential content of the criminology core curriculum
2. the ability to critically analyze major concepts and theoretical perspectives in criminal justice
3. an understanding of essential elements of academic and professional writing
4. an understanding of academic and professional research and scholarship
5. an understanding of professional and ethical values in the criminal justice field

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)


Send questions to [cjenks@westga.edu](mailto:cjenks@westga.edu)

**Check all that apply to this program\***

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- None of these apply

### SACSCOC Comments

## REQUIRED ATTACHMENTS

ATTACH the the following required documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

### 1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

### 2.) Program Map and/or Program Sheet

For advising purposes, all new programs must include program map. Please download the program map template from [here](#), and upload.

### 3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting](#) template and attach to this proposal.

### 4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map](#) template and attach to this proposal.

**USGBOR One Step Proposal\***

- I have attached the USGBOR One Step Proposal.  
 N/A (minor, embedded certificate)

**Program Map\***


- I have attached the Program Map.

**Assessment Plan\***

- I have attached the Assessment Plan.  
 Assessment Plan is not required (embedded certificate, minor is a part of an existing major)

**Curriculum and Assessment Map\***

- I have attached the Curriculum and Assessment Map.

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.



**FINAL TASK:** After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

## **Prospectus for Participation in Collaborative Delivery of the Bachelor of Science with a major in CRIMINAL JUSTICE through USG's eMajor Initiative**

THE UNIVERSITY OF WEST GEORGIA proposes to enter into a cooperative academic arrangement with DALTON STATE COLLEGE, GEORGIA HIGHLANDS COLLEGE, GEORGIA SOUTHWESTERN STATE UNIVERSITY, for the collaborative delivery of a Bachelor of Science degree in Criminal Justice. All institutions in the proposed arrangement are accredited by the Southern Association of Schools and Colleges Commission on Colleges, and are member institutions in the University System of Georgia (USG). This arrangement is an expansion of undergraduate programs previously established by the Board of Regents of the USG at Dalton State College, Georgia Highlands College and Georgia Southwestern State University, and delivered through the Criminal Justice eMajor cooperative academic arrangement. It is the desire of the University of West Georgia to join this arrangement by adopting a common program of study and partnering in the delivery of the degree program with the existing three collaborative partners.

The University of West Georgia currently offers a Bachelor of Science with a major in Criminology. Dalton State College, Georgia Highlands College, and Georgia Southwestern offer the Bachelor of Science in Criminal Justice. All institutions have been previously approved to offer collaborative degree programs via distance education.

The affiliating institutions desire to participate in the eMajor cooperative academic arrangement in an effort to conserve resources while simultaneously increasing the ability to serve students with an array of program options. This program offering is in keeping with the mission of each of the affiliating institutions (Appendix A) and the USG's initiatives to address program productivity, and the University System's eMajor initiative. This program addresses USG goals of adding targeted baccalaureate programs that prepare Georgians for participation in the global, knowledge economy, and contributes to the diversity of academic programs that impact the educational, economic, social, and cultural future of the state.

The purpose of the Bachelor of Science in Criminal Justice is to prepare students for employment within the criminal justice system by providing students with a foundation of the knowledge, principles, theories, and functions common to the American Criminal Justice system. Upon completion of the Bachelors of Science in Criminal Justice, students will: demonstrate mastery of the essential content of the criminology core curriculum; demonstrate the ability to critically analyze major concepts and theoretical perspectives in criminal justice; demonstrate an understanding of essential elements of academic and professional writing; demonstrate an understanding of academic and professional research and scholarship; and demonstrate an understanding of professional and ethical values in the criminal justice field. The courses in this area are already developed and offered by the proposed affiliate institutions in this collaborative program.

All institutions in this arrangement offer an online core curriculum, providing students with a path to complete the entirety of the Criminal Justice bachelors degree program through online offerings. In addition to the online nature of the proposal, this program of study also offers many opportunities for Georgia's well-trained law enforcement officers to earn credit through prior learning assessment.

#### **Justification of Need:**

The proposed Bachelor of Science degree in Criminal Justice, designed to be completed in four years, is aimed at meeting a recognized need in the Northwest Georgia area as well as statewide. The criminal justice degree prepares students for a wide range of careers, including traditional law enforcement positions ranging from patrol officer to detective, to more cutting-edge positions including crime scene investigation and evidence analysis, as well as positions in the rapidly growing fields of juvenile justice, probation, parole, and corrections.

The primary need for this program is to expand access to a criminal justice degree. Many community stakeholders, such as police administrators and local sheriffs have expressed their interest in expanding online criminal justice degrees. In addition, there is a growing interest in online criminal justice degrees from people that are currently working full time in law enforcement agencies. These individuals seek to earn a degree that would then achieve their career goals of advancement and promotion. The traditional 36 / 48 hour work week makes it challenging for working students to attend face to face classes. The eMajor program will offer working students the flexibility to complete course work in a way that does not conflict with their work schedule.

#### **Demand for the Program:**

Through the proposed program, UWG will help meet the growing demands for an increasingly well-trained criminal justice workforce in Georgia with regards to protective service occupations. The program prepares graduates for the increasingly complex field of law enforcement and provides a pathway for criminal justice professionals to advance their credentials. This program is designed to serve traditional students, adult learners and working professionals who cannot accommodate the constraints of on-campus delivery and need the flexibility of an online program.

By expanding the collaborative degree in Criminal Justice, the Affiliate institutions expect to increase the number of protective service professionals in Georgia with a bachelor's degree and contribute to the overall goals of Complete College Georgia to increase degree attainment in the state. The proposed program prepares graduates for employment in public or private sector positions requiring high levels of critical thinking as well as knowledge of the criminal justice system. This will have a positive impact on regional law enforcement agencies by increasing the skills and capabilities of those in the field.

#### **Duplication of Similar Programs at USG institutions**

The Bachelor of Science in Criminal Justice degree is a collaborative effort of the University System of Georgia, supported by USG’s eMajor initiative. The adoption of this program at UWG expands student access to the program and reduces duplication of effort.

**Three Year Enrollment Projections at Affiliate Institutions in the major in Criminal Justice through USG’s eMajor Initiative.**

Enrollment Projections and Monitoring:

- a. Provide projected enrollment at Affiliate Institutions for the program during the first three years of implementation. (NOTE: These projections will be used to monitor enrollment following program implementation.)
- b. Explain the specific methodology used to determine these projections and verify their accuracy. Indicate whether enrollments will be cohort-based.

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021 <i>Projected</i>	FY 2022 <i>Projected</i>	FY 2023 <i>Projected</i>
<b>Dalton State College</b>	81	135	161	198	220	252	277
<b>Georgia Southwestern State University</b>	62	101	158	174	227	260	285
<b>Georgia Highlands College</b>			7*	61	95	110	125
<b>GSC Shift from existing program</b>					20	15	10
<b>GSC new enrollments</b>					45	75	90

<b>UWG Shift from existing program</b>					25	50	75
<b>UWG new Enrollments</b>					102	112	127
<b>Total CRJU Enrollments (Unduplicated)</b>	143	236	326	433	734	874	989

\*Includes Spring 19 Only

These projections were calculated using a combination of averages and growth rates from the same term in prior years in order to project a growth trend for upcoming terms.

### **eMajor Collaborative Projections**

All current CRJU partner institutions have seen steady enrollment growth in the program since joining the eMajor CJ collaborative program. Since initiating eMajor support in 2017, DSC's program enrollment has grown from 81 to 198, a 144% increase in enrollment. GSW's program enrollment has grown from 62 to 174, an increase of 180%. In GHC's first full year of participation, 61 students enrolled in the program and the program expects to add 34 new students in FY2021.

### **University of West Georgia**

The University of West Georgia projects 341 students will seek the Criminal Justice credential. UWG has strong enrollment in the existing related program of study, the Bachelor of Science in Criminology, and The University of West Georgia anticipates approximately 25 students will switch from the existing Criminology degree program into the Criminal Justice degree in FY 2021. Approximately 25 criminology students seek information on prior learning assessment annually, demonstrating interest in opportunities for those with professional experience. Considering the program is targeted predominantly at nontraditional students and/or those seeking a degree while working within criminal justice agencies, we believe this to be an accurate projection. Further, considering that UWG is the sole criminology program in the state, current UWG students are likely to want to stay within the traditional criminological curriculum. However, having solely the criminology program with limited articulation agreements and prior learning opportunities for criminal justice professionals, we purport that offering a criminal justice degree will increase enrollment at UWG that is distinct from the current student population. To avoid duplication of efforts, UWG seeks to affiliate with the eMajor collaborative degree program.

Affiliation with the eMajor support services enables the institution to benefit from state-wide marketing, recruitment, and prospective student support initiatives executed by USG eCampus, supplementing institutional efforts to increase overall campus enrollment. Existing partners have seen initial enrollment in the CRJU program from sources such as:

- Transfers from currently enrolled students in related majors at the institution
- Graduates from natural feeder programs at the institution, such as the AS degree program at Georgia Highlands College
- Graduates from surrounding technical community colleges
- Local law enforcement and related industry professionals seeking upward mobility within their existing organizations.

The addition of new institutional partners only increases the attractiveness of the degree for prospective students and increases broad marketability for the program. Additional institutions means a greater diversity of instructor and student backgrounds represented through the program, enhancing the virtual classroom experience for all students.

**1. Faculty Qualifications & Capacity Among the Institutions Participating in this Cooperative Academic Arrangement**

a. Provide an inventory of faculty directly involved in the academic oversight and/or delivery of the program. On the list below indicate which persons are new hires. For each faculty member, provide the following information:

Institution	Faculty Name	Rank	Highest Degree Earned	Degrees Earned	Academic Discipline	Area of Specialization	Current Workload
University of West Georgia	David Jenks	Associate Vice President for Academic Affairs and Professor of Criminology	Ph.D.	Ph.D. Criminology and Criminal Justice 2002 Florida State University, Tallahassee, FL M.S. Criminal Justice 1996 University of North Carolina at Charlotte, Charlotte, NC B.A. Psychology 1993 University of	Criminology	Policing	1/1

				Akron, Akron, OH A.A.S. Criminal Justice 1991 University of Akron, Akron, OH			
University of West Georgia	Vanessa Woodward Griffin	Associate Professor	Ph.D.	Ph.D., Criminal Justice, University of Southern Mississippi  M.A., Criminal Justice & Criminology, East Tennessee State University  B.A., Administratio n of Justice, University of Southern Mississippi	Criminology	Theory, Evaluation, Methods, Statistics, Victimization	1/1
University of West Georgia	Herman Dave Ayers	Assistant Professor	Ph.D.	Ph.D. International Conflict Management, Kennesaw State University Kennesaw, Georgia 2019  M.A., Criminology, University of West Georgia Carrollton, Georgia - 2011  B.S., Criminology, University of West Georgia	Criminology	Corrections, Terrorism, Global Crime, Conflict Management	3/3

				- 2008			
University of West Georgia	Patrick Brady	Assistant Professor	Ph.D.	2017 Ph.D., Criminal Justice, Sam Houston State University  2012 M.A., Criminal Justice, Boise State University  2010 B.A., Forensic Science; Minor: Criminology, Weber State University	Criminology	Victimization and Policing	3/3
University of West Georgia	Sarah Hupp Williamson	Assistant Professor	Ph.D.	Ph.D., Sociology, North Carolina State University, 2019  M.A., Criminology, University of North Carolina Wilmington, 2015  B.A., Criminology, University of North Carolina Wilmington, 2013	Criminology	Human trafficking, crim theory, global crime, white collar crime	3/3
University of West Georgia	Abigail Kolb	Assistant Professor	Ph.D.	2015 Ph.D. Criminology, Simon Fraser University School of Criminology  2006 M.S. Social Work-Clinical, Columbia University	Criminology	Social Construction & Identity Theory	3/3



				2005 B.S.W Social Work, University of Wisconsin- Madison			
University of West Georgia	Brittani McNeal	Assistant Professor	Ph.D.	PhD, Doctor of Philosophy in Criminal Justice, University of Arkansas at Little Rock, 2016  M.S., Master of Science in Criminal Justice, Bowling Green State University, 2012  B.S., Bachelor of Science in Criminal Justice, Bowling Green State University, 2011	Criminology	Corrections, Crime Mapping	3/3
University of West Georgia	Mai Naito Mills	Associate Professor	Ph.D.	Ph.D., Criminal Justice & Criminology, Sam Houston State University, 2014  M.A., Criminology, Indiana University of Pennsylvania, 2010  B.A., Criminal Justice, University of West Florida, 2009	Criminology	Courts; Legal Aspects of CJ; Wrongful Convictions	3/2
University of West Georgia	Cassie White	Lecturer	M.A	MA Criminology University of	Criminology	Law enforcement and criminal justice	4/4

				West Georgia (2015)  BS Political Science University of West Georgia (2012)			
University of West Georgia	Patricia Riley	Senior Lecturer	M.S.	M.S., Master of Science Criminology, Florida State University, 2012  M.A., Master of Arts Experimental psychology, Middle Tennessee State University, 2004  B.S., Bachelor of Science Psychology, Middle Tennessee State University, 2002	Criminology	Etiology, victimology, criminal deviant behavior	4/4
University of West Georgia	Kelley Christophe r	Senior Lecturer	M.S.	M.S., Post-Seconda ry Education, Troy University, 2008  M.A., Sociology, New Mexico State University, 2011	Criminology	Corrections/Reentr y	4/4
University of West Georgia	Ericka Wentz	Associate Professor	Ph.D.	Ph.D., Criminal Justice, North Dakota State University, 2014	Criminology	Policing, Violent Crime, Interpersonal Violence, Drug Use and Abuse, Program and Policy Evaluations	3/3

				M.S., Criminal Justice Administratio n, North Dakota State University, 2010  B.S., Criminal Justice, North Dakota State University, 2008  B.S., Psychology, North Dakota State University, 2008			
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Total Number of Faculty: 11

a. If it will be necessary to add faculty to support the program, give the desired qualifications of the persons to be added, and a timetable for adding new faculty.

b. If existing faculty will be used to deliver the new program, include a detailed faculty load analysis that explains how additional courses in the new program will be covered and what impact the new courses will have on faculty current workloads. (For example, if program faculty are currently teaching full loads, explain how the new course offerings will be accommodated.)

Existing faculty within the criminology program who are a part of e-major will have the opportunity to teach available courses on an as-needed basis on top of their current course load. The faculty member will be compensated in accordance with USG's E-Major salary structure.

**Faculty course loads at the University of West Georgia will be adjusted to compensate for new courses. Faculty course loads in criminal justice will allow faculty to teach in the eMajor program. Adjunct faculty in Criminal Justice will be hired as needed to supplement full-time faculty.**

**Appendix A: Mission Statements**

**The University of West Georgia Mission Statement:**

The mission of the University of West Georgia (UWG) is to enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring, student-centered community.

UWG is committed to academic excellence and to community engagement, offering high-quality undergraduate, graduate, and community programs on-campus, off-campus, and online.

UWG, a charter member of the University System of Georgia (USG), is a comprehensive, SACSCOC level VI, public university, based in West Georgia with multiple instructional sites and a strong virtual presence. UWG supports students in their efforts to complete degrees in relevant programs, valuing liberal arts and professional preparation. Through effective and innovative teaching, experiential learning, scholarship, research, creative endeavor, and public service, UWG equips graduates to engage with and discover knowledge. UWG is dedicated to building on existing strengths and developing distinctive academic, research, and co-curricular programs and services that respond to economic development and identified regional, state and global needs, thus empowering alumni to contribute responsibly and creatively to a complex 21st Century global society.

**Dalton State College Mission Statement:**

Dalton State College is dedicated to providing broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region's economic vitality and quality of life.

As an institution of the University System of Georgia, Dalton State College offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities. The College's work is strengthened by partnerships between the College and Northwest Georgia businesses and industries, governments, and schools.

The mission of Dalton State College consists of the following core commitments:

1. selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment;
2. excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services;
3. public service through economic development and cultural activities that address the needs and improve the quality of life of the region;
4. continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment.

In fulfilling its mission, Dalton State College seeks to prepare and inspire its students to be active members within their professions and communities. As Dalton State College looks to the future and its place in a competitive, global society, it seeks to build upon its strengths as one of the most academically respected, student-oriented, and community-centered institutions of its kind.

**Georgia Highlands College Mission Statement:**

The mission of Georgia Highlands College, a state college of the University System of Georgia, is to provide access to excellent educational opportunities for the intellectual, cultural and physical development of a diverse population through pre-baccalaureate associate degree transfer programs, career associate degree programs, and targeted baccalaureate degree programs that meet the economic development needs of the region.

**GSW Mission Statement:**

Georgia Southwestern State University cultivates excellence in learning and teaching that encourages intellectual, personal, and social growth for students, faculty, staff, and the community. Georgia Southwestern State University is a comprehensive state university within the University System of Georgia that offers a full range of bachelor degree programs, along with selected master’s and specialist degree programs.

**Appendix B**

***Criminal Justice eMajor: Tentative Curriculum Proposal***

***Freshman – Sophomore Years: 60-61 Hours***

***A-D: General Education Core Curriculum 42-43 hours***

***F: CJ Major-related Core Curriculum (USG guidelines) 18 hours***

<b><i>AREA F FOR CJ eMAJOR Courses (18HRS)</i></b>		
<b><i>COURSE ABBR.</i></b>	<b><i>COURSE NAME</i></b>	<b><i>HRS</i></b>
<b><i>CRJU 1100</i></b>	<b><i>INTRO TO CRIMINAL JUSTICE</i></b>	<b><i>3</i></b>
<b><i>CRJU 2100</i></b>	<b><i>INTRO TO LAW ENFORCEMENT</i></b>	<b><i>3</i></b>
<b><i>CRJU 2200</i></b>	<b><i>JUDICIAL PROCESS</i></b>	<b><i>3</i></b>
<b><i>SPAN 1001</i></b>	<b><i>ELEMENTARY SPANISH</i></b>	<b><i>3</i></b>

<b>TWO OF THE FOLLOWING ELECTIVES = 6 TOTAL HOURS</b>		
<b>COMM 1100</b>	<b>HUMAN COMMUNICATIONS</b>	<b>3</b>
<b>PHIL 2020</b>	<b>LOGIC AND CRITICAL THINKING</b>	<b>3</b>
<b>SOCI 1160</b>	<b>SOCIAL PROBLEMS</b>	<b>3</b>
<b>POLS 2201</b>	<b>STATE AND LOCAL GOVERNMENT</b>	<b>3</b>

<b>Criminal Justice Degree Program Upper - Level Courses</b>	
<b>Junior- Senior Years</b>	<b>60 hours Total</b>
<b>Required Upper Division CJ Courses</b>	<b>21 hours</b>
<b>Upper Division Major Electives (select Law Enforcement Concentration or General Degree)</b>	<b>30 hours</b>
<b>Free Electives</b>	<b>9 hours</b>

<b>Required UPPER DIVISION CJ Courses (21HRS)</b>				
<b>CRJU 3100</b>	<b>CRIMINAL LAW</b>		<b>CRJU 3300</b>	<b>CORRECTIONS</b>

<b>CRJU 3110</b>	<b>CRIMINAL PROCEDURES</b>		<b>CRJU 3700</b>	<b>RESEARCH METHODOLOGY</b>
<b>CRJU 3200</b>	<b>CRIMINOLOGY</b>		<b>CRJU 4700</b>	<b>ETHICAL ISSUES IN CJ</b>
<b>CRJU 4800</b>	<b>Senior Capstone</b>			

<b>CONCENTRATION AREA: LAW ENFORCEMENT ( 30 HRS)</b>				
<b>CRJU 4350</b>	<b>FAMILY VIOLENCE</b>		<b>CRJU 4600</b>	<b>POLICE PROBLEMS AND PRACTICES</b>
<b>CRJU 3400</b>	<b>JUVENILE DELINQUENCY AND JUSTICE</b>		<b>CRJU 3800</b>	<b>RACE, ETHNICITY, AND CJ</b>
<b>CRJU 3500</b>	<b>CRIMINAL INVESTIGATIONS</b>		<b>CRJU 3810</b>	<b>VICTIMOLOGY</b>
<b>CRJU 3501</b>	<b>CRIMINAL INVESTIGATIONS II</b>		<b>CRJU 3350</b>	<b>DRUGS IN AMERICA</b>
<b>CRJU 3600</b>	<b>CRIMINAL JUSTICE ADMINISTRATION</b>		<b>CRJU 4300</b>	<b>COMMUNITY CORRECTIONS</b>
<b>CRJU 3710</b>	<b>SPECIAL TOPICS IN CRIMINAL JUSTICE</b>		<b>CRJU 4110</b>	<b>LAW OF CRIMINAL EVIDENCE</b>

<b>CRJU 4200</b>	<b>PROFILING SERIAL OFFENDERS</b>		<b>CRJU 4210</b>	<b>TERRORISM AND THE CRIMINAL JUSTICE SYSTEM</b>
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**GENERAL CRIMINAL JUSTICE DEGREE ELECTIVES**

<i>Free Electives (9HRS)</i>				
<b>CRJU 3250</b>	<b>CRIME AND MEDIA</b>		<b>CRJU 3810</b>	<b>VICTIMOLOGY</b>
<b>CRJU 3710</b>	<b>SPECIAL TOPICS IN CRIMINAL JUSTICE</b>		<b>CRJU 4000</b>	<b>INTERNSHIP IN CJ</b>
<b>CRJU 4350</b>	<b>FAMILY VIOLENCE</b>		<b>CRJU 4500</b>	<b>MANAGEMENT OF FORENSICS</b>
<b>PSYC 3850</b>	<b>FORENSIC PSYCHOLOGY</b>		<b>SOCI 3800</b>	<b>DEVELOPMENT OF CRIMINAL BEHAVIOR</b>
<b>POLS 3100</b>	<b>CONSTITUTIONAL LAW</b>		<b>CRJU 4300</b>	<b>COMMUNITY CORRECTIONS</b>
<b>CRJU 3500</b>	<b>CRIMINAL INVESTIGATIONS</b>		<b>CRJU 3800</b>	<b>RACE, ETHNICITY, AND CJ</b>
<b>CRJU 3501</b>	<b>CRIMINAL INVESTIGATIONS II</b>		<b>CRJU 3350</b>	<b>DRUGS IN AMERICA</b>



## **GENERAL CRIMINAL JUSTICE DEGREE ELECTIVES**

<b><i>Social Justice Concentration (12 HRS)</i></b>			
<b><i>SJUS 3000</i></b>	<b><i>Introduction to Social Justice</i></b>	<b><i>SJUS 3050</i></b>	<b><i>Politics of Social Justice</i></b>
<b><i>SJUS 4000</i></b>	<b><i>Social Justice Culture</i></b>	<b><i>SJUS 4050</i></b>	<b><i>Law and Social Justice</i></b>
<b><i>SJUS 4800</i></b>	<b><i>Social Justice Policy Analysis</i></b>		

### **CRIMINAL JUSTICE CATALOG COURSE DESCRIPTIONS**

***CRJU 1100. Intro to Criminal Justice. 3-0-3 Units.***

***Introduces the structure, functions, and operations of criminal justice agencies, including the police, the courts, and corrections.(F,S)***

***CRJU 2100. Intro to Law Enforcement. 3-0-3 Units.***

***Provides an overview of law enforcement in a free society and the relationship of police to the criminal justice system as a whole. History, organization, operations, and selected issues are examined.(F)***

***CRJU 2200. The Judicial Process. 3-0-3 Units.***

***Provides an overview of the judicial component of the criminal justice system which focuses on the structure, role, jurisdiction, and operation of the courts and the courtroom workgroup in the adjudicatory and appellate process at the local, state, and federal levels.***

***CRJU 3100. Criminal Law. 3-0-3 Units.***

***Offers an overview of both substantive and procedural law related to the definitions, investigations, processing, and punishment of crimes. The course will introduce students to the legal idea of criminal responsibility, the concept and elements of criminal responsibility, required state of mind (mens rea), and prohibited conduct (actus reus). The course discusses the substantive content, structure, and***

*sources of major crimes against persons and property and provides a comprehensive evaluation of various legal defenses to criminal liability under both common law (case law) and statutory law (legislative law) approaches.*

*Prerequisites: CRJU 1100.*

**CRJU 3110. Criminal Procedure. 3-0-3 Units.**

*A study the nature and function of the law regulating the criminal processes, policies, and procedures in the administration of criminal justice. Special attention will be given to United States Supreme decisions.(F)*

*Prerequisites: CRJU 1100.*

**CRJU 3200. Criminology. 3-0-3 Units.**

*A study of the nature and scope of crime in society with an emphasis on criminological theories.(S)*

*Prerequisites: CRJU 1100.*

**CRJU 3250. Crime and the Media. 3-0-3 Units.**

*Analyzes the role the mass media has on human behavior, subsequently affecting human judgment, attitudes, perceptions of crime, and societal reactions to crime in general. This course analyzes how the general public processes the "criminal event" and other pertinent information regarding crime and how this process is fundamentally derived from the media and is an instrumental element in the creation of fear of crime.*

*Prerequisites: CRJU 1100.*

**CRJU 3300. Corrections. 3-0-3 Units.**

*A study of the history, structure, and functions of corrections as well as the legal and philosophical basis for the punishment of criminal offenders.*

*Prerequisites: CRJU 1100.*

**CRJU 3350. Drugs in America. 3-0-3 Units.**

*Explores and analyzes the complex experience of illicit drug use in America from multiple angles with specific attention to the ways that our culture understands drugs, drug use, and drug policy as a social/criminal justice problem. Topics include punishment, interdiction, prevention, and or rehabilitation.*

*Prerequisites: CRJU 1100.*

**CRJU 3400. Juvenile Delinquency & Justice. 3-0-3 Units.**

*Reviews the juvenile justice system, including the impact of Supreme Court decisions, and examines the theories of juvenile delinquency and the implication of those theories for preventing and controlling juvenile deviance.*

*Prerequisites: CRJU 1100.*

**CRJU 3500. Criminal Investigation I. 3-0-3 Units.**

*An overview of principles, techniques, law and procedure involved in the criminal investigative process from its inception to culmination.*

**Prerequisites:** CRJU 1100.

**CRJU 3501. Criminal Investigation II. 3-0-3 Units.**

*Continues information introduced in CRJU 3500, with special focus on the investigation of the crimes of burglary, robbery, forgery, homicide, assault, and bombings. Providing testimony in court, assessing modus operandi, and developing personality profiles will also be examined, as well as obtaining fingerprints and other types of latent evidence.*

**Prerequisites:** CRJU 3500.

**CRJU 3600. Criminal Justice Administration. 3-0-3 Units.**

*Introduction to criminal justice management theory, practice, and policy. This course includes a review of traditional schools or organizational theory, including bureaucracy, scientific management, human relations, and the behavioral approach, with particular emphasis on how each applies to criminal justice agencies.*

**Prerequisites:** CRJU 1100.

**CRJU 3700. Crim Just Research Methodology. 3-0-3 Units.**

*An introduction to criminal justice research methodologies, with a focus on research design, ethical concerns, conceptualization, sampling, data analysis, interpretation of research results, report writing, and application of research findings.*

**Prerequisites:** CRJU 3200, ENGL 3000.

**CRJU 3710. Special Topics in Criminal Justice. 3-0-3 Units.**

*An intensive study of a specific topic relevant to criminal justice, including sex crimes, terrorism, drug law, or capital punishment. This course may be taken three times for a total of nine credit hours when topics vary.(F)*

**Prerequisites:** CRJU 1100.

**CRJU 3800. Race, Ethnicity & Criminal Justice. 3-0-3 Units.**

*Addresses the racial impact of criminal laws enacted by the people's elected representatives, the actions and policies of law enforcement agencies, the courts, correctional institutions, the juvenile justice system, and the death penalty. Raises awareness and promotes critical thinking about the problems that exist in our system, how those problems originated and evolved, and possible solutions for these problems.*

**Prerequisites:** CRJU 1100.

**CRJU 3810. Victimology. 3-0-3 Units.**

*Addresses the physical, emotional, and financial impact of crime victimization; the relationship between victims and offenders; how the criminal justice system interacts with crime victims; and the policies designed by the government to offer assistance to individuals who are victimized by crime.*

*Raises awareness and promotes critical thinking and problem solving about the most effective strategies for interaction with crime victims, the measurement of crime victimization, and victim trends.*

*Prerequisites: CRJU 1100.*

**CRJU 4000. Internship in Criminal Justice. 0-0-3 Units.**

*Supervised, practical experience in an appropriate criminal justice agency. This course allows students the opportunity to discover the integration between theory and practice. This course may be taken three times for a total of nine hours of credit.*

*Prerequisites: Permission of Instructor and 12 credit hours of upper-level Criminal Justice courses.*

**CRJU 4110. The Law of Criminal Evidence. 3-0-3 Units.**

*An examination of the rules of evidence used in criminal prosecutions, including burden of proof, presumptions, inferences and stipulations, relevancy of evidence and competency of witnesses, expert testimony, hearsay, and constitutional limitations.*

*Prerequisites: CRJU 1100.*

**CRJU 4200. Profiling the Serial Offender. 3-0-3 Units.**

*An examination of the type and patterns of crimes committed by serial offenders and the process by which profiles are developed to solve these crimes.*

*Prerequisites: CRJU 1100.*

**CRJU 4210. Terrorism & Criminal Justice System. 3-0-3 Units.**

*An examination of the motives and actions of terrorists, the governmental response to terrorism, especially in the wake of 9/11, and the legal and constitutional restraints on the government. Included will be issues such as surveillance of American citizens, detention of suspected terrorists, enemy combatants, limits on the methods of interrogation, and use of military tribunals.*

*Prerequisites: CRJU 1100.*

**CRJU 4300. Community Corrections. 3-0-3 Units.**

*An examination of alternatives to incarceration. Special emphasis will be given to the issues of probation and parole, as well as diversion, community service, electronic monitoring, and various treatment programs.*

*Prerequisites: CRJU 1100, CRJU 3300.*

**CRJU 4350. Family Violence. 3-0-3 Units.**

*Explores a range of crimes that occur in the family setting, including violence between intimate partners, child abuse, and neglect. Theoretical factors, as well as how the criminal justice system responds to both victims and perpetrators of family violence, will be examined.*

*Prerequisites: CRJU 1100.*

**CRJU 4500. Management of Forensics. 3-0-3 Units.**

*The scientific investigation of crime with emphasis on the collection, analysis, comparison, and identification of physical evidence.*

*Prerequisites: CRJU 1100, CRJU 3500.*

**CRJU 4600. Police Practices and Issues. 3-0-3 Units.**

*An advanced examination of policing, exploring topics including the police subculture, the police use of discretion, the broken-windows approach, community policing, and problem-solving approaches.*

*Prerequisites: CRJU 1100.*

**CRJU 4700. Ethical Issues in Criminal Justice. 3-0-3 Units.**

*An examination of the philosophical theories underlying ethics and how they relate to issues involving the police, courts, corrections, law, and principles of justice.*

*Prerequisites: CRJU 1100.*

**POLS 3100. Constitutional Law. 3-0-3 Units.**

*Offers a comprehensive study of American constitutional law focusing on civil rights, civil liberties, and equal protection. Constitutional claims examined include the denial of freedoms under the Bill of Rights, the equal protection of laws under the 14th Amendment, and civil rights legislation enacted by Congress since the Civil War. The course will also focus on the application and interpretation of the constitutional protections by the American courts.*

*Prerequisites: POLS 1101.*

**PSYC 3850. Forensic Psychology. 3-0-3 Units.**

*Examines the relationship between psychology and law, focusing on the roles of psychologists in legal settings. Focuses on the applicability of various psychological theories to criminal justice processes. Topics include competence evaluations, rehabilitation potential, accuracy of eyewitness testimony, the psychology of jury selection, bystander apathy, the insanity defense, and the effectiveness of the polygraph, among others.*

*Prerequisites: PSYC 1101 & ENGL 1102.*

**SOCI 3800. Development of Criminal Behavior. 3-0-3 Units.**

*Focuses on understanding the development of criminal behavior. The course will cover topics such as the causes of violent crime and the development of criminality.*

*Prerequisites: ENGL 1102 with a C or better.*

*Prerequisites: SOCI 1101 OR POLS 1101 OR CRJU 1100*

**SJUS 3050. Politics of Social Justice. 3-0-3 Units**

*This course examines selected contemporary issues of social justice at the national, state, and local level of politics in the United States. This course analyzes various social justice issues through an economic, demographic, institutional, and political lens. Course topics include a critical analysis of*

*governance, criminal law, economic development, immigration, poverty and race, drugs, and social equity.*

***Prerequisites: SOCI 1101 OR POLS 1101 OR CRJU 1100***

***SJUS 4000. Social Justice Culture. 3-0-3 Units***

*This course examines the relationship between music, art, movies & television, and social justice in the United States. These mediums bring people together, challenge the status quo, and shine a light on what is happening in various communities. This course will explore a range of music, art, movies, and television that reflect and influence social justice issues.*

***Prerequisites: SJUS 3000***

***SJUS 4050. Law and Social Justice. 3-0-3 Units***

*This course analyzes the relationship between legal institutions, inequality, and the ability of social groups to produce fundamental social change.*

***Prerequisites: SJUS 3000***

***SJUS 4800. Social Justice Policy Analysis. 3-0-3 Units***

*This course provides students with the tools to analyze policy implementation and effectiveness in the criminal justice system. Policies are evaluated in the areas of policing, corrections, courts, and criminal justice. Research methods and case study analysis will be used to evaluate and inform the creation of crime-related policies.*

***Prerequisites: SJUS 3000***

***SOCI 3800. Development of Criminal Behavior. 3-0-3 Units.***

*Focuses on understanding the development of criminal behavior. The course will cover topics such as the causes of violent crime and the development of criminality.*

***Prerequisites: ENGL 1102 with a C or better.***

**2021 - 2022**  
**Program Map**  
**eMajor – B.S. in Criminal Justice**  
**Law Enforcement Concentration**

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101	3	ENGL 1102	3
MATH 1XXX	3	AREA D	3
CRJU 1100	3	AREA B	3
AREA E	3	AREA E	3
AREA B	3	CRJU 2100	3
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>Complete ENGL 1101; Required to earn C or higher.</li> </ul>		<ul style="list-style-type: none"> <li>Complete ENGL 1102; Required to earn C or higher.</li> </ul>	
YEAR 2e			
TERM 1		TERM 2	
Course	Credits	Course	Credits
AREA C	3	AREA D	3
AREA D	3	AREA C	3
CRJU 2200	3	AREA E	3
CRJU 3100*	3	Area F – COMM 1100	3
AREA E	3	CRJU 3200*	3
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	
Milestones		Milestones	
*CRJU CORE – CRJU 3100, 3110, 3200, 3300, 3700, 4700, 4800 (Need 21 hours)		*CRJU CORE – CRJU 3100, 3110, 3200, 3300, 3700, 4700, 4800 (Need 21 hours)	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CRJU 3100*	3	CRJU 3300*	3
CRJU 3700*	3	CRJU 4700*	3
AREA F – POLS 2201	3	CRJU Elective – CONCENTRATION**	3
CRJU Elective – CONCENTRATION **	3	CRJU Elective – CONCENTRATION**	3
CRJU Elective – CONCENTRATION **	3	CRJU Elective – CONCENTRATION **	3
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
<b>Milestones</b>		<b>Milestones</b>	
*CRJU CORE – CRJU 3100, 3110, 3200, 3300, 3700, 4700, 4800 (Need 21 hours) **CRJU CONCENTRATION (Need 33 hours)		*CRJU CORE – CRJU 3100, 3110, 3200, 3300, 3700, 4700, 4800 (Need 21 hours) **CRJU CONCENTRATION (Need 33 hours)	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CRJU Elective – CONCENTRATION or CRJU 4800**	3	CRJU Elective – CONCENTRATION or CRJU 4800 **	3
CRJU Elective – CONCENTRATION **	3	CRJU Elective – CONCENTRATION **	3
CRJU Elective – CONCENTRATION **	3	CRJU Elective – GENERAL ***	3
CRJU Elective – CONCENTRATION **	3	CRJU Elective – GENERAL***	3
CRJU Elective – GENERAL ***	3	GENERAL ELECTIVE/PWLA	3
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
<b>Milestones</b>		<b>Milestones</b>	
Apply for Graduation  **CRJU CONCENTRATION (NEED 33 hours) ***CRJU GENERAL (Need 9 hours)  CRJU 4800 Senior Capstone Seminar in Criminal Justice – serves as the capstone course for criminal justice majors where majors must pass this course with a “C” of better. You must be in senior standing; have 45 hours of upper level criminal justice courses; and have completed CRJU 1100 and CRJU 3700.		**CRJU CONCENTRATION (Need 33 hours) ***CRJU GENERAL (Need 9 hours)  CRJU 4800 Senior Capstone Seminar in Criminal Justice – serves as the capstone course for criminal justice majors where majors must pass this course with a “C” of better. You must be in senior standing; have 45 hours of upper level criminal justice courses; and have completed CRJU 1100 and CRJU 3700  The Four-Year Plan is designed ONLY as a guide. It does not guarantee that all courses listed will be offered during a given semester, or if they are offered that the scheduling will not conflict. Estimated time of completion is based on 15-hour semesters, with no Summer classes. A change in hours or courses during the summer will reduce or extend the time needed.	

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## **eMajor Criminal Justice Curriculum FAQs**

What are Area F Criminal Justice Courses?

There are three Criminal Justice courses included in Area F that you are required to take in order to graduate (9 hours). These courses include CRJU 1100 – Introduction to Criminal Justice; CRJU 2100 – Introduction to Law Enforcement; and CRJU 2200 – The Judicial Process. These 9 hours will count toward AREA F where you need a total of 18 hours).

Other Courses: - COMM 1100, PHIL 2020, SOCI 1160, POLS 2201

What are Criminal Justice Major Core Courses?

Students seeking a B.S in Criminal Justice are required to take 21 hours of major core in order to graduate. These courses include: CRJU 3100 – Criminal Law; CRJU 3110 – Criminal Procedures; CRJU 3200 – Criminology; CRJU 3300 – Corrections; CRJU 3700- Research Methodology; CRJU 4700 – Ethical Issues in Criminal Justice; and CRJU 4800 – Senior Capstone Seminar in Criminal Justice.

What are Criminal Justice General Courses?

Students who are seeking a Criminal Justice Degree with a concentration in Law Enforcement are required to take 9 hours of classes listed under the “General Criminal Justice Degree” Area of Major/Elective Requirements.

What are Criminal Justice Courses with a Concentration in Law Enforcement?

Students who are seeking a Criminal Justice Degree with a concentration in Law Enforcement are required to take 33 hours of classes listed under “Concentration Area: Law Enforcement” area of Major/Elective Requirements.

What are General Electives and PWLA Courses?

General Elective courses include any courses 1000 – 4000. PWLA courses include physical wellness or education type courses

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INSTRUCTIONS	CURRICULUM MAPPING TEMPLATE							
	DEPARTMENT:	PROGRAM:	COURSES	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	Department of Civic Engagement and Public Service (Criminology)			on completion of the online criminal justice degree, students will demonstrate				
2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)	Criminal Justice		...mastery of the essential content of the criminology core curriculum	...the ability to critically analyze major concepts and theoretical perspectives in criminal justice	...an understanding of essential elements of academic and professional writing	an understanding of academic and professional research and scholarship	...an understanding of professional and ethical values in the criminal justice field.	
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)			1 CRJU1100	I	I	I	I	I
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)			2 CRJU2100	I				
			3 CRJU2200	I				
	<b>INTRODUCED:</b> Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.			4 CRJU3100	R			
				5 CRJU3110	R			
				6 CRJU3200	R	R	R	R
				7 CRJU3250				R
				8 CRJU3300	R			R
				9 CRJU3350	R			R
				10 CRJU3400	R			R
				11 CRJU3500	R			R
				12 CRJU3501	R			R
				13 CRJU3600				R
				14 CRJU3700	R	R	R	M
				15 CRJU3710			R	R
				16 CRJU3800			R	R
				17 CRJU3810	R	R	R	R
				18 CRJU4000	R		R	
				19 CRJU4110	R			
	5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.			20 CRJU4200	R	R		
In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.			21 CRJU4210	R				
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.			22 CRJU4300	R	R			
			23 CRJU4350	R	R			
			24 CRJU4500	R			R	
			25 CRJU4600	R	R		R	
			26 CRJU4700	R	R	R	R	
			27 CRJU4800	M	M	M	M	
			28 POLS3100	R				
			29 PSYC3850	R				
			30 SOCI3800		R		R	

All courses are mapped to introductory, reinforcement, or mastery level. Data are collected at the master level for two courses only: CRJU 4800 (Senior Capstone) and CRJU 3700 (Research Methodology).

## BS in Criminal Justice Assessment Plan

<b>Outcomes</b>	<b>Outcome Measures</b>	<b>Review of Outcome Data</b>	<b>Outcome Target</b>
Demonstrate mastery of the essential content of the criminology core curriculum	Capstone Portfolio Project incorporating elements from Criminology, Research, and Criminal Justice Courses. Portfolio assessed with rubric.	Assessment results reviewed by program coordinators and faculty annually.	80% of students score acceptable or above on assessment rubric for this artifact.
Demonstrate the ability to critically analyze major concepts and theoretical perspectives in criminal justice	Critical Analysis portion of Capstone Portfolio Project assessed by rubric.	Assessment results reviewed by program coordinators and faculty annually.	70% of students score acceptable or above on assessment rubric for this artifact.
Demonstrate an understanding of essential elements of academic and professional writing	Capstone Portfolio Project assessed with written communication rubric that emphasizes ability to integrate theory with practical examples, organization, and mechanical-grammatical correctness.	Assessment results reviewed by program coordinators and faculty annually.	70% of students score acceptable or above on assessment rubric for this artifact.
Demonstrate an understanding of academic and professional research and scholarship	Research Project in Criminal Justice Research Methodology assessed using rubric emphasizing the understanding of Criminal Justice methodology and conventions of CJ discourse.	Assessment results reviewed by program coordinators and faculty annually.	70% of students score acceptable or above on assessment rubric for this artifact.
Demonstrate an understanding of professional and ethical values in the criminal justice field	Ethics Examination in Capstone course.	Assessment results reviewed by program coordinators and faculty annually.	70% of students score at an acceptable level or above on Ethics Examination.

<b>University of West Georgia Criminology</b>		<b>USG E-Major Criminal Justice</b>	
<b>Course # &amp; Name</b>	<b>Learning Outcomes</b>	<b>Course # &amp; Name</b>	<b>Learning Outcomes</b>
CRIM-1100 - Introduction to Criminal Justice	This course provides an overview of the criminal justice system in the United States. Topics covered include definitions and measures of crime, fear of crime, victims of crime, law enforcement, courts, corrections, and juvenile justice.	CRJU 1100 Intro to Criminal Justice	Introduces the structure, functions, and operations of criminal justice agencies, including the police, the courts, and corrections.(F,S)
CRIM-2272 - Introduction to Law Enforcement	Law enforcement in America will be examined at the federal, state and local levels. The history of law enforcement, the structure and functions of law enforcement agencies and the role of police in society will be covered. In addition, the course will explore the management of police and the challenges facing police administrators.	CRJU 2100. Intro to Law Enforcement.	Provides an overview of law enforcement in a free society and the relationship of police to the criminal justice system as a whole. History, organization, operations, and selected issues are examined.(F)
CRIM-2274 - American Criminal Courts	This course introduces students to the history, traditions, and philosophy of criminal courts in America. It focuses on the organizational structures of the courts at the local, state, and federal levels. Students will learn about the various legal actors(e.g., judges, prosecutors, defense attorneys) and the roles they play in the courtroom. Finally, this course examines the nature of	CRJU 2200. The Judicial Process	Provides an overview of the judicial component of the criminal justice system which focuses on the structure, role, jurisdiction, and operation of the courts and the courtroom workgroup in the adjudicatory and appellate process at the local, state, and federal levels.

	criminal law and the procedures that must be followed when defendants enter the judicial system from arraignment to sentencing.		
CRIM-3323 - Criminal Law	Covers the fundamental elements of criminal law such as mens rea and actus reus as well as crimes such as murder, burglary, assault and battery. Significant cases and articles on historically well-established crimes will be examined as will some of the contemporary and more controversial crimes or instances of crime. Legal reasoning interpretative skills will be emphasized.	CRJU 3100. Criminal Law	Offers an overview of both substantive and procedural law related to the definitions, investigations, processing, and punishment of crimes. The course will introduce students to the legal idea of criminal responsibility, the concept and elements of criminal responsibility, required state of mind (mens rea), and prohibited conduct (actus reus). The course discusses the substantive content, structure, and sources of major crimes against persons and property and provides a comprehensive evaluation of various legal defenses to criminal liability under both common law (case law) and statutory law (legislative law) approaches. Prerequisites: CRJU 1100.
CRIM-2273 - Criminal Procedure	Criminal Procedure covers the major U.S. Supreme Court decisions regarding law enforcement. These cases provide the boundaries which facilitate as well as limit the actions of law enforcement officers in such activities as: 'stop and frisk', arrest, questioning, surveillance, vehicle stops and searches, as well as search and seizures which yield evidence	CRJU 3110. Criminal Procedure	A study the nature and function of the law regulating the criminal processes, policies, and procedures in the administration of criminal justice. Special attention will be given to United States Supreme decisions.(F) Prerequisites: CRJU 1100.

	admissible at trial. Also emphasizes legal reasoning and interpretation as well as the fundamental elements of case briefing and jurisdiction.		
CRIM-3240 - Criminological Theory	An overview of the major historical developments in criminological theory, with an emphasis on basic assumptions, concepts, and propositions of criminological theories of crime.	CRJU 3200. Criminology	A study of the nature and scope of crime in society with an emphasis on criminological theories.(S) Prerequisites: CRJU 1100.
CRIM-3241 - Corrections	A study of the past, present, and future trends, issues and philosophies of corrections. Particular emphasis will be placed on the issues and concerns of the maximum security prison.	CRJU 3300. Corrections.	A study of the history, structure, and functions of corrections as well as the legal and philosophical basis for the punishment of criminal offenders. Prerequisites: CRJU 1100.
CRIM-3242 - Drug Abuse	An examination of the current and historical patterns of alcohol and drug use, abuse, and control. Strong emphasis will be given to patterns of usage and types and kinds of programs used by helping agencies in the rehabilitation process. Same as CHM 3140.	CRJU 3350. Drugs in America	Explores and analyzes the complex experience of illicit drug use in America from multiple angles with specific attention to the ways that our culture understands drugs, drug use, and drug policy as a social/criminal justice problem. Topics include punishment, interdiction, prevention, and or rehabilitation. Prerequisites: CRJU 1100.
CRIM-2245 - Juvenile Delinquency	This course will examine the types and patterns of juvenile delinquency and the social and institutional context within which delinquency occurs. Major theories of delinquency will be presented. The juvenile justice system will be discussed with a focus on	CRJU 3400. Juvenile Delinquency & Justice.	Reviews the juvenile justice system, including the impact of Supreme Court decisions, and examines the theories of juvenile delinquency and the implication of those theories for preventing and controlling juvenile deviance. Prerequisites: CRJU 1100.

	historical changes and contemporary challenges.		
CRIM-4000 - Research Methodology	An introduction to the logic and procedures of quantitative and qualitative research methods. Focuses on research design, use of computer and statistical packages, data interpretation, the relation of research and theory, and the writing of scientific research reports.	CRJU 3700. Crim Just Research Methodology.	An introduction to criminal justice research methodologies, with a focus on research design, ethical concerns, conceptualization, sampling, data analysis, interpretation of research results, report writing, and application of research findings. Prerequisites: CRJU 3200, ENGL 3000.
CRIM-4279 - Race and Crime	This course examines the relationship between race, ethnicity, and crime and racial issues confronting the criminal justice system. Students will explore how other minority groups are treated by the criminal justice system. The course also examines how classical and contemporary theories are used to explain racial biases in the criminal justice system.	CRJU 3800. Race, Ethnicity & Criminal Justice	Addresses the racial impact of criminal laws enacted by the people's elected representatives, the actions and policies of law enforcement agencies, the courts, correctional institutions, the juvenile justice system, and the death penalty. Raises awareness and promotes critical thinking about the problems that exist in our system, how those problems originated and evolved, and possible solutions for these problems.
CRIM-3333 - Victimology	Provides an in-depth analysis of the victims of crime. This course focuses on the historical development of victimology, which emerged in the 1940's as an independent field of study as well as surveying some of the more recent works by contemporary thinkers.	CRJU 3810. Victimology.	Addresses the physical, emotional, and financial impact of crime victimization; the relationship between victims and offenders; how the criminal justice system interacts with crime victims; and the policies designed by the government to offer assistance to individuals who are victimized by crime. Raises awareness and promotes critical thinking and problem solving about the most

			effective strategies for interaction with crime victims, the measurement of crime victimization, and victim trends.
CRIM-4911 - Terrorism	This course examines domestic and international terrorism. It looks at the theories concerning the causes of terrorism and the various ways that individuals and institutions respond to terrorism. The 'war on terrorism' is examined for its unintended consequences.	CRJU 4210. Terrorism & Criminal Justice System.	An examination of the motives and actions of terrorists, the governmental response to terrorism, especially in the wake of 9/11, and the legal and constitutional restraints on the government. Included will be issues such as surveillance of American citizens, detention of suspected terrorists, enemy combatants, limits on the methods of interrogation, and use of military tribunals.
CRIM-4232 - Family Violence	This course will examine family violence from both a personal and social perspective. Research and theory in family violence will be discussed, along with types of relationships, incidence, prevalence, interpersonal dynamics, contributing factors, consequences, social response and services. Prevention strategies will be explored.	CRJU 4350. Family Violence	Explores a range of crimes that occur in the family setting, including violence between intimate partners, child abuse, and neglect. Theoretical factors, as well as how the criminal justice system responds to both victims and perpetrators of family violence, will be examined.



### CRJU 3700 Rubric for Research Project

Criteria	<b>Superior (A)</b> 25 points	<b>Good (B)</b> 22 points	<b>Acceptable (C)</b> 20 points	<b>Needs Improvement (D)</b> 15 points	<b>Failing</b> 0 points	<b>Criterion Score</b>
Overall Completion 25%	Specific and complete. Thoughtful and thoroughly developed ideas that fully meet the guidelines. Easy to read, follow, and comprehend the intent of the essay.	The research project is good. Adequate information as to how the criteria are met. There are minor inconsistencies and weaknesses in the essay.	The criteria for the project are acceptable. Limited information is provided. Lacks focus and detail. Not well thought out.	Does not meet most criteria, fails to provide information, provides inaccurate information, and/or provides information that requires substantial clarification as to how the criteria are met.	The paper does not meet any acceptable criteria. The paper contains substantial inaccurate information.	/25
Evaluation and incorporation of appropriate academic and professional research and scholarship 25%	The author incorporates scholarly and professional research throughout the paper. The author's ability to assess the quality of research, including methodologies, data analysis, and conclusions is superior.	The author incorporates scholarly and professional research throughout most of the paper. The author's ability to assess the quality of research, including methodologies, data analysis, and conclusions is good.	The author incorporates scholarly and professional research sparingly in the paper. The author's ability to assess the quality of research, including methodologies, data analysis, and conclusions is acceptable.	The author incorporates scholarly and professional research minimally or uses non-scholarly resources throughout most of the paper. The author's ability to assess the quality of research, including methodologies, data analysis, and conclusions is below average.	The author does not incorporate any scholarly or professional research in the paper. The author's ability to assess the quality of research, including methodologies, data analysis, and conclusions is non-existent.	/25
Demonstrates an understanding of the material, level of content, and understanding of learning objectives 25%	Content indicates synthesis of ideas, in-depth analysis, and evidence of original thought and support for the topic. Learning Objectives are clearly understood. A high degree of	Content indicates original thinking and develops ideas with sufficient and firm evidence. Critical thinking is weaved into the points of the essay.	Content indicates thinking and reasoning applied with an original thought on a few ideas. Some critical thinking is present but an understanding of the learning objectives are not clear.	Shows little thinking and reasoning and most ideas are underdeveloped and unoriginal. There is little evidence of critical thinking or understanding of the learning objective.	The author does not demonstrate any understanding of the content or the learning objectives.	/25

	critical thinking is exhibited.					
Use of appropriate language, Sentence Structure, Grammar, and Citation 25%	All sentences are well constructed and have varied structure and length. The writing is free or almost free of errors in grammar, mechanics, and/or spelling. APA format is used accurately and consistently in the paper and on the References page. Paper is the proper length.	Most sentences are well constructed and have varied structure and length. Occasional errors in grammar, mechanics, and/or spelling, that do not interfere with understanding. APA format is used with minor errors.	Most sentences are well constructed, but they have a similar structure and/or length. Several errors in grammar, mechanics, and/or spelling interfere with understanding . There are frequent errors in APA formatting. The Paper is not sufficient in length.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. Numerous errors in grammar, mechanics, and/or spelling that interfere with understanding are made. The format of the paper is not recognizable as APA with minimal or no citations. The essay is overall sloppy.	The content of the paper is incoherent. The reader stops reading and is confused.	/25

**CRJU 4800- Capstone Final Project Rubric**

Criteria	Superior (A) 25 points	Good (B) 22 points	Acceptable (C) 20 points	Needs Improvement (D) 15 points	Failing 0 points	Criterion Score
Demonstrate mastery of the essential content of the criminology core curriculum 25%	The capstone project is specific and complete. The project is thoughtful and thoroughly developed incorporating elements from core CRJU courses. The project fully meets assignment guidelines and is easy to read, follow, and comprehend.	The capstone project is good. The information meets the assignment criteria. Inconsistencies and weaknesses present in the project are minimal.	The criteria for the capstone project are acceptable. The information in the project is limited but covers the basic concepts. The project does not maintain focus and detail throughout.	The capstone project does not meet most of the criteria, fails to provide information, provides inaccurate information, and/or provides information that requires substantial clarification as to how the criteria are met.	The capstone project does not meet any acceptable criteria. The author demonstrates little to no mastery of the core criminology curriculum.	/25
Demonstrate the ability to critically analyze major concepts and theoretical perspectives in CRJU 25%	The capstone project is specific and complete. Thoughts are well organized and demonstrate a critical analysis of major CRJU concepts and theories. The project is thorough and organized, leaving the reader with no unanswered questions.	The capstone project meets assignment guidelines. Thoughts are organized and some critical analysis is provided, but the project could include more theoretical application. The reader is left with a few questions.	Basic information is provided in the capstone project. The organization is not consistent. The major concepts and theories are minimally analyzed.	The capstone project is confusing, leaving the reader with numerous questions and lacking significant concepts and theoretical perspectives.	The author does not demonstrate the ability to critically analyze major concepts and theoretical perspectives.	/25
Demonstrate an understanding of professionalism and ethical values in CRJU 25%	The capstone project demonstrates an understanding of professional and ethical values. Learning objectives are clearly understood. A high degree of critical thinking is exhibited.	The capstone project includes the use of sufficient evidence of professional and ethical issues. Critical thinking is weaved into parts of the project.	The capstone project demonstrates some critical thinking and understanding of professional and ethical issues is present but a comprehensive understanding is not clear.	The capstone project shows minimal thinking and reasoning. There is little evidence of critical thinking or understanding of professional and ethical issues.	The author does not demonstrate an understanding of professionalism or ethical values or does not address these topics at all.	/25

<p>Demonstrate use of academic and professional writing integrating theory with practical examples, organization, and mechanical grammatical correctness 25%</p>	<p>All sentences are well constructed and have varied structure and length. There are no or few errors in grammar, mechanics, and/or spelling. APA format is used accurately and consistently in the paper and on the References page. The project demonstrates the integration of theory and practical examples. The major requirements of the capstone project are met.</p>	<p>Most sentences are well constructed and have varied structure and length. Occasional errors in grammar, mechanics, and/or spelling exist, but do not interfere with understanding. APA format is used with minor errors. Sufficient evidence of theory integration and use of practical examples is demonstrated.</p>	<p>Most sentences are well constructed, but they have a similar structure and/or length. Several errors in grammar, mechanics, and/or spelling interfere with understanding. There are frequent errors in APA formatting. The requirements of the capstone project are sufficient, but evidence theory integration and the use of practical examples are limited.</p>	<p>Sentences are awkward, are distractingly repetitive, or are difficult to understand. There are numerous grammatical errors, major errors in mechanics, and/or spelling that interfere with understanding information in the capstone project. The format of the paper is not recognizable as APA with minimal or no citations. Minimal evidence of theory integration and little to no use of practical examples. The overall capstone project does not meet the requirements.</p>	<p>The paper shows little to no evidence of acceptable academic writing. Spelling, grammar, and mechanics leave the reader confused and unable to understand the content. No APA formatting. No sources or citations provided.</p>	<p>/25</p>
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## MEMORANDUM OF UNDERSTANDING

*for the*

*The University System of Georgia Affiliate Institutions and USG eMajor*

### **Purpose.**

Institutions of The University System of Georgia (USG) agree to enter into this Memorandum of Understanding (MOU) for a collaborative enrollment opportunity exclusively for students enrolled in approved Bachelor of Science in Criminal Justice to be delivered through the cooperative academic arrangement (see appendix). The USG Institutions that elect to accept this agreement shall be referred to herein as “affiliate institutions.” All affiliate institutions are regionally accredited by the Southern Association of Colleges and Schools Commission of Colleges (SACSCOC) and adhere to the SACSCOC Principle of Integrity.

The Criminal Justice cooperative academic arrangement consists among the following SACSCOC accredited affiliate institutions:

Albany State University  
Dalton State College  
Georgia Highlands  
Georgia Southwestern  
University of West Georgia

### **Responsibilities of the Affiliate Institution:**

- I. **Review and approval of the course content.** The curriculum (see Appendix) is developed by faculty subject matter experts. Each affiliate institution will conduct review and approval of courses by its faculty through the regular institutional governance processes. Documentation of course content is maintained in a portal accessible to all affiliate institutions.
- II. **Review and approval of faculty qualifications.** It is the responsibility of the affiliate institution to ensure that faculty teaching in the cooperative academic arrangement meet the faculty credential standards set forth by the institution and by SACSCOC. Documentation of faculty credentials are maintained in a portal accessible to all affiliate institutions.
- III. **Regularly scheduled evaluation** of the quality and integrity of the content and of student learning outcomes: The assessment process for the courses will include assessment of student learning outcomes in courses, assessment of student learning based on key performance indicators, course evaluations completed by students, and evaluations of full and part-time faculty members. Documentation of assessments will be maintained in a portal accessible to all institutions.

- IV. **Continuous Improvement.** The affiliate institution determines appropriate steps for continuous improvement of the curriculum based on assessments and communicates these steps to the Criminal Justice Curriculum Leadership Committee.
- V. **Assurance of academic quality.** All course credit will be awarded by the student's identified home institution. The institution ensures the academic quality of all academic work resulting in credit recorded on the student's academic transcript.
- VI. **Regular review of the agreement.** The affiliate institution regularly evaluates this cooperative academic arrangement against the mission and standards of the institution and maintains records of such. The agreement may be brought under review for revision upon request by one or more of the affiliate institutions. Affiliates agree to follow the policies and procedures enumerated in the appendix. The institution may terminate participation in this agreement under terms provided below.

#### **Responsibilities of Online Service Provider (USG eMajor)**

- I. **Maintain portals for documentation** of course content, curriculum, faculty credentials, student learning outcomes, and continuous improvement.
- II. **Coordinate the curriculum.** The curriculum is developed by faculty subject matter experts. USG eMajor coordinates the course development efforts on behalf of the affiliate institutions, who each exercise academic oversight of the curriculum. All courses are approved by the faculty of each participating institution through the regular institutional governance processes. USG eMajor will coordinate a process of continuous improvement for the curriculum, based on assessment results.
- III. **Coordinate teaching assignments.** USG eMajor will work with affiliate institutions to recommend qualified faculty to teach in the cooperative academic arrangement. All faculty are approved by the affiliate institutions to ensure that they meet SACSCOC and institutional faculty credential guidelines. USG eMajor will maintain a faculty roster of all faculty members teaching in the cooperative and documentation of faculty credentials. The faculty are funded through shared resources of the affiliate institutions.
- IV. **Coordinate Assessments.** USG eMajor will conduct an assessment process approved by the affiliate institutions and will be responsible for collecting data and distributing it to each of the institutions. Assessment results will be presented annually to the Curriculum Leadership Committee (CLC ) to inform continuous improvement of the courses.
- V. **Support Services.** On behalf of the affiliate institutions and where contractually obligated, USG eMajor coordinates general support for students and faculty, technical support, test proctoring, course maintenance and assisted development, faculty preparation, and overall course evaluation.

#### **Governance.**

The affiliate institution designates appropriate individuals to provide institutional leadership and ensure that student needs are met and that administrative responsibilities related to the delivery of the courses are conducted in a manner consistent with institutional, system, USG eMajor, and SACSCOC policies (See Appendix of Institutional Contacts).

The **Criminal Justice Curriculum Leadership Committee:** In addition to academic oversight provided through the governance of each institution, academic coordination for the collaborative courses will be provided by the Vice President for Academic Affairs at each affiliate institution and by a Curriculum Leadership Committee composed of the following representative(s) from each of the affiliate institutions: an academically qualified Dean, Department Head, or Program Director or their

academically qualified designee. The CLC will meet regularly (at least once per term) to plan and/or evaluate the implementation of courses, curriculum, and vital related matters, such as accreditation compliance, enrollment, and class size guidelines. Any changes to courses or delivery will be discussed by the Curriculum Leadership Committee and then recommended in a timely manner to affiliate institutions for review and approval through appropriate institutional governance processes. All approved changes will be implemented in such a way that will not interrupt completion by existing students or adversely impact the regional accreditation of the affiliate institutions.

**Term of MOU.**

This agreement is effective July 1, 2020 through June 30, 2021, and may thereafter be renewed for one year terms by written acknowledgement.

**Termination of Agreement.** Institutions may withdraw from this cooperative academic arrangement after providing an intent to terminate notice of 12 months to the University System of Georgia, eMajor, and the Affiliate institutions.

The institutions of the University System of Georgia execute this agreement through their duly authorized representatives:

**Accepted and Agreed to by Affiliate Institution, Albany State University**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

**Accepted and Agreed to by Affiliate Institution, Dalton State College:**

Signature: Bruno Hicks Date: Jun 18 2020

Name: Bruno Hicks Title: Provost/VPAA

**Accepted and Agreed to by Affiliate Institution, Georgia Highlands State College:**

Signature: Dr. Dana Nichols Date: Jun 17 2020

Name: Dr. Dana Nichols Title: Provost

**Accepted and Agreed to by Affiliate Institution, Georgia Southwestern University**

Signature: Suzanne Smith Date: Jun 17 2020

Name: Suzanne Smith Title: Provost/VPAA



JG

**Accepted and Agreed to by Affiliate Institution, University of West Georgia:**

Signature: David Jenks

Date: Jun 17 2020

Name: David Jenks

Title: Interim Provost

**USG eMajor Signature**

*Melanieclay*

Jun 17 2020

Dr. Melanie Clay  
Dean of eCore & eMajor

Date

**University of West Georgia as fiscal agent for eMajor**

JG

*David Jenks*

Jun 17 2020

Dr. David Jenks  
Interim Vice President for Academic Affairs/Provost

Date

**APPENDIX**

**Institutional Contacts**

**Criminal Justice Curriculum**

**Policies and Procedures**

**Institutional Contacts**

<b>Institution</b>	<b>Primary Academic Contact</b>	<b>Email address</b>
Albany State University	Dr. Jason Armstrong	Jason.Armstrong@asurams.edu
Dalton State College	Dr. James Wright	jwrigh11@daltonstate.edu
Georgia Highlands State College	Dr. Greg Sumner	gsumner@highlands.edu
Georgia Southwestern University	Ms. Leigh Laughlin	leigh.laughlin@gsw.edu
University of West Georgia	Dr. Vanessa Griffin	vwoodwar@westga.edu

**Criminal Justice Curriculum**

The courses in this cooperative academic arrangement are as follows. All affiliate institutions will use the prefix and the following course numbers and titles. Institutions have properly notified SACSCOC of this cooperative academic arrangement as required. Additional courses may be added with the approval of affiliate institutions.

**Area A-E (42 hours)**

**Area F advising pathway for Criminal Justice (18 hours)**

**Required Upper Division CJ Courses (21 hours) required for all concentration/elective areas**

**Concentration Area: Law Enforcement (30 hours)**

**General Electives (9 hours)**

Required UPPER DIVISION CJ Courses (21HRS)				
CRJU 3100	CRIMINAL LAW		CRJU 3300	CORRECTIONS
CRJU 3110	CRIMINAL PROCEDURES		CRJU 3700	RESEARCH METHODOLOGY
CRJU 3200	CRIMINOLOGY		CRJU 4700	ETHICAL ISSUES IN CJ
CRJU 4800	Senior Capstone			

CONCENTRATION AREA: LAW ENFORCEMENT ( 30 HRS)				
CRJU 4350	FAMILY VIOLENCE		CRJU 4600	POLICE PROBLEMS AND PRACTICES
CRJU 3400	JUVENILE DELINQUENCY AND JUSTICE		CRJU 3800	RACE, ETHNICITY, AND CJ
CRJU 3500	CRIMINAL INVESTIGATIONS		CRJU 3810	VICTIMOLOGY
CRJU 3501	CRIMINAL INVESTIGATIONS II		CRJU 3350	DRUGS IN AMERICA
CRJU 3600	CRIMINAL JUSTICE ADMINISTRATION		CRJU 4300	COMMUNITY CORRECTIONS
CRJU 3710	SPECIAL TOPICS IN CRIMINAL JUSTICE		CRJU 4110	LAW OF CRIMINAL EVIDENCE
CRJU 4200	PROFILING SERIAL OFFENDERS		CRJU 4210	TERRORISM AND THE CRIMINAL JUSTICE SYSTEM

GENERAL CRIMINAL JUSTICE DEGREE ELECTIVES

Free Electives (9HRS)				
CRJU 3250	CRIME AND MEDIA		CRJU 3810	VICTIMOLOGY
CRJU 3710	SPECIAL TOPICS IN CRIMINAL JUSTICE		CRJU 4000	INTERNSHIP IN CJ
CRJU 4350	FAMILY VIOLENCE		CRJU 4500	MANAGEMENT OF FORENSICS
PSYC 3850	FORENSIC PSYCHOLOGY		SOCI 3800	DEVELOPMENT OF CRIMINAL BEHAVIOR
POLS 3100	CONSTITUTIONAL LAW		CRJU 4300	COMMUNITY CORRECTIONS
CRJU 3500	CRIMINAL INVESTIGATIONS		CRJU 3800	RACE, ETHNICITY, AND CJ
CRJU 3501	CRIMINAL INVESTIGATIONS II		CRJU 3350	DRUGS IN AMERICA

Course Descriptions: <https://emajor.usg.edu/degrees/course-descriptions/>

**POLICIES AND PROCEDURES NOT SPECIFIED IN THE MOU**

**Policies and Procedures.** The affiliate institutions agree to follow established and collaboratively agreed-upon policies for grade appeals, academic dishonesty, student/faculty complaints, student code of conduct, and other relevant administrative issues. Final judgement on all student appeals rests with the student’s home institution. If the student wishes to continue his/her appeal beyond the decision of the collaborative process, the student must appeal directly to the Provost/VPAA at his/her home institution, following local procedure, within seven calendar days of being notified of the final collaborative decision. Complete policies and procedures under this cooperative academic arrange can be found at:

<https://emajor.usg.edu/current-students/student-guide/policies-and-procedures>

**Academic Advising.** Students will be advised through the procedures established on their home campus. If the student is completing a credential awarded by the institution, progress toward the credential will be monitored by the advisor and confirmed by the Registrar. Communications sent to enrolled students regarding course offerings will be copied to the appropriate institutional designees to ensure that all parties have accurate information.

**Academic Calendar.** In order to allow for the completion and submission of grades at the end of each semester, course offerings will follow the common academic calendar agreed upon by affiliate institutions.

**Access and Accommodations.** The affiliate institution's disability services office determines reasonable accommodations to be implemented. If a student has a disability (including learning, physical, or other), or suspects that he/she has a disability and would like to be considered for accommodations, there are several options. Each institution has an office providing disability services. It is the responsibility of the student to contact the Disability Services Coordinator at their home institution to discuss the documentation and process required for special accommodations.

**Accreditation Oversight.** Each affiliate institution will be responsible for accreditation oversight. The Institution will ensure that all SACSCOC, USG, and institutional policies, procedures, and requirements are followed in the development and implementation of courses in this cooperative academic arrangement.

**Admission.** Each affiliate institution may admit qualified students. Students will self-select the home institution through which they enroll in these courses. Each student enrolled in the Criminal Justice program of study must satisfy the undergraduate admission requirements for his or her selected home institution.

**Assessment.** The student learning outcome data will be compiled and appropriately de-identified per FERPA and distributed to all affiliates for use in institutional effectiveness and institutional research endeavors. The assessment process will include course evaluations completed by students, and evaluations of full and part-time faculty members.

**Course assessment.** All students will have an opportunity to evaluate their respective courses each term. The course evaluation instrument will be approved by affiliates. The results of the assessment will be distributed to each faculty member for use in the improvement of instruction and/or of the course. Assessment results will also be provided to the eMajor Executive Director of Academics and to the appropriate designee at each affiliate institution. It is up to each affiliate institution to determine how such evaluations will be used in their respective promotion and tenure processes.

**Evaluation.** Instructors for courses in this cooperative academic arrangement will be provided a faculty MOU outlining their responsibilities in regard to course setup, course delivery and management, student engagement, proctored exam procedures and end of semester tasks. At each end of term, USG eMajor will conduct an evaluation of instruction on behalf of the affiliate institutions, using an evaluation and rubric approved by the CLC. The results of the semester evaluations will be shared with the affiliate institutions. Evaluations will be based on:

- Online instructional review. In order to comply with institutional policies regarding faculty evaluation, a USG representative may review an instructor's online instructional delivery by scheduling in advance. The evaluation will remain in the instructor file with eMajor and shared with the affiliate institution, as needed.
- An instructor may also request an instructional review for professional development purposes. If the instructor requests an additional evaluation, the results will be provided only to the instructor.
- Student evaluations of the instructor will be collected, collated, and shared with the appropriate designee at affiliate institutions via a portal accessible to the affiliate institution.

In addition, Faculty will follow the annual review procedures of their respective employers, which will determine the role of such evaluations in the institutional promotion and tenure process.

**Billing for Shared Tuition.**

Tuition for the Criminal Justice program is set and approved by the Board of Regents at \$199 per credit hour, and applies uniformly across all affiliate institutions. Tuition is collected through the student's home institution. The home institution retains \$42 per credit hour; \$157 per credit hour is invoiced by USG eCampus, and the tuition revenues are distributed to the affiliate institutions and University System of Georgia service units supporting the Criminal Justice cooperative academic arrangement based on the agreed upon financial model.

**Communication.** Affiliate institutions and USG eMajor will support this partnership through regular and timely communication regarding matters applicable to all parties as well as matters pertaining to individual institutions. Messages to students will be copied to the appropriate institutional and Criminal Justice program designees to facilitate clear communication.

**Course Approval.** Each affiliate institution will conduct review and approval of courses by the faculty through the regular institutional governance processes for curriculum review and approval. USG eMajor will distribute course proposals to the appropriate designee at each affiliate institution.

**Course Curriculum.** The curriculum will be reviewed each year through the annual review conducted by the CLC for continuous improvement.

**Course Scheduling.** USG eMajor will distribute a tentative list of Fall Semester courses to affiliate institutions in February for Summer/Fall terms and in October for Spring.

**Course Transfer.** Courses in this cooperative academic arrangement and approved by the affiliate institution's governing body will be accepted as transfer credit at each USG affiliate institution, provided that the minimum requirements for passing the courses have been met. USG eMajor will work with the individual affiliate institutions to develop a course equivalency matrix that will be used to facilitate the transfer of credit. Acceptance of credit for degree programs will be at the discretion of the individual affiliate institutions.

**Course Withdrawal.** Withdrawal dates will follow the common calendar. The calendar will include dates for registration, schedule change, course withdrawal, and attendance verification.

**Credit for Prior Learning.** Credit for prior learning (CPL) and the ability to credential experiential learning is a high priority for eMajor. A comprehensive CPL repository has been developed and approved by the Curriculum Leadership Committees. eCampus will administer and assess the appropriate exams and/or portfolios according to the approved policies and procedures. Successful candidates will receive “K” credit for any successful attempt, and eCampus will notify the appropriate institutional registrar’s office of the awarded credit. In accordance with this agreement, students may not be charged and are not required to pay any institutional “fee” to process awarded credit for the eMajor degree programs. Additionally, affiliate institutions may allow students to earn academic credit through the institutional policy on prior learning.

Curriculum credit recommendations for Georgia Peace Officer Standards and Training Council (POST) Graduates were finalized by a team of Subject Matter Experts, including representatives from collaborative institutions, and adhere to the Council for Adult and Experiential Learning’s *Ten Standards*. eMajor partners agree to evaluate POST transcripts for institutional students and to award credit based on the table below. Please note, students are subject to residency requirements and institutional credit for prior learning policies at their home institution.

<b>Georgia POST Training</b>	<b>Credit for Following Course(s)</b>
<b>Basic Law Enforcement Officer Training</b>	CRJU 1100 – Introduction to Criminal Justice CRJU 2100 – Introduction to Law Enforcement CRJU 3100 – Criminal Law CRJU 3110 – Criminal Procedures CRJU 3500 – Criminal Investigations CRJU 3501 – Criminal Investigations II
<b>Cumulative 40 hours of drug, alcohol, gang and related training</b>	CRJU 3350 – Drugs in America
<b>Supervision Level 1</b>	CRJU 3600 – Criminal Justice Administration
<b>Supervision Level 2</b>	CRJU 3710 – Special Topics – Public Safety Leadership
<b>Crisis Intervention Team (CIT) Training – 40 hour</b>	CRJU 3710 – Special Topics – Crisis Intervention
<b>ALERRT Active Shooter + GNESEA Sexual Assault or cumulative 40 hours of related training</b>	CRJU 3810 – Victimology

<b>Cumulative 40 hours of use of force, community policing, cultural diversity, police discretion, evidence-based policing and related training</b>	CRJU 4600 – Police Problems and Practices
<b>Cumulative 40 hours of ethics, diversity, bias, and related training</b>	CRJU 4700 – Ethical Issues in Criminal Justice

Curriculum credit recommendations for students with military experience were finalized by a team of Subject Matter Experts, including representatives from collaborative institutions, and are based on the American Council on Education’s Guide to the Evaluation of Educational Experiences in the Armed Services. eMajor partners agree to evaluate military transcripts for institutional students and to award credit based on the table(s) below. Please note, students are subject to residency requirements and institutional credit for prior learning policies at their home institution.

**Army  
Military Police (31B)**

<u>Skill level</u>	<u>ACE recommended courses</u>	<u>eMajor course</u>
30	Law enforcement operations (3 hours)	CRJU 2100 – Intro to Law Enforcement
30	Criminal investigation (3 hours)	CRJU 3500 – Criminal Investigations I
30	Criminal procedure (3 hours)	CRJU 3110 – Criminal procedure
40	Criminal Justice Administration (3 hours)	CRJU 3600 – Criminal Justice Administration

**Army  
Criminal Investigator (31D)**

<u>Skill level</u>	<u>ACE recommended courses</u>	<u>eMajor course</u>
30	Criminal Investigations (3 hours)	CRJU 3500 – Criminal Investigations I



30	Criminal Procedure (3 hours)	CRJU 3110 – Criminal Procedure
30	Criminal Law (3 hours)	CRJU 3100 – Criminal Law
30	Criminal Evidence (3 hours)	CRJU 3501 – Criminal Investigations II
30	Criminalistics (3 hours)	CRJU 4500 – Management of Forensics
40	Criminal Justice Administration (3 hours)	CRJU 3600 – Criminal Justice Administration

**Navy  
Master at Arms**

<u>Skill level</u>	<u>ACE recommended courses</u>	<u>eMajor course</u>
MA3	Criminal Evidence & procedures (3 hours)	CRJU 3110 – Criminal procedure
MA3	Criminal Investigation (3 hours)	CRJU 3500 – Criminal Investigation I
MAC	Terrorism (3 hours)	CRJU 4210 – Terrorism & the CRJU System

**Marine Corps  
Military Police (5811)**

<u>Skill level</u>	<u>ACE recommended courses</u>	<u>eMajor course</u>
E6	Police supervision (3 hours)	CRJU 3600 – Criminal Justice Administration

**Coast Guard  
Maritime Enforcement Specialist**

<u>Skill level</u>	<u>ACE recommended courses</u>	<u>eMajor course</u>
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ME3	Intro to Criminal Justice (3 hours)	CRJU 1100 – Intro to Criminal Justice
ME3	Intro to Law Enforcement (3 hours)	CRJU 2100 – Intro to Law Enforcement

**Coast Guard  
Criminal Investigators**

<u>Skill level</u>	<u>ACENET recommended courses</u>	<u>eMajor course</u>
IV3	Criminal Law (3 hours)	CRJU 3100 – Criminal Law
IV3	Homeland Security (3 hours)	CRJU 4210 – Terrorism and CJS

**Dual Enrollment Policy.** Courses in this cooperative arrangement are open to dual enrollment opportunities, with support and coordination provided by USG eMajor. Dual enrollment students are accepted under the following conditions:

1. High school students must enroll through an affiliate institution which admits students for dual enrollment.
2. High school dual enrolled students will be held to the same expectations, standards, and rigor as all USG students.

**Faculty Credentials.** It is the responsibility of the affiliate institutions to ensure that faculty teaching in the collaborative meet the faculty credential standards set forth by the institution and by SACSCOC. USG eMajor will collect and maintain all faculty hiring records, including official transcripts, in a secure web portal. Each affiliate institution will have access through the online portal to faculty credential documentation necessary for academic oversight and local accreditation. All instructors are employees of the institutions of the University System of Georgia.

Any courses enrolling students from an affiliate institution's College of Business accredited by the Association to Advance Collegiate Schools of Business (AACSB) will be taught by faculty meeting the standards of the accrediting organization.

**Faculty Teaching Assignments.** A USG eMajor representative will distribute all teaching assignments to the Chief Academic Officer of each affiliate institution, and/or his/her designee prior to the start of the term. The affiliate CAO, or designee, will review the academic credentials of all faculty teaching in the Criminal Justice program of study and approve or reject a faculty members' teaching assignment(s) based on that review.

**Fees.** The student's Home Institution is responsible for determining and collecting appropriate institutional fees. Institutional fees belong solely to the Home Institution.

**Financial Aid.** Students will apply for financial aid through the policies and procedures at their home institutions.

**Instructional Delivery.** All parties agree that courses will be delivered using the established University System of Georgia assets for collaborative online arrangements (e.g., USG eMajor, INGRESS, GoVIEW, D2L Support Center, GALILEO).

**Internship Requirements.** The student's Home Institution will be responsible for health screenings, background checks, orientation on FERPA, HIPAA, chemical, biological, radiation safety, state authorization requirements, and other internship requirements.

**Library Services.** The Library at the Home Institution is the primary repository for information resources and services. The faculty and staff of the Libraries ensure that students and faculty have access to appropriate library resources and have regular and timely instruction in the use of the library. Librarians may provide research assistance via in person or through virtual means such as text-messages, e-mail, toll-free telephone, or virtual chat. Faculty and students can obtain books and articles via traditional mail, fax, and electronic delivery; remote access assistance to library databases; and remote access to the collection. Reciprocal arrangements through universities in the University System of Georgia provide borrowing privileges at academic institutions around the state. Links to library resources will be provided within the collaborative learning management system.

**Record Retention.** Affiliate institutions and USG eMajor will comply with the appropriate records retention policies and procedures to ensure compliance with federal and state laws as well as system policies.

**Registration.** Students enrolled in approved Criminal Justice courses associated with this cooperative academic arrangement will register according to the common academic calendar through their institutional registration portals.

**Technology Services.** Technology is necessary for delivery of the courses and for communication. The technology used in course delivery includes the use of the Internet, texting, and use of e-mail. Affiliate institutions provide technical and helpdesk support for students enrolled in the Criminal Justice program of study, as for other students. Students also have access to the eMajor Helpdesk for technical support.

**Title IX.** Title IX inquiries or complaints regarding sexual misconduct or discrimination involving an instructor, administrator or staff member, should be submitted to USG eMajor in writing. All such submissions will be reported to the student's home institution and may involve referring the student to their Home Institution's Title IX resources.

- Title IX Office
- Title IX Coordinators
- University or Campus Police
- University or College Health Services or Counseling Centers
- Office of Civil Rights – Atlanta Office, US Department of Education

# Criminal Justice, B.S. Social Justice Concentration

## 2021-2022 Undergraduate New Program Request

### General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

Program Type\*

- Degree Program
- Embedded Certificate
- Stand-Alone Certificate
- Endorsement
- Minor

If embedded, please list the parent program.

### Routing Information

## Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculum@westga.edu](mailto:curriculum@westga.edu).

**School/ Department\*** Department of Civic Engagement and Public Service

**Is this a School of Nursing Program?\***  Yes  No

**Is this a College of Education Program?\***  Yes  No

**Is the addition/change related to core, honors, or XIDS courses?\***  Yes  No

### Program Information

**Program Type\*** Bachelor

**Program Name\*** Criminal Justice, B.S. Social Justice Concentration

**Degree Type\*** Bachelor of Science

**Program Description\*** The purpose of the online criminal justice degree is to prepare students for employment within the criminal justice system in the areas of municipal, state, and federal law enforcement; corrections; juvenile justice and probation, etc. by providing students with a foundation of the knowledge, principles, theories, and functions common to the American Criminal Justice system.

Upon completion of the online criminal justice degree, students will demonstrate mastery of the essential content of the criminology core curriculum, demonstrate the ability to critically analyze major concepts and theoretical perspectives in criminal justice, demonstrate an understanding of essential elements of academic and professional writing, demonstrate an understanding of academic and professional research and scholarship and demonstrate an understanding of professional and ethical values in the criminal justice field.

141/806

Students completing the Social Justice Track must complete Core Curriculum A, B, C

Students completing the Social Justice Track must complete Core Curriculum A, B, C, D, E, and F (60 hours), Major Courses (21 hours); Social Justice Track (12 hours); and Electives (27 hours) = 120 hours

**Program Location\***

**Status\***  Active-Visible  Inactive-Hidden

**How will the proposed program be delivered?\***

Face-to-Face

Online Only

Hybrid

## Curriculum Information

Select *Program* below, unless creating an *Shared Core*.

A *Shared Core* is a group of courses shared by multiple entities. For example, Music has a variety of tracks but all tracks share the same core.

**Type of Program\***

Program

Shared Core


## PROGRAM CURRICULUM

This section allows departments to create the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the new program curriculum.

### Step 1

In order to build or edit a program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab



If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculum Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**NOTE:** A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

### Step 2

Next, to add cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) click on  "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the  and proceed.

## **Core Areas A, B, C, D, and E: 42 hours**

**Core Curriculum**

## **Core Area F: 18 hours**

Students seeking a B.S in Criminal Justice (General Concentration, Law Enforcement Concentration, and Social Justice Concentration) must complete 18 hours under Core Area F. CRJU 1100, CRJU 2100, CRJU 2200, and SPAN 1001 are required; Student must choose 6 hours from the following: COMM 1100, PHIL 2020; SOCI 1160; POLS 2201.

**CRJU 1100 Introduction to Criminal Justice**

**CRJU 2100 Introduction to Law Enforcement**

**CRJU 2200 The Judicial Process**

**COMM 1100 Human Communication**

**PHIL 2020 Critical Thinking**

**POLS 2201 State and Local Government**

**SOCI 1160 Introduction to Social Problems**

**SPAN 1001 Elementary Spanish I**

## **Major Courses: 21 hours**

Students seeking a B.S in Criminal Justice (General Concentration, Law Enforcement Concentration, and Social Justice Concentration) are required to take 21 hours of major core in order to graduate. Students in both General Concentration and Law Enforcement Concentration must complete 21 hours of CRJU Required Upper Division CJ courses. These courses include: CRJU 3100 – Criminal Law; CRJU 3110 – Criminal Procedures; CRJU 3200 – Criminology; CRJU 3300 – Corrections; CRJU 3700- Research Methodology; CRJU 4700 – Ethical Issues in Criminal Justice; and CRJU 4800 – Senior Capstone.

**CRJU 3100 Criminal Law**

**CRJU 3110 Criminal Procedure**

**CRJU 3200 Criminology**

**CRJU 3300 Corrections**

**CRJU 3700 Criminal Justice Research Methodology**

**CRJU 4700 Ethical Issues in Criminal Justice**

**CRJU 4800 Senior Capstone Seminar in Criminal Justice**



## **Electives - Social Justice Concentration: 12 hours**

Students seeking a B.S. in Criminal Justice (Social Justice Concentration) are required to take 12 hours electives from the following: SJUS 3000; SJUS 3050; SJUS 4000; SJUS 4050; and SJUS 4800 -- This concentration requires eMajor courses that are also part of the eMajor ORGL (Organizational Leadership major). The proposals and their status can be seen at the following links: SJUS 3000 Introduction to Social Justice

<https://westga.curriculog.com/proposal:1954/form> SJUS 3050 Politics of Social Justice <https://westga.curriculog.com/proposal:1957/form> SJUS 4000 Social Justice Culture <https://westga.curriculog.com/proposal:1958/form> SJUS 4050 Law and Social Justice <https://westga.curriculog.com/proposal:1959/form> SJUS 4800 Social Justice Policy Analysis <https://westga.curriculog.com/proposal:1960/form>

## **Electives: 27 hours**

Students seeking a B.S in Criminal Justice (Social Justice Concentration) are required to take 27 hours electives from the following list. Note: The following three courses (PSYC 3850 (Forensic Psychology, SOCI 3800 (Development of Criminal Behavior), and POLS 3100 (Constitutional Law)) are already in our Banner system. They were added through eCampus.

**CRJU 3250 Crime and Media**  
**CRJU 3350 Drugs in America**  
**CRJU 3400 Juvenile Delinquency & Justice**  
**CRJU 3500 Criminal Investigation**  
**CRJU 3501 Criminal Investigation II**  
**CRJU 3600 Criminal Justice Administration**  
**CRJU 3710 Special Topics Mass Violence**  
**CRJU 3800 Race, Ethnicity, and Criminal Justice**  
**CRJU 3810 Victimology**  
**CRJU 4000 Internship in Criminal Justice**  
**CRJU 4110 Law and Criminal Evidence**  
**CRJU 4200 Profiling the Serial Offender**  
**CRJU 4210 Terrorism in Criminal Justice System**  
**CRJU 4300 Community Correction**  
**CRJU 4350 Family Violence**  
**CRJU 4500 Management of Forensics**  
**CRJU 4600 Police Problems and Practices**

## **Justification and Assessment**

**Rationale\*** The proposed Bachelor of Science degree in Criminal Justice, designed to be completed in four years, is aimed at meeting a recognized need in the Northwest Georgia area as well as statewide. The criminal justice degree prepares students for a wide range of careers, including traditional law enforcement positions ranging from patrol officer to detective, to more cutting-edge positions including crime scene investigation and evidence analysis, as well as positions in the rapidly growing fields of juvenile justice, probation, parole, and corrections.

The primary need for this program is to expand access to a criminal justice degree. Many community stakeholders, such as police administrators and local sheriffs have expressed their interest in expanding online criminal justice degrees. In addition, there is a growing interest in online criminal justice degrees from people that are currently working full time in law enforcement agencies. These individuals seek to earn a degree that would then achieve their career goals of advancement and promotion. The traditional 12 hour work week makes it challenging for working students to attend face to face classes. The eMajor program will offer working students the flexibility to complete course work in a way that does not conflict with their work schedule.

**Program Learning Outcomes - Please provide PLOs in a numbered list format.\***

**Upon completion of the B.S. in Criminal Justice degree, students will demonstrate:**

1. mastery of the essential content of the criminology core curriculum
2. the ability to critically analyze major concepts and theoretical perspectives in criminal justice
3. an understanding of essential elements of academic and professional writing
4. an understanding of academic and professional research and scholarship
5. an understanding of professional and ethical values in the criminal justice field.

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)


Send questions to [cjenks@westga.edu](mailto:cjenks@westga.edu)

**Check all that apply to this program\***

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- None of these apply

### SACSCOC Comments

## REQUIRED ATTACHMENTS

ATTACH the the following required documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

### 1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

### 2.) Program Map and/or Program Sheet

For advising purposes, all new programs must include program map. Please download the program map template from [here](#), and upload.

### 3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting](#) template and attach to this proposal.

### 4.) Curriculum Map Assessment


Please download the [Curriculum and Assessment Map](#) template and attach to this proposal.

**USGBOR One Step Proposal\***  I have attached the USGBOR One Step Proposal.  
 N/A (minor, embedded certificate)

**Program Map\***  I have attached the Program Map.

**Assessment Plan\***  I have attached the Assessment Plan.  
 Assessment Plan is not required (embedded certificate, minor is a part of an existing major)

**Curriculum and Assessment Map\***  I have attached the Curriculum and Assessment Map.

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

**FINAL TASK:** After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

## **Prospectus for Participation in Collaborative Delivery of the Bachelor of Science with a major in CRIMINAL JUSTICE through USG's eMajor Initiative**

THE UNIVERSITY OF WEST GEORGIA proposes to enter into a cooperative academic arrangement with DALTON STATE COLLEGE, GEORGIA HIGHLANDS COLLEGE, GEORGIA SOUTHWESTERN STATE UNIVERSITY, for the collaborative delivery of a Bachelor of Science degree in Criminal Justice. All institutions in the proposed arrangement are accredited by the Southern Association of Schools and Colleges Commission on Colleges, and are member institutions in the University System of Georgia (USG). This arrangement is an expansion of undergraduate programs previously established by the Board of Regents of the USG at Dalton State College, Georgia Highlands College and Georgia Southwestern State University, and delivered through the Criminal Justice eMajor cooperative academic arrangement. It is the desire of the University of West Georgia to join this arrangement by adopting a common program of study and partnering in the delivery of the degree program with the existing three collaborative partners.

The University of West Georgia currently offers a Bachelor of Science with a major in Criminology. Dalton State College, Georgia Highlands College, and Georgia Southwestern offer the Bachelor of Science in Criminal Justice. All institutions have been previously approved to offer collaborative degree programs via distance education.

The affiliating institutions desire to participate in the eMajor cooperative academic arrangement in an effort to conserve resources while simultaneously increasing the ability to serve students with an array of program options. This program offering is in keeping with the mission of each of the affiliating institutions (Appendix A) and the USG's initiatives to address program productivity, and the University System's eMajor initiative. This program addresses USG goals of adding targeted baccalaureate programs that prepare Georgians for participation in the global, knowledge economy, and contributes to the diversity of academic programs that impact the educational, economic, social, and cultural future of the state.

The purpose of the Bachelor of Science in Criminal Justice is to prepare students for employment within the criminal justice system by providing students with a foundation of the knowledge, principles, theories, and functions common to the American Criminal Justice system. Upon completion of the Bachelors of Science in Criminal Justice, students will: demonstrate mastery of the essential content of the criminology core curriculum; demonstrate the ability to critically analyze major concepts and theoretical perspectives in criminal justice; demonstrate an understanding of essential elements of academic and professional writing; demonstrate an understanding of academic and professional research and scholarship; and demonstrate an understanding of professional and ethical values in the criminal justice field. The courses in this area are already developed and offered by the proposed affiliate institutions in this collaborative program.

All institutions in this arrangement offer an online core curriculum, providing students with a path to complete the entirety of the Criminal Justice bachelors degree program through online offerings. In addition to the online nature of the proposal, this program of study also offers many opportunities for Georgia's well-trained law enforcement officers to earn credit through prior learning assessment.

#### **Justification of Need:**

The proposed Bachelor of Science degree in Criminal Justice, designed to be completed in four years, is aimed at meeting a recognized need in the Northwest Georgia area as well as statewide. The criminal justice degree prepares students for a wide range of careers, including traditional law enforcement positions ranging from patrol officer to detective, to more cutting-edge positions including crime scene investigation and evidence analysis, as well as positions in the rapidly growing fields of juvenile justice, probation, parole, and corrections.

The primary need for this program is to expand access to a criminal justice degree. Many community stakeholders, such as police administrators and local sheriffs have expressed their interest in expanding online criminal justice degrees. In addition, there is a growing interest in online criminal justice degrees from people that are currently working full time in law enforcement agencies. These individuals seek to earn a degree that would then achieve their career goals of advancement and promotion. The traditional 36 / 48 hour work week makes it challenging for working students to attend face to face classes. The eMajor program will offer working students the flexibility to complete course work in a way that does not conflict with their work schedule.

#### **Demand for the Program:**

Through the proposed program, UWG will help meet the growing demands for an increasingly well-trained criminal justice workforce in Georgia with regards to protective service occupations. The program prepares graduates for the increasingly complex field of law enforcement and provides a pathway for criminal justice professionals to advance their credentials. This program is designed to serve traditional students, adult learners and working professionals who cannot accommodate the constraints of on-campus delivery and need the flexibility of an online program.

By expanding the collaborative degree in Criminal Justice, the Affiliate institutions expect to increase the number of protective service professionals in Georgia with a bachelor's degree and contribute to the overall goals of Complete College Georgia to increase degree attainment in the state. The proposed program prepares graduates for employment in public or private sector positions requiring high levels of critical thinking as well as knowledge of the criminal justice system. This will have a positive impact on regional law enforcement agencies by increasing the skills and capabilities of those in the field.

#### **Duplication of Similar Programs at USG institutions**

The Bachelor of Science in Criminal Justice degree is a collaborative effort of the University System of Georgia, supported by USG’s eMajor initiative. The adoption of this program at UWG expands student access to the program and reduces duplication of effort.

**Three Year Enrollment Projections at Affiliate Institutions in the major in Criminal Justice through USG’s eMajor Initiative.**

Enrollment Projections and Monitoring:

- a. Provide projected enrollment at Affiliate Institutions for the program during the first three years of implementation. (NOTE: These projections will be used to monitor enrollment following program implementation.)
- b. Explain the specific methodology used to determine these projections and verify their accuracy. Indicate whether enrollments will be cohort-based.

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021 <i>Projected</i>	FY 2022 <i>Projected</i>	FY 2023 <i>Projected</i>
<b>Dalton State College</b>	81	135	161	198	220	252	277
<b>Georgia Southwestern State University</b>	62	101	158	174	227	260	285
<b>Georgia Highlands College</b>			7*	61	95	110	125
<b>GSC Shift from existing program</b>					20	15	10
<b>GSC new enrollments</b>					45	75	90

<b>UWG Shift from existing program</b>					25	50	75
<b>UWG new Enrollments</b>					102	112	127
<b>Total CRJU Enrollments (Unduplicated)</b>	143	236	326	433	734	874	989

\*Includes Spring 19 Only

These projections were calculated using a combination of averages and growth rates from the same term in prior years in order to project a growth trend for upcoming terms.

### **eMajor Collaborative Projections**

All current CRJU partner institutions have seen steady enrollment growth in the program since joining the eMajor CJ collaborative program. Since initiating eMajor support in 2017, DSC's program enrollment has grown from 81 to 198, a 144% increase in enrollment. GSW's program enrollment has grown from 62 to 174, an increase of 180%. In GHC's first full year of participation, 61 students enrolled in the program and the program expects to add 34 new students in FY2021.

### **University of West Georgia**

The University of West Georgia projects 341 students will seek the Criminal Justice credential. UWG has strong enrollment in the existing related program of study, the Bachelor of Science in Criminology, and The University of West Georgia anticipates approximately 25 students will switch from the existing Criminology degree program into the Criminal Justice degree in FY 2021. Approximately 25 criminology students seek information on prior learning assessment annually, demonstrating interest in opportunities for those with professional experience. Considering the program is targeted predominantly at nontraditional students and/or those seeking a degree while working within criminal justice agencies, we believe this to be an accurate projection. Further, considering that UWG is the sole criminology program in the state, current UWG students are likely to want to stay within the traditional criminological curriculum. However, having solely the criminology program with limited articulation agreements and prior learning opportunities for criminal justice professionals, we purport that offering a criminal justice degree will increase enrollment at UWG that is distinct from the current student population. To avoid duplication of efforts, UWG seeks to affiliate with the eMajor collaborative degree program.



Affiliation with the eMajor support services enables the institution to benefit from state-wide marketing, recruitment, and prospective student support initiatives executed by USG eCampus, supplementing institutional efforts to increase overall campus enrollment. Existing partners have seen initial enrollment in the CRJU program from sources such as:

- Transfers from currently enrolled students in related majors at the institution
- Graduates from natural feeder programs at the institution, such as the AS degree program at Georgia Highlands College
- Graduates from surrounding technical community colleges
- Local law enforcement and related industry professionals seeking upward mobility within their existing organizations.

The addition of new institutional partners only increases the attractiveness of the degree for prospective students and increases broad marketability for the program. Additional institutions means a greater diversity of instructor and student backgrounds represented through the program, enhancing the virtual classroom experience for all students.

**1. Faculty Qualifications & Capacity Among the Institutions Participating in this Cooperative Academic Arrangement**

a. Provide an inventory of faculty directly involved in the academic oversight and/or delivery of the program. On the list below indicate which persons are new hires. For each faculty member, provide the following information:

Institution	Faculty Name	Rank	Highest Degree Earned	Degrees Earned	Academic Discipline	Area of Specialization	Current Workload
University of West Georgia	David Jenks	Associate Vice President for Academic Affairs and Professor of Criminology	Ph.D.	Ph.D. Criminology and Criminal Justice 2002 Florida State University, Tallahassee, FL M.S. Criminal Justice 1996 University of North Carolina at Charlotte, Charlotte, NC B.A. Psychology 1993 University of	Criminology	Policing	1/1

				Akron, Akron, OH A.A.S. Criminal Justice 1991 University of Akron, Akron, OH			
University of West Georgia	Vanessa Woodward Griffin	Associate Professor	Ph.D.	Ph.D., Criminal Justice, University of Southern Mississippi  M.A., Criminal Justice & Criminology, East Tennessee State University  B.A., Administratio n of Justice, University of Southern Mississippi	Criminology	Theory, Evaluation, Methods, Statistics, Victimization	1/1
University of West Georgia	Herman Dave Ayers	Assistant Professor	Ph.D.	Ph.D. International Conflict Management, Kennesaw State University Kennesaw, Georgia 2019  M.A., Criminology, University of West Georgia Carrollton, Georgia - 2011  B.S., Criminology, University of West Georgia	Criminology	Corrections, Terrorism, Global Crime, Conflict Management	3/3

				- 2008			
University of West Georgia	Patrick Brady	Assistant Professor	Ph.D.	2017 Ph.D., Criminal Justice, Sam Houston State University  2012 M.A., Criminal Justice, Boise State University  2010 B.A., Forensic Science; Minor: Criminology, Weber State University	Criminology	Victimization and Policing	3/3
University of West Georgia	Sarah Hupp Williamson	Assistant Professor	Ph.D.	Ph.D., Sociology, North Carolina State University, 2019  M.A., Criminology, University of North Carolina Wilmington, 2015  B.A., Criminology, University of North Carolina Wilmington, 2013	Criminology	Human trafficking, crim theory, global crime, white collar crime	3/3
University of West Georgia	Abigail Kolb	Assistant Professor	Ph.D.	2015 Ph.D. Criminology, Simon Fraser University School of Criminology  2006 M.S. Social Work-Clinical, Columbia University	Criminology	Social Construction & Identity Theory	3/3

				2005 B.S.W Social Work, University of Wisconsin- Madison			
University of West Georgia	Brittani McNeal	Assistant Professor	Ph.D.	PhD, Doctor of Philosophy in Criminal Justice, University of Arkansas at Little Rock, 2016  M.S., Master of Science in Criminal Justice, Bowling Green State University, 2012  B.S., Bachelor of Science in Criminal Justice, Bowling Green State University, 2011	Criminology	Corrections, Crime Mapping	3/3
University of West Georgia	Mai Naito Mills	Associate Professor	Ph.D.	Ph.D., Criminal Justice & Criminology, Sam Houston State University, 2014  M.A., Criminology, Indiana University of Pennsylvania, 2010  B.A., Criminal Justice, University of West Florida, 2009	Criminology	Courts; Legal Aspects of CJ; Wrongful Convictions	3/2
University of West Georgia	Cassie White	Lecturer	M.A	MA Criminology University of	Criminology	Law enforcement and criminal justice	4/4

				West Georgia (2015)  BS Political Science University of West Georgia (2012)			
University of West Georgia	Patricia Riley	Senior Lecturer	M.S.	M.S., Master of Science Criminology, Florida State University, 2012  M.A., Master of Arts Experimental psychology, Middle Tennessee State University, 2004  B.S., Bachelor of Science Psychology, Middle Tennessee State University, 2002	Criminology	Etiology, victimology, criminal deviant behavior	4/4
University of West Georgia	Kelley Christophe r	Senior Lecturer	M.S.	M.S., Post-Seconda ry Education, Troy University, 2008  M.A., Sociology, New Mexico State University, 2011	Criminology	Corrections/Reentr y	4/4
University of West Georgia	Ericka Wentz	Associate Professor	Ph.D.	Ph.D., Criminal Justice, North Dakota State University, 2014	Criminology	Policing, Violent Crime, Interpersonal Violence, Drug Use and Abuse, Program and Policy Evaluations	3/3

				M.S., Criminal Justice Administratio n, North Dakota State University, 2010  B.S., Criminal Justice, North Dakota State University, 2008  B.S., Psychology, North Dakota State University, 2008			
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Total Number of Faculty: 11

a. If it will be necessary to add faculty to support the program, give the desired qualifications of the persons to be added, and a timetable for adding new faculty.

b. If existing faculty will be used to deliver the new program, include a detailed faculty load analysis that explains how additional courses in the new program will be covered and what impact the new courses will have on faculty current workloads. (For example, if program faculty are currently teaching full loads, explain how the new course offerings will be accommodated.)

Existing faculty within the criminology program who are a part of e-major will have the opportunity to teach available courses on an as-needed basis on top of their current course load. The faculty member will be compensated in accordance with USG's E-Major salary structure.

**Faculty course loads at the University of West Georgia will be adjusted to compensate for new courses. Faculty course loads in criminal justice will allow faculty to teach in the eMajor program. Adjunct faculty in Criminal Justice will be hired as needed to supplement full-time faculty.**

**Appendix A: Mission Statements**

**The University of West Georgia Mission Statement:**

The mission of the University of West Georgia (UWG) is to enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring, student-centered community.

UWG is committed to academic excellence and to community engagement, offering high-quality undergraduate, graduate, and community programs on-campus, off-campus, and online.

UWG, a charter member of the University System of Georgia (USG), is a comprehensive, SACSCOC level VI, public university, based in West Georgia with multiple instructional sites and a strong virtual presence. UWG supports students in their efforts to complete degrees in relevant programs, valuing liberal arts and professional preparation. Through effective and innovative teaching, experiential learning, scholarship, research, creative endeavor, and public service, UWG equips graduates to engage with and discover knowledge. UWG is dedicated to building on existing strengths and developing distinctive academic, research, and co-curricular programs and services that respond to economic development and identified regional, state and global needs, thus empowering alumni to contribute responsibly and creatively to a complex 21st Century global society.

**Dalton State College Mission Statement:**

Dalton State College is dedicated to providing broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region's economic vitality and quality of life.

As an institution of the University System of Georgia, Dalton State College offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities. The College's work is strengthened by partnerships between the College and Northwest Georgia businesses and industries, governments, and schools.

The mission of Dalton State College consists of the following core commitments:

1. selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment;
2. excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services;
3. public service through economic development and cultural activities that address the needs and improve the quality of life of the region;
4. continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment.

In fulfilling its mission, Dalton State College seeks to prepare and inspire its students to be active members within their professions and communities. As Dalton State College looks to the future and its place in a competitive, global society, it seeks to build upon its strengths as one of the most academically respected, student-oriented, and community-centered institutions of its kind.

**Georgia Highlands College Mission Statement:**

The mission of Georgia Highlands College, a state college of the University System of Georgia, is to provide access to excellent educational opportunities for the intellectual, cultural and physical development of a diverse population through pre-baccalaureate associate degree transfer programs, career associate degree programs, and targeted baccalaureate degree programs that meet the economic development needs of the region.

**GSW Mission Statement:**

Georgia Southwestern State University cultivates excellence in learning and teaching that encourages intellectual, personal, and social growth for students, faculty, staff, and the community. Georgia Southwestern State University is a comprehensive state university within the University System of Georgia that offers a full range of bachelor degree programs, along with selected master’s and specialist degree programs.

**Appendix B**

***Criminal Justice eMajor: Tentative Curriculum Proposal***

***Freshman – Sophomore Years: 60-61 Hours***

***A-D: General Education Core Curriculum 42-43 hours***

***F: CJ Major-related Core Curriculum (USG guidelines) 18 hours***

<b><i>AREA F FOR CJ eMAJOR Courses (18HRS)</i></b>		
<b><i>COURSE ABBR.</i></b>	<b><i>COURSE NAME</i></b>	<b><i>HRS</i></b>
<b><i>CRJU 1100</i></b>	<b><i>INTRO TO CRIMINAL JUSTICE</i></b>	<b><i>3</i></b>
<b><i>CRJU 2100</i></b>	<b><i>INTRO TO LAW ENFORCEMENT</i></b>	<b><i>3</i></b>
<b><i>CRJU 2200</i></b>	<b><i>JUDICIAL PROCESS</i></b>	<b><i>3</i></b>
<b><i>SPAN 1001</i></b>	<b><i>ELEMENTARY SPANISH</i></b>	<b><i>3</i></b>



<b>TWO OF THE FOLLOWING ELECTIVES = 6 TOTAL HOURS</b>		
<b>COMM 1100</b>	<b>HUMAN COMMUNICATIONS</b>	<b>3</b>
<b>PHIL 2020</b>	<b>LOGIC AND CRITICAL THINKING</b>	<b>3</b>
<b>SOCI 1160</b>	<b>SOCIAL PROBLEMS</b>	<b>3</b>
<b>POLS 2201</b>	<b>STATE AND LOCAL GOVERNMENT</b>	<b>3</b>

<b>Criminal Justice Degree Program Upper - Level Courses</b>	
<b>Junior- Senior Years</b>	<b>60 hours Total</b>
<b>Required Upper Division CJ Courses</b>	<b>21 hours</b>
<b>Upper Division Major Electives (select Law Enforcement Concentration or General Degree)</b>	<b>30 hours</b>
<b>Free Electives</b>	<b>9 hours</b>

<b>Required UPPER DIVISION CJ Courses (21HRS)</b>				
<b>CRJU 3100</b>	<b>CRIMINAL LAW</b>		<b>CRJU 3300</b>	<b>CORRECTIONS</b>

<b>CRJU 3110</b>	<b>CRIMINAL PROCEDURES</b>		<b>CRJU 3700</b>	<b>RESEARCH METHODOLOGY</b>
<b>CRJU 3200</b>	<b>CRIMINOLOGY</b>		<b>CRJU 4700</b>	<b>ETHICAL ISSUES IN CJ</b>
<b>CRJU 4800</b>	<b>Senior Capstone</b>			

<b>CONCENTRATION AREA: LAW ENFORCEMENT ( 30 HRS)</b>				
<b>CRJU 4350</b>	<b>FAMILY VIOLENCE</b>		<b>CRJU 4600</b>	<b>POLICE PROBLEMS AND PRACTICES</b>
<b>CRJU 3400</b>	<b>JUVENILE DELINQUENCY AND JUSTICE</b>		<b>CRJU 3800</b>	<b>RACE, ETHNICITY, AND CJ</b>
<b>CRJU 3500</b>	<b>CRIMINAL INVESTIGATIONS</b>		<b>CRJU 3810</b>	<b>VICTIMOLOGY</b>
<b>CRJU 3501</b>	<b>CRIMINAL INVESTIGATIONS II</b>		<b>CRJU 3350</b>	<b>DRUGS IN AMERICA</b>
<b>CRJU 3600</b>	<b>CRIMINAL JUSTICE ADMINISTRATION</b>		<b>CRJU 4300</b>	<b>COMMUNITY CORRECTIONS</b>
<b>CRJU 3710</b>	<b>SPECIAL TOPICS IN CRIMINAL JUSTICE</b>		<b>CRJU 4110</b>	<b>LAW OF CRIMINAL EVIDENCE</b>

<b>CRJU 4200</b>	<b>PROFILING SERIAL OFFENDERS</b>		<b>CRJU 4210</b>	<b>TERRORISM AND THE CRIMINAL JUSTICE SYSTEM</b>
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**GENERAL CRIMINAL JUSTICE DEGREE ELECTIVES**

<i>Free Electives (9HRS)</i>				
<b>CRJU 3250</b>	<b>CRIME AND MEDIA</b>		<b>CRJU 3810</b>	<b>VICTIMOLOGY</b>
<b>CRJU 3710</b>	<b>SPECIAL TOPICS IN CRIMINAL JUSTICE</b>		<b>CRJU 4000</b>	<b>INTERNSHIP IN CJ</b>
<b>CRJU 4350</b>	<b>FAMILY VIOLENCE</b>		<b>CRJU 4500</b>	<b>MANAGEMENT OF FORENSICS</b>
<b>PSYC 3850</b>	<b>FORENSIC PSYCHOLOGY</b>		<b>SOCI 3800</b>	<b>DEVELOPMENT OF CRIMINAL BEHAVIOR</b>
<b>POLS 3100</b>	<b>CONSTITUTIONAL LAW</b>		<b>CRJU 4300</b>	<b>COMMUNITY CORRECTIONS</b>
<b>CRJU 3500</b>	<b>CRIMINAL INVESTIGATIONS</b>		<b>CRJU 3800</b>	<b>RACE, ETHNICITY, AND CJ</b>
<b>CRJU 3501</b>	<b>CRIMINAL INVESTIGATIONS II</b>		<b>CRJU 3350</b>	<b>DRUGS IN AMERICA</b>

## **GENERAL CRIMINAL JUSTICE DEGREE ELECTIVES**

<b><i>Social Justice Concentration (12 HRS)</i></b>			
<b><i>SJUS 3000</i></b>	<b><i>Introduction to Social Justice</i></b>	<b><i>SJUS 3050</i></b>	<b><i>Politics of Social Justice</i></b>
<b><i>SJUS 4000</i></b>	<b><i>Social Justice Culture</i></b>	<b><i>SJUS 4050</i></b>	<b><i>Law and Social Justice</i></b>
<b><i>SJUS 4800</i></b>	<b><i>Social Justice Policy Analysis</i></b>		

### **CRIMINAL JUSTICE CATALOG COURSE DESCRIPTIONS**

***CRJU 1100. Intro to Criminal Justice. 3-0-3 Units.***

***Introduces the structure, functions, and operations of criminal justice agencies, including the police, the courts, and corrections.(F,S)***

***CRJU 2100. Intro to Law Enforcement. 3-0-3 Units.***

***Provides an overview of law enforcement in a free society and the relationship of police to the criminal justice system as a whole. History, organization, operations, and selected issues are examined.(F)***

***CRJU 2200. The Judicial Process. 3-0-3 Units.***

***Provides an overview of the judicial component of the criminal justice system which focuses on the structure, role, jurisdiction, and operation of the courts and the courtroom workgroup in the adjudicatory and appellate process at the local, state, and federal levels.***

***CRJU 3100. Criminal Law. 3-0-3 Units.***

***Offers an overview of both substantive and procedural law related to the definitions, investigations, processing, and punishment of crimes. The course will introduce students to the legal idea of criminal responsibility, the concept and elements of criminal responsibility, required state of mind (mens rea), and prohibited conduct (actus reus). The course discusses the substantive content, structure, and***

*sources of major crimes against persons and property and provides a comprehensive evaluation of various legal defenses to criminal liability under both common law (case law) and statutory law (legislative law) approaches.*

*Prerequisites: CRJU 1100.*

**CRJU 3110. Criminal Procedure. 3-0-3 Units.**

*A study the nature and function of the law regulating the criminal processes, policies, and procedures in the administration of criminal justice. Special attention will be given to United States Supreme decisions.(F)*

*Prerequisites: CRJU 1100.*

**CRJU 3200. Criminology. 3-0-3 Units.**

*A study of the nature and scope of crime in society with an emphasis on criminological theories.(S)*

*Prerequisites: CRJU 1100.*

**CRJU 3250. Crime and the Media. 3-0-3 Units.**

*Analyzes the role the mass media has on human behavior, subsequently affecting human judgment, attitudes, perceptions of crime, and societal reactions to crime in general. This course analyzes how the general public processes the "criminal event" and other pertinent information regarding crime and how this process is fundamentally derived from the media and is an instrumental element in the creation of fear of crime.*

*Prerequisites: CRJU 1100.*

**CRJU 3300. Corrections. 3-0-3 Units.**

*A study of the history, structure, and functions of corrections as well as the legal and philosophical basis for the punishment of criminal offenders.*

*Prerequisites: CRJU 1100.*

**CRJU 3350. Drugs in America. 3-0-3 Units.**

*Explores and analyzes the complex experience of illicit drug use in America from multiple angles with specific attention to the ways that our culture understands drugs, drug use, and drug policy as a social/criminal justice problem. Topics include punishment, interdiction, prevention, and or rehabilitation.*

*Prerequisites: CRJU 1100.*

**CRJU 3400. Juvenile Delinquency & Justice. 3-0-3 Units.**

*Reviews the juvenile justice system, including the impact of Supreme Court decisions, and examines the theories of juvenile delinquency and the implication of those theories for preventing and controlling juvenile deviance.*

*Prerequisites: CRJU 1100.*

**CRJU 3500. Criminal Investigation I. 3-0-3 Units.**

***An overview of principles, techniques, law and procedure involved in the criminal investigative process from its inception to culmination.***

***Prerequisites: CRJU 1100.***

***CRJU 3501. Criminal Investigation II. 3-0-3 Units.***

***Continues information introduced in CRJU 3500, with special focus on the investigation of the crimes of burglary, robbery, forgery, homicide, assault, and bombings. Providing testimony in court, assessing modus operandi, and developing personality profiles will also be examined, as well as obtaining fingerprints and other types of latent evidence.***

***Prerequisites: CRJU 3500.***

***CRJU 3600. Criminal Justice Administration. 3-0-3 Units.***

***Introduction to criminal justice management theory, practice, and policy. This course includes a review of traditional schools or organizational theory, including bureaucracy, scientific management, human relations, and the behavioral approach, with particular emphasis on how each applies to criminal justice agencies.***

***Prerequisites: CRJU 1100.***

***CRJU 3700. Crim Just Research Methodology. 3-0-3 Units.***

***An introduction to criminal justice research methodologies, with a focus on research design, ethical concerns, conceptualization, sampling, data analysis, interpretation of research results, report writing, and application of research findings.***

***Prerequisites: CRJU 3200, ENGL 3000.***

***CRJU 3710. Special Topics in Criminal Justice. 3-0-3 Units.***

***An intensive study of a specific topic relevant to criminal justice, including sex crimes, terrorism, drug law, or capital punishment. This course may be taken three times for a total of nine credit hours when topics vary.(F)***

***Prerequisites: CRJU 1100.***

***CRJU 3800. Race, Ethnicity & Criminal Justice. 3-0-3 Units.***

***Addresses the racial impact of criminal laws enacted by the people's elected representatives, the actions and policies of law enforcement agencies, the courts, correctional institutions, the juvenile justice system, and the death penalty. Raises awareness and promotes critical thinking about the problems that exist in our system, how those problems originated and evolved, and possible solutions for these problems.***

***Prerequisites: CRJU 1100.***

***CRJU 3810. Victimology. 3-0-3 Units.***

***Addresses the physical, emotional, and financial impact of crime victimization; the relationship between victims and offenders; how the criminal justice system interacts with crime victims; and the policies designed by the government to offer assistance to individuals who are victimized by crime.***

*Raises awareness and promotes critical thinking and problem solving about the most effective strategies for interaction with crime victims, the measurement of crime victimization, and victim trends.*

*Prerequisites: CRJU 1100.*

**CRJU 4000. Internship in Criminal Justice. 0-0-3 Units.**

*Supervised, practical experience in an appropriate criminal justice agency. This course allows students the opportunity to discover the integration between theory and practice. This course may be taken three times for a total of nine hours of credit.*

*Prerequisites: Permission of Instructor and 12 credit hours of upper-level Criminal Justice courses.*

**CRJU 4110. The Law of Criminal Evidence. 3-0-3 Units.**

*An examination of the rules of evidence used in criminal prosecutions, including burden of proof, presumptions, inferences and stipulations, relevancy of evidence and competency of witnesses, expert testimony, hearsay, and constitutional limitations.*

*Prerequisites: CRJU 1100.*

**CRJU 4200. Profiling the Serial Offender. 3-0-3 Units.**

*An examination of the type and patterns of crimes committed by serial offenders and the process by which profiles are developed to solve these crimes.*

*Prerequisites: CRJU 1100.*

**CRJU 4210. Terrorism & Criminal Justice System. 3-0-3 Units.**

*An examination of the motives and actions of terrorists, the governmental response to terrorism, especially in the wake of 9/11, and the legal and constitutional restraints on the government. Included will be issues such as surveillance of American citizens, detention of suspected terrorists, enemy combatants, limits on the methods of interrogation, and use of military tribunals.*

*Prerequisites: CRJU 1100.*

**CRJU 4300. Community Corrections. 3-0-3 Units.**

*An examination of alternatives to incarceration. Special emphasis will be given to the issues of probation and parole, as well as diversion, community service, electronic monitoring, and various treatment programs.*

*Prerequisites: CRJU 1100, CRJU 3300.*

**CRJU 4350. Family Violence. 3-0-3 Units.**

*Explores a range of crimes that occur in the family setting, including violence between intimate partners, child abuse, and neglect. Theoretical factors, as well as how the criminal justice system responds to both victims and perpetrators of family violence, will be examined.*

*Prerequisites: CRJU 1100.*

**CRJU 4500. Management of Forensics. 3-0-3 Units.**

*The scientific investigation of crime with emphasis on the collection, analysis, comparison, and identification of physical evidence.*

**Prerequisites:** CRJU 1100, CRJU 3500.

**CRJU 4600. Police Practices and Issues. 3-0-3 Units.**

*An advanced examination of policing, exploring topics including the police subculture, the police use of discretion, the broken-windows approach, community policing, and problem-solving approaches.*

**Prerequisites:** CRJU 1100.

**CRJU 4700. Ethical Issues in Criminal Justice. 3-0-3 Units.**

*An examination of the philosophical theories underlying ethics and how they relate to issues involving the police, courts, corrections, law, and principles of justice.*

**Prerequisites:** CRJU 1100.

**POLS 3100. Constitutional Law. 3-0-3 Units.**

*Offers a comprehensive study of American constitutional law focusing on civil rights, civil liberties, and equal protection. Constitutional claims examined include the denial of freedoms under the Bill of Rights, the equal protection of laws under the 14th Amendment, and civil rights legislation enacted by Congress since the Civil War. The course will also focus on the application and interpretation of the constitutional protections by the American courts.*

**Prerequisites:** POLS 1101.

**PSYC 3850. Forensic Psychology. 3-0-3 Units.**

*Examines the relationship between psychology and law, focusing on the roles of psychologists in legal settings. Focuses on the applicability of various psychological theories to criminal justice processes. Topics include competence evaluations, rehabilitation potential, accuracy of eyewitness testimony, the psychology of jury selection, bystander apathy, the insanity defense, and the effectiveness of the polygraph, among others.*

**Prerequisites:** PSYC 1101 & ENGL 1102.

**SOCI 3800. Development of Criminal Behavior. 3-0-3 Units.**

*Focuses on understanding the development of criminal behavior. The course will cover topics such as the causes of violent crime and the development of criminality.*

**Prerequisites:** ENGL 1102 with a C or better.

**Prerequisites:** SOCI 1101 OR POLS 1101 OR CRJU 1100

**SJUS 3050. Politics of Social Justice. 3-0-3 Units**

*This course examines selected contemporary issues of social justice at the national, state, and local level of politics in the United States. This course analyzes various social justice issues through an economic, demographic, institutional, and political lens. Course topics include a critical analysis of*



*governance, criminal law, economic development, immigration, poverty and race, drugs, and social equity.*

***Prerequisites: SOCI 1101 OR POLS 1101 OR CRJU 1100***

***SJUS 4000. Social Justice Culture. 3-0-3 Units***

*This course examines the relationship between music, art, movies & television, and social justice in the United States. These mediums bring people together, challenge the status quo, and shine a light on what is happening in various communities. This course will explore a range of music, art, movies, and television that reflect and influence social justice issues.*

***Prerequisites: SJUS 3000***

***SJUS 4050. Law and Social Justice. 3-0-3 Units***

*This course analyzes the relationship between legal institutions, inequality, and the ability of social groups to produce fundamental social change.*

***Prerequisites: SJUS 3000***

***SJUS 4800. Social Justice Policy Analysis. 3-0-3 Units***

*This course provides students with the tools to analyze policy implementation and effectiveness in the criminal justice system. Policies are evaluated in the areas of policing, corrections, courts, and criminal justice. Research methods and case study analysis will be used to evaluate and inform the creation of crime-related policies.*

***Prerequisites: SJUS 3000***

***SOCI 3800. Development of Criminal Behavior. 3-0-3 Units.***

*Focuses on understanding the development of criminal behavior. The course will cover topics such as the causes of violent crime and the development of criminality.*

***Prerequisites: ENGL 1102 with a C or better.***

**2021 - 2022**  
**Program Map**  
**eMajor – B.S. in Criminal Justice**  
**Social Justice Concentration**

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101	3	ENGL 1102	3
MATH 1XXX	3	AREA D	3
CRJU 1100	3	AREA B	3
AREA E	3	AREA E	3
AREA B	3	CRJU 2100	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> <li>• Complete ENGL 1101; Required to earn C or higher.</li> </ul>		<ul style="list-style-type: none"> <li>• Complete ENGL 1102; Required to earn C or higher.</li> </ul>	
YEAR 2e			
TERM 1		TERM 2	
Course	Credits	Course	Credits
AREA C	3	AREA D	3
AREA D	3	AREA C	3
CRJU 2200	3	AREA E	3
CRJU 3100*	3	Area F – SOCI 1160	3
AREA E	3	CRJU 3200*	3
SEMESTER TOTAL	15	SEMESTER TOTAL	
Milestones		Milestones	
*CRJU CORE – CRJU 3100, 3110, 3200, 3300, 3700, 4700, 4800 (Need 21 hours)		*CRJU CORE – CRJU 3100, 3110, 3200, 3300, 3700, 4700, 4800 (Need 21 hours)	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CRJU 3100*	3	CRJU 3300*	3
CRJU 3700*	3	CRJU 4700*	3
AREA F – COMM 1100	3	SJUS 3050 ***	3
SJUS 3000 ***	3	CRJU Elective– GENERAL**	3
CRJU Elective – GENERAL **	3	CRJU Elective – GENERAL **	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
<b>Milestones</b>		<b>Milestones</b>	
*CRJU CORE – CRJU 3100, 3110, 3200, 3300, 3700, 4700, 4800 (Need 21 hours) **CRJU GENERAL (Need 27 hours) ***CRJU Social Justice Concentration (SJUS) – SJUS 3000, 3050, 4000, 4050, 4800		*CRJU CORE – CRJU 3100, 3110, 3200, 3300, 3700, 4700, 4800 (Need 21 hours) **CRJU GENERAL (Need 27 hours) ***CRJU Social Justice Concentration (SJUS) – SJUS 3000, 3050, 4000, 4050, 4800	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CRJU Elective – GENERAL or CRJU 4800**	3	CRJU Elective – GENERAL or CRJU 4800 **	3
SJUS 4000 ***	3	CRJU Elective – GENERAL **	3
SJUS 4050 ***	3	CRJU Elective – GENERAL **	3
CRJU Elective – GENERAL **	3	CRJU ELECTIVE – GENERAL**	3
CRJU Elective – GENERAL **	3	GENERAL ELECTIVE/PWLA	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
<b>Milestones</b>		<b>Milestones</b>	
Apply for Graduation  **CRJU GENERAL (Need 27 hours) ***CRJU Social Justice Concentration (SJUS) – SJUS 3000, 3050, 4000, 4050, 4800  CRJU 4800 Senior Capstone Seminar in Criminal Justice – serves as the capstone course for criminal justice majors where majors must pass this course with a “C” of better. You must be in senior standing; have 45 hours of upper level criminal justice courses; and have completed CRJU 1100 and CRJU 3700.		**CRJU GENERAL (Need 27 hours)  CRJU 4800 Senior Capstone Seminar in Criminal Justice – serves as the capstone course for criminal justice majors where majors must pass this course with a “C” of better. You must be in senior standing; have 45 hours of upper level criminal justice courses; and have completed CRJU 1100 and CRJU 3700.  The Four-Year Plan is designed ONLY as a guide. It does not guarantee that all courses listed will be offered during a given semester, or if they are offered that the scheduling will not conflict. Estimated time of completion is based on 15-hour semesters, with no Summer classes. A change in hours or courses during the summer will reduce or extend the time needed.	

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## **eMajor Criminal Justice Curriculum FAQs**

What are Area F Criminal Justice Courses?

There are three Criminal Justice courses included in Area F that you are required to take in order to graduate (9 hours). These courses include CRJU 1100 – Introduction to Criminal Justice; CRJU 2100 – Introduction to Law Enforcement; and CRJU 2200 – The Judicial Process. These 9 hours will count toward AREA F where you need a total of 18 hours).

Other Courses: - COMM 1100, PHIL 2020, SOCI 1160, POLS 2201

What are Criminal Justice Major Core Courses?

Students seeking a B.S in Criminal Justice are required to take 21 hours of major core in order to graduate. These courses include: CRJU 3100 – Criminal Law; CRJU 3110 – Criminal Procedures; CRJU 3200 – Criminology; CRJU 3300 – Corrections; CRJU 3700- Research Methodology; CRJU 4700 – Ethical Issues in Criminal Justice; and CRJU 4800 – Senior Capstone Seminar in Criminal Justice.

What are Criminal Justice Social Justice concentration Courses?

Students who are seeking a Criminal Justice Degree with a concentration in Social Justice are required to take 12 hours of classes from the following electives: SJUS 3000 – Introduction to Social Justice; SJUS 3050; SJUS 4000; SJUS 4050; and SJUS 4800. This concentration requires eMajor courses that are a part of eMajor ORGL (Organizational Leadership).

What are General Electives and PWLA Courses?

General Elective courses include any courses 1000 – 4000. PWLA courses include physical wellness or education type courses

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INSTRUCTIONS	CURRICULUM MAPPING TEMPLATE							
	DEPARTMENT:	PROGRAM:	COURSES	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	Department of Civic Engagement and Public Service (Criminology)			on completion of the online criminal justice degree, students will demonstrate				
2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)	Criminal Justice		...mastery of the essential content of the criminology core curriculum	...the ability to critically analyze major concepts and theoretical perspectives in criminal justice	...an understanding of essential elements of academic and professional writing	an understanding of academic and professional research and scholarship	...an understanding of professional and ethical values in the criminal justice field.	
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)			1 CRJU1100	I	I	I	I	I
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)			2 CRJU2100	I				
			3 CRJU2200	I				
	<b>INTRODUCED:</b> Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.			4 CRJU3100	R			
				5 CRJU3110	R			
				6 CRJU3200	R	R	R	R
				7 CRJU3250				R
				8 CRJU3300	R			R
				9 CRJU3350	R			R
				10 CRJU3400	R			R
				11 CRJU3500	R			R
				12 CRJU3501	R			R
				13 CRJU3600				R
				14 CRJU3700	R	R	R	M
				15 CRJU3710			R	R
				16 CRJU3800			R	R
				17 CRJU3810	R	R	R	R
				18 CRJU4000	R		R	
				19 CRJU4110	R			
	5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.  In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.			20 CRJU4200	R	R		
			21 CRJU4210	R				
			22 CRJU4300	R	R			
			23 CRJU4350	R	R			
			24 CRJU4500	R			R	
			25 CRJU4600	R	R		R	
			26 CRJU4700	R	R	R	R	
			27 CRJU4800	M	M	M	M	
			28 POLS3100	R				
			29 PSYC3850	R				
			30 SOCI3800		R		R	
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.								

All courses are mapped to introductory, reinforcement, or mastery level. Data are collected at the master level for two courses only: CRJU 4800 (Senior Capstone) and CRJU 3700 (Research Methodology).

## BS in Criminal Justice Assessment Plan

<b>Outcomes</b>	<b>Outcome Measures</b>	<b>Review of Outcome Data</b>	<b>Outcome Target</b>
Demonstrate mastery of the essential content of the criminology core curriculum	Capstone Portfolio Project incorporating elements from Criminology, Research, and Criminal Justice Courses. Portfolio assessed with rubric.	Assessment results reviewed by program coordinators and faculty annually.	80% of students score acceptable or above on assessment rubric for this artifact.
Demonstrate the ability to critically analyze major concepts and theoretical perspectives in criminal justice	Critical Analysis portion of Capstone Portfolio Project assessed by rubric.	Assessment results reviewed by program coordinators and faculty annually.	70% of students score acceptable or above on assessment rubric for this artifact.
Demonstrate an understanding of essential elements of academic and professional writing	Capstone Portfolio Project assessed with written communication rubric that emphasizes ability to integrate theory with practical examples, organization, and mechanical-grammatical correctness.	Assessment results reviewed by program coordinators and faculty annually.	70% of students score acceptable or above on assessment rubric for this artifact.
Demonstrate an understanding of academic and professional research and scholarship	Research Project in Criminal Justice Research Methodology assessed using rubric emphasizing the understanding of Criminal Justice methodology and conventions of CJ discourse.	Assessment results reviewed by program coordinators and faculty annually.	70% of students score acceptable or above on assessment rubric for this artifact.
Demonstrate an understanding of professional and ethical values in the criminal justice field	Ethics Examination in Capstone course.	Assessment results reviewed by program coordinators and faculty annually.	70% of students score at an acceptable level or above on Ethics Examination.

<b>University of West Georgia Criminology</b>		<b>USG E-Major Criminal Justice</b>	
<b>Course # &amp; Name</b>	<b>Learning Outcomes</b>	<b>Course # &amp; Name</b>	<b>Learning Outcomes</b>
CRIM-1100 - Introduction to Criminal Justice	This course provides an overview of the criminal justice system in the United States. Topics covered include definitions and measures of crime, fear of crime, victims of crime, law enforcement, courts, corrections, and juvenile justice.	CRJU 1100 Intro to Criminal Justice	Introduces the structure, functions, and operations of criminal justice agencies, including the police, the courts, and corrections.(F,S)
CRIM-2272 - Introduction to Law Enforcement	Law enforcement in America will be examined at the federal, state and local levels. The history of law enforcement, the structure and functions of law enforcement agencies and the role of police in society will be covered. In addition, the course will explore the management of police and the challenges facing police administrators.	CRJU 2100. Intro to Law Enforcement.	Provides an overview of law enforcement in a free society and the relationship of police to the criminal justice system as a whole. History, organization, operations, and selected issues are examined.(F)
CRIM-2274 - American Criminal Courts	This course introduces students to the history, traditions, and philosophy of criminal courts in America. It focuses on the organizational structures of the courts at the local, state, and federal levels. Students will learn about the various legal actors(e.g., judges, prosecutors, defense attorneys) and the roles they play in the courtroom. Finally, this course examines the nature of	CRJU 2200. The Judicial Process	Provides an overview of the judicial component of the criminal justice system which focuses on the structure, role, jurisdiction, and operation of the courts and the courtroom workgroup in the adjudicatory and appellate process at the local, state, and federal levels.

	criminal law and the procedures that must be followed when defendants enter the judicial system from arraignment to sentencing.		
CRIM-3323 - Criminal Law	Covers the fundamental elements of criminal law such as mens rea and actus reus as well as crimes such as murder, burglary, assault and battery. Significant cases and articles on historically well-established crimes will be examined as will some of the contemporary and more controversial crimes or instances of crime. Legal reasoning interpretative skills will be emphasized.	CRJU 3100. Criminal Law	Offers an overview of both substantive and procedural law related to the definitions, investigations, processing, and punishment of crimes. The course will introduce students to the legal idea of criminal responsibility, the concept and elements of criminal responsibility, required state of mind (mens rea), and prohibited conduct (actus reus). The course discusses the substantive content, structure, and sources of major crimes against persons and property and provides a comprehensive evaluation of various legal defenses to criminal liability under both common law (case law) and statutory law (legislative law) approaches. Prerequisites: CRJU 1100.
CRIM-2273 - Criminal Procedure	Criminal Procedure covers the major U.S. Supreme Court decisions regarding law enforcement. These cases provide the boundaries which facilitate as well as limit the actions of law enforcement officers in such activities as: 'stop and frisk', arrest, questioning, surveillance, vehicle stops and searches, as well as search and seizures which yield evidence	CRJU 3110. Criminal Procedure	A study the nature and function of the law regulating the criminal processes, policies, and procedures in the administration of criminal justice. Special attention will be given to United States Supreme decisions.(F) Prerequisites: CRJU 1100.



	admissible at trial. Also emphasizes legal reasoning and interpretation as well as the fundamental elements of case briefing and jurisdiction.		
CRIM-3240 - Criminological Theory	An overview of the major historical developments in criminological theory, with an emphasis on basic assumptions, concepts, and propositions of criminological theories of crime.	CRJU 3200. Criminology	A study of the nature and scope of crime in society with an emphasis on criminological theories.(S) Prerequisites: CRJU 1100.
CRIM-3241 - Corrections	A study of the past, present, and future trends, issues and philosophies of corrections. Particular emphasis will be placed on the issues and concerns of the maximum security prison.	CRJU 3300. Corrections.	A study of the history, structure, and functions of corrections as well as the legal and philosophical basis for the punishment of criminal offenders. Prerequisites: CRJU 1100.
CRIM-3242 - Drug Abuse	An examination of the current and historical patterns of alcohol and drug use, abuse, and control. Strong emphasis will be given to patterns of usage and types and kinds of programs used by helping agencies in the rehabilitation process. Same as CHM 3140.	CRJU 3350. Drugs in America	Explores and analyzes the complex experience of illicit drug use in America from multiple angles with specific attention to the ways that our culture understands drugs, drug use, and drug policy as a social/criminal justice problem. Topics include punishment, interdiction, prevention, and or rehabilitation. Prerequisites: CRJU 1100.
CRIM-2245 - Juvenile Delinquency	This course will examine the types and patterns of juvenile delinquency and the social and institutional context within which delinquency occurs. Major theories of delinquency will be presented. The juvenile justice system will be discussed with a focus on	CRJU 3400. Juvenile Delinquency & Justice.	Reviews the juvenile justice system, including the impact of Supreme Court decisions, and examines the theories of juvenile delinquency and the implication of those theories for preventing and controlling juvenile deviance. Prerequisites: CRJU 1100.

	historical changes and contemporary challenges.		
CRIM-4000 - Research Methodology	An introduction to the logic and procedures of quantitative and qualitative research methods. Focuses on research design, use of computer and statistical packages, data interpretation, the relation of research and theory, and the writing of scientific research reports.	CRJU 3700. Crim Just Research Methodology.	An introduction to criminal justice research methodologies, with a focus on research design, ethical concerns, conceptualization, sampling, data analysis, interpretation of research results, report writing, and application of research findings. Prerequisites: CRJU 3200, ENGL 3000.
CRIM-4279 - Race and Crime	This course examines the relationship between race, ethnicity, and crime and racial issues confronting the criminal justice system. Students will explore how other minority groups are treated by the criminal justice system. The course also examines how classical and contemporary theories are used to explain racial biases in the criminal justice system.	CRJU 3800. Race, Ethnicity & Criminal Justice	Addresses the racial impact of criminal laws enacted by the people's elected representatives, the actions and policies of law enforcement agencies, the courts, correctional institutions, the juvenile justice system, and the death penalty. Raises awareness and promotes critical thinking about the problems that exist in our system, how those problems originated and evolved, and possible solutions for these problems.
CRIM-3333 - Victimology	Provides an in-depth analysis of the victims of crime. This course focuses on the historical development of victimology, which emerged in the 1940's as an independent field of study as well as surveying some of the more recent works by contemporary thinkers.	CRJU 3810. Victimology.	Addresses the physical, emotional, and financial impact of crime victimization; the relationship between victims and offenders; how the criminal justice system interacts with crime victims; and the policies designed by the government to offer assistance to individuals who are victimized by crime. Raises awareness and promotes critical thinking and problem solving about the most

			effective strategies for interaction with crime victims, the measurement of crime victimization, and victim trends.
CRIM-4911 - Terrorism	This course examines domestic and international terrorism. It looks at the theories concerning the causes of terrorism and the various ways that individuals and institutions respond to terrorism. The 'war on terrorism' is examined for its unintended consequences.	CRJU 4210. Terrorism & Criminal Justice System.	An examination of the motives and actions of terrorists, the governmental response to terrorism, especially in the wake of 9/11, and the legal and constitutional restraints on the government. Included will be issues such as surveillance of American citizens, detention of suspected terrorists, enemy combatants, limits on the methods of interrogation, and use of military tribunals.
CRIM-4232 - Family Violence	This course will examine family violence from both a personal and social perspective. Research and theory in family violence will be discussed, along with types of relationships, incidence, prevalence, interpersonal dynamics, contributing factors, consequences, social response and services. Prevention strategies will be explored.	CRJU 4350. Family Violence	Explores a range of crimes that occur in the family setting, including violence between intimate partners, child abuse, and neglect. Theoretical factors, as well as how the criminal justice system responds to both victims and perpetrators of family violence, will be examined.

INSTRUCTIONS	CURRICULUM MAPPING TEMPLATE							
	DEPARTMENT:	PROGRAM:	COURSES	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	Department of Civic Engagement and Public Service (Criminology)			on completion of the online criminal justice degree, students will demonstrate				
2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)	Criminal Justice		...mastery of the essential content of the criminology core curriculum	...the ability to critically analyze major concepts and theoretical perspectives in criminal justice	...an understanding of essential elements of academic and professional writing	an understanding of academic and professional research and scholarship	...an understanding of professional and ethical values in the criminal justice field.	
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)			1 CRJU1100	I	I	I	I	I
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)			2 CRJU2100	I				
			3 CRJU2200	I				
	<b>INTRODUCED:</b> Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.			4 CRJU3100	R			
				5 CRJU3110	R			
				6 CRJU3200	R	R	R	R
				7 CRJU3250				R
				8 CRJU3300	R			R
	<b>REINFORCED:</b> Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.			9 CRJU3350	R			R
				10 CRJU3400	R			R
				11 CRJU3500	R			R
				12 CRJU3501	R			R
	<b>MASTERED:</b> Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.			13 CRJU3600				R
				14 CRJU3700	R	R	R	M
				15 CRJU3710			R	R
				16 CRJU3800			R	R
				17 CRJU3810	R	R	R	R
				18 CRJU4000	R		R	R
				19 CRJU4110	R			
	5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.			20 CRJU4200	R	R		
In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.			21 CRJU4210	R				
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.			22 CRJU4300	R	R			
			23 CRJU4350	R	R			
			24 CRJU4500	R			R	
			25 CRJU4600	R	R		R	
			26 CRJU4700	R	R	R	R	
			27 CRJU4800	M	M	M	M	
			28 POLS3100	R				
			29 PSYC3850	R				
			30 SOCI3800		R		R	

All courses are mapped to introductory, reinforcement, or mastery level. Data are collected at the master level for two courses only: CRJU 4800 (Senior Capstone) and CRJU 3700 (Research Methodology).

### CRJU 3700 Rubric for Research Project

Criteria	<b>Superior (A)</b> 25 points	<b>Good (B)</b> 22 points	<b>Acceptable (C)</b> 20 points	<b>Needs Improvement (D)</b> 15 points	<b>Failing</b> 0 points	<b>Criterion Score</b>
Overall Completion 25%	Specific and complete. Thoughtful and thoroughly developed ideas that fully meet the guidelines. Easy to read, follow, and comprehend the intent of the essay.	The research project is good. Adequate information as to how the criteria are met. There are minor inconsistencies and weaknesses in the essay.	The criteria for the project are acceptable. Limited information is provided. Lacks focus and detail. Not well thought out.	Does not meet most criteria, fails to provide information, provides inaccurate information, and/or provides information that requires substantial clarification as to how the criteria are met.	The paper does not meet any acceptable criteria. The paper contains substantial inaccurate information.	/25
Evaluation and incorporation of appropriate academic and professional research and scholarship 25%	The author incorporates scholarly and professional research throughout the paper. The author's ability to assess the quality of research, including methodologies, data analysis, and conclusions is superior.	The author incorporates scholarly and professional research throughout most of the paper. The author's ability to assess the quality of research, including methodologies, data analysis, and conclusions is good.	The author incorporates scholarly and professional research sparingly in the paper. The author's ability to assess the quality of research, including methodologies, data analysis, and conclusions is acceptable.	The author incorporates scholarly and professional research minimally or uses non-scholarly resources throughout most of the paper. The author's ability to assess the quality of research, including methodologies, data analysis, and conclusions is below average.	The author does not incorporate any scholarly or professional research in the paper. The author's ability to assess the quality of research, including methodologies, data analysis, and conclusions is non-existent.	/25
Demonstrates an understanding of the material, level of content, and understanding of learning objectives 25%	Content indicates synthesis of ideas, in-depth analysis, and evidence of original thought and support for the topic. Learning Objectives are clearly understood. A high degree of	Content indicates original thinking and develops ideas with sufficient and firm evidence. Critical thinking is weaved into the points of the essay.	Content indicates thinking and reasoning applied with an original thought on a few ideas. Some critical thinking is present but an understanding of the learning objectives are not clear.	Shows little thinking and reasoning and most ideas are underdeveloped and unoriginal. There is little evidence of critical thinking or understanding of the learning objective.	The author does not demonstrate any understanding of the content or the learning objectives.	/25

	critical thinking is exhibited.					
Use of appropriate language, Sentence Structure, Grammar, and Citation 25%	All sentences are well constructed and have varied structure and length. The writing is free or almost free of errors in grammar, mechanics, and/or spelling. APA format is used accurately and consistently in the paper and on the References page. Paper is the proper length.	Most sentences are well constructed and have varied structure and length. Occasional errors in grammar, mechanics, and/or spelling, that do not interfere with understanding. APA format is used with minor errors.	Most sentences are well constructed, but they have a similar structure and/or length. Several errors in grammar, mechanics, and/or spelling interfere with understanding . There are frequent errors in APA formatting. The Paper is not sufficient in length.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. Numerous errors in grammar, mechanics, and/or spelling that interfere with understanding are made. The format of the paper is not recognizable as APA with minimal or no citations. The essay is overall sloppy.	The content of the paper is incoherent. The reader stops reading and is confused.	/25

**CRJU 4800- Capstone Final Project Rubric**

Criteria	Superior (A) 25 points	Good (B) 22 points	Acceptable (C) 20 points	Needs Improvement (D) 15 points	Failing 0 points	Criterion Score
Demonstrate mastery of the essential content of the criminology core curriculum 25%	The capstone project is specific and complete. The project is thoughtful and thoroughly developed incorporating elements from core CRJU courses. The project fully meets assignment guidelines and is easy to read, follow, and comprehend.	The capstone project is good. The information meets the assignment criteria. Inconsistencies and weaknesses present in the project are minimal.	The criteria for the capstone project are acceptable. The information in the project is limited but covers the basic concepts. The project does not maintain focus and detail throughout.	The capstone project does not meet most of the criteria, fails to provide information, provides inaccurate information, and/or provides information that requires substantial clarification as to how the criteria are met.	The capstone project does not meet any acceptable criteria. The author demonstrates little to no mastery of the core criminology curriculum.	/25
Demonstrate the ability to critically analyze major concepts and theoretical perspectives in CRJU 25%	The capstone project is specific and complete. Thoughts are well organized and demonstrate a critical analysis of major CRJU concepts and theories. The project is thorough and organized, leaving the reader with no unanswered questions.	The capstone project meets assignment guidelines. Thoughts are organized and some critical analysis is provided, but the project could include more theoretical application. The reader is left with a few questions.	Basic information is provided in the capstone project. The organization is not consistent. The major concepts and theories are minimally analyzed.	The capstone project is confusing, leaving the reader with numerous questions and lacking significant concepts and theoretical perspectives.	The author does not demonstrate the ability to critically analyze major concepts and theoretical perspectives.	/25
Demonstrate an understanding of professionalism and ethical values in CRJU 25%	The capstone project demonstrates an understanding of professional and ethical values. Learning objectives are clearly understood. A high degree of critical thinking is exhibited.	The capstone project includes the use of sufficient evidence of professional and ethical issues. Critical thinking is weaved into parts of the project.	The capstone project demonstrates some critical thinking and understanding of professional and ethical issues is present but a comprehensive understanding is not clear.	The capstone project shows minimal thinking and reasoning. There is little evidence of critical thinking or understanding of professional and ethical issues.	The author does not demonstrate an understanding of professionalism or ethical values or does not address these topics at all.	/25

<p>Demonstrate use of academic and professional writing integrating theory with practical examples, organization, and mechanical grammatical correctness 25%</p>	<p>All sentences are well constructed and have varied structure and length. There are no or few errors in grammar, mechanics, and/or spelling. APA format is used accurately and consistently in the paper and on the References page. The project demonstrates the integration of theory and practical examples. The major requirements of the capstone project are met.</p>	<p>Most sentences are well constructed and have varied structure and length. Occasional errors in grammar, mechanics, and/or spelling exist, but do not interfere with understanding. APA format is used with minor errors. Sufficient evidence of theory integration and use of practical examples is demonstrated.</p>	<p>Most sentences are well constructed, but they have a similar structure and/or length. Several errors in grammar, mechanics, and/or spelling interfere with understanding. There are frequent errors in APA formatting. The requirements of the capstone project are sufficient, but evidence theory integration and the use of practical examples are limited.</p>	<p>Sentences are awkward, are distractingly repetitive, or are difficult to understand. There are numerous grammatical errors, major errors in mechanics, and/or spelling that interfere with understanding information in the capstone project. The format of the paper is not recognizable as APA with minimal or no citations. Minimal evidence of theory integration and little to no use of practical examples. The overall capstone project does not meet the requirements.</p>	<p>The paper shows little to no evidence of acceptable academic writing. Spelling, grammar, and mechanics leave the reader confused and unable to understand the content. No APA formatting. No sources or citations provided.</p>	<p>/25</p>
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## MEMORANDUM OF UNDERSTANDING

*for the*

*The University System of Georgia Affiliate Institutions and USG eMajor*

### **Purpose.**

Institutions of The University System of Georgia (USG) agree to enter into this Memorandum of Understanding (MOU) for a collaborative enrollment opportunity exclusively for students enrolled in approved Bachelor of Science in Criminal Justice to be delivered through the cooperative academic arrangement (see appendix). The USG Institutions that elect to accept this agreement shall be referred to herein as “affiliate institutions.” All affiliate institutions are regionally accredited by the Southern Association of Colleges and Schools Commission of Colleges (SACSCOC) and adhere to the SACSCOC Principle of Integrity.

The Criminal Justice cooperative academic arrangement consists among the following SACSCOC accredited affiliate institutions:

Albany State University  
Dalton State College  
Georgia Highlands  
Georgia Southwestern  
University of West Georgia

### **Responsibilities of the Affiliate Institution:**

- I. **Review and approval of the course content.** The curriculum (see Appendix) is developed by faculty subject matter experts. Each affiliate institution will conduct review and approval of courses by its faculty through the regular institutional governance processes. Documentation of course content is maintained in a portal accessible to all affiliate institutions.
- II. **Review and approval of faculty qualifications.** It is the responsibility of the affiliate institution to ensure that faculty teaching in the cooperative academic arrangement meet the faculty credential standards set forth by the institution and by SACSCOC. Documentation of faculty credentials are maintained in a portal accessible to all affiliate institutions.
- III. **Regularly scheduled evaluation** of the quality and integrity of the content and of student learning outcomes: The assessment process for the courses will include assessment of student learning outcomes in courses, assessment of student learning based on key performance indicators, course evaluations completed by students, and evaluations of full and part-time faculty members. Documentation of assessments will be maintained in a portal accessible to all institutions.

- IV. **Continuous Improvement.** The affiliate institution determines appropriate steps for continuous improvement of the curriculum based on assessments and communicates these steps to the Criminal Justice Curriculum Leadership Committee.
- V. **Assurance of academic quality.** All course credit will be awarded by the student's identified home institution. The institution ensures the academic quality of all academic work resulting in credit recorded on the student's academic transcript.
- VI. **Regular review of the agreement.** The affiliate institution regularly evaluates this cooperative academic arrangement against the mission and standards of the institution and maintains records of such. The agreement may be brought under review for revision upon request by one or more of the affiliate institutions. Affiliates agree to follow the policies and procedures enumerated in the appendix. The institution may terminate participation in this agreement under terms provided below.

#### **Responsibilities of Online Service Provider (USG eMajor)**

- I. **Maintain portals for documentation** of course content, curriculum, faculty credentials, student learning outcomes, and continuous improvement.
- II. **Coordinate the curriculum.** The curriculum is developed by faculty subject matter experts. USG eMajor coordinates the course development efforts on behalf of the affiliate institutions, who each exercise academic oversight of the curriculum. All courses are approved by the faculty of each participating institution through the regular institutional governance processes. USG eMajor will coordinate a process of continuous improvement for the curriculum, based on assessment results.
- III. **Coordinate teaching assignments.** USG eMajor will work with affiliate institutions to recommend qualified faculty to teach in the cooperative academic arrangement. All faculty are approved by the affiliate institutions to ensure that they meet SACSCOC and institutional faculty credential guidelines. USG eMajor will maintain a faculty roster of all faculty members teaching in the cooperative and documentation of faculty credentials. The faculty are funded through shared resources of the affiliate institutions.
- IV. **Coordinate Assessments.** USG eMajor will conduct an assessment process approved by the affiliate institutions and will be responsible for collecting data and distributing it to each of the institutions. Assessment results will be presented annually to the Curriculum Leadership Committee (CLC ) to inform continuous improvement of the courses.
- V. **Support Services.** On behalf of the affiliate institutions and where contractually obligated, USG eMajor coordinates general support for students and faculty, technical support, test proctoring, course maintenance and assisted development, faculty preparation, and overall course evaluation.

#### **Governance.**

The affiliate institution designates appropriate individuals to provide institutional leadership and ensure that student needs are met and that administrative responsibilities related to the delivery of the courses are conducted in a manner consistent with institutional, system, USG eMajor, and SACSCOC policies (See Appendix of Institutional Contacts).

The **Criminal Justice Curriculum Leadership Committee:** In addition to academic oversight provided through the governance of each institution, academic coordination for the collaborative courses will be provided by the Vice President for Academic Affairs at each affiliate institution and by a Curriculum Leadership Committee composed of the following representative(s) from each of the affiliate institutions: an academically qualified Dean, Department Head, or Program Director or their

academically qualified designee. The CLC will meet regularly (at least once per term) to plan and/or evaluate the implementation of courses, curriculum, and vital related matters, such as accreditation compliance, enrollment, and class size guidelines. Any changes to courses or delivery will be discussed by the Curriculum Leadership Committee and then recommended in a timely manner to affiliate institutions for review and approval through appropriate institutional governance processes. All approved changes will be implemented in such a way that will not interrupt completion by existing students or adversely impact the regional accreditation of the affiliate institutions.

**Term of MOU.**

This agreement is effective July 1, 2020 through June 30, 2021, and may thereafter be renewed for one year terms by written acknowledgement.

**Termination of Agreement.** Institutions may withdraw from this cooperative academic arrangement after providing an intent to terminate notice of 12 months to the University System of Georgia, eMajor, and the Affiliate institutions.

The institutions of the University System of Georgia execute this agreement through their duly authorized representatives:

**Accepted and Agreed to by Affiliate Institution, Albany State University**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

**Accepted and Agreed to by Affiliate Institution, Dalton State College:**

Signature: Bruno Hicks Date: Jun 18 2020

Name: Bruno Hicks Title: Provost/VPAA

**Accepted and Agreed to by Affiliate Institution, Georgia Highlands State College:**

Signature: Dr. Dana Nichols Date: Jun 17 2020

Name: Dr. Dana Nichols Title: Provost

**Accepted and Agreed to by Affiliate Institution, Georgia Southwestern University**

Signature: Suzanne Smith Date: Jun 17 2020

Name: Suzanne Smith Title: Provost/VPAA

JG

**Accepted and Agreed to by Affiliate Institution, University of West Georgia:**

Signature: David Jenks

Date: Jun 17 2020

Name: David Jenks

Title: Interim Provost

**USG eMajor Signature**

*Melanieclay*

Jun 17 2020

Dr. Melanie Clay  
Dean of eCore & eMajor

Date

**University of West Georgia as fiscal agent for eMajor**

JG

*David Jenks*

Jun 17 2020

Dr. David Jenks  
Interim Vice President for Academic Affairs/Provost

Date

**APPENDIX**

**Institutional Contacts**

**Criminal Justice Curriculum**

**Policies and Procedures**

**Institutional Contacts**

<b>Institution</b>	<b>Primary Academic Contact</b>	<b>Email address</b>
Albany State University	Dr. Jason Armstrong	Jason.Armstrong@asurams.edu
Dalton State College	Dr. James Wright	jwrigh11@daltonstate.edu
Georgia Highlands State College	Dr. Greg Sumner	gsumner@highlands.edu
Georgia Southwestern University	Ms. Leigh Laughlin	leigh.laughlin@gsw.edu
University of West Georgia	Dr. Vanessa Griffin	vwoodwar@westga.edu

**Criminal Justice Curriculum**

The courses in this cooperative academic arrangement are as follows. All affiliate institutions will use the prefix and the following course numbers and titles. Institutions have properly notified SACSCOC of this cooperative academic arrangement as required. Additional courses may be added with the approval of affiliate institutions.

**Area A-E (42 hours)**

**Area F advising pathway for Criminal Justice (18 hours)**

**Required Upper Division CJ Courses (21 hours) required for all concentration/elective areas**

**Concentration Area: Law Enforcement (30 hours)**

**General Electives (9 hours)**

Required UPPER DIVISION CJ Courses (21HRS)				
CRJU 3100	CRIMINAL LAW		CRJU 3300	CORRECTIONS
CRJU 3110	CRIMINAL PROCEDURES		CRJU 3700	RESEARCH METHODOLOGY
CRJU 3200	CRIMINOLOGY		CRJU 4700	ETHICAL ISSUES IN CJ
CRJU 4800	Senior Capstone			

CONCENTRATION AREA: LAW ENFORCEMENT ( 30 HRS)				
CRJU 4350	FAMILY VIOLENCE		CRJU 4600	POLICE PROBLEMS AND PRACTICES
CRJU 3400	JUVENILE DELINQUENCY AND JUSTICE		CRJU 3800	RACE, ETHNICITY, AND CJ
CRJU 3500	CRIMINAL INVESTIGATIONS		CRJU 3810	VICTIMOLOGY
CRJU 3501	CRIMINAL INVESTIGATIONS II		CRJU 3350	DRUGS IN AMERICA
CRJU 3600	CRIMINAL JUSTICE ADMINISTRATION		CRJU 4300	COMMUNITY CORRECTIONS
CRJU 3710	SPECIAL TOPICS IN CRIMINAL JUSTICE		CRJU 4110	LAW OF CRIMINAL EVIDENCE
CRJU 4200	PROFILING SERIAL OFFENDERS		CRJU 4210	TERRORISM AND THE CRIMINAL JUSTICE SYSTEM

GENERAL CRIMINAL JUSTICE DEGREE ELECTIVES

Free Electives (9HRS)				
CRJU 3250	CRIME AND MEDIA		CRJU 3810	VICTIMOLOGY
CRJU 3710	SPECIAL TOPICS IN CRIMINAL JUSTICE		CRJU 4000	INTERNSHIP IN CJ
CRJU 4350	FAMILY VIOLENCE		CRJU 4500	MANAGEMENT OF FORENSICS
PSYC 3850	FORENSIC PSYCHOLOGY		SOCI 3800	DEVELOPMENT OF CRIMINAL BEHAVIOR
POLS 3100	CONSTITUTIONAL LAW		CRJU 4300	COMMUNITY CORRECTIONS
CRJU 3500	CRIMINAL INVESTIGATIONS		CRJU 3800	RACE, ETHNICITY, AND CJ
CRJU 3501	CRIMINAL INVESTIGATIONS II		CRJU 3350	DRUGS IN AMERICA

Course Descriptions: <https://emajor.usg.edu/degrees/course-descriptions/>

**POLICIES AND PROCEDURES NOT SPECIFIED IN THE MOU**

**Policies and Procedures.** The affiliate institutions agree to follow established and collaboratively agreed-upon policies for grade appeals, academic dishonesty, student/faculty complaints, student code of conduct, and other relevant administrative issues. Final judgement on all student appeals rests with the student's home institution. If the student wishes to continue his/her appeal beyond the decision of the collaborative process, the student must appeal directly to the Provost/VPAA at his/her home institution, following local procedure, within seven calendar days of being notified of the final collaborative decision. Complete policies and procedures under this cooperative academic arrange can be found at:

<https://emajor.usg.edu/current-students/student-guide/policies-and-procedures>



**Academic Advising.** Students will be advised through the procedures established on their home campus. If the student is completing a credential awarded by the institution, progress toward the credential will be monitored by the advisor and confirmed by the Registrar. Communications sent to enrolled students regarding course offerings will be copied to the appropriate institutional designees to ensure that all parties have accurate information.

**Academic Calendar.** In order to allow for the completion and submission of grades at the end of each semester, course offerings will follow the common academic calendar agreed upon by affiliate institutions.

**Access and Accommodations.** The affiliate institution's disability services office determines reasonable accommodations to be implemented. If a student has a disability (including learning, physical, or other), or suspects that he/she has a disability and would like to be considered for accommodations, there are several options. Each institution has an office providing disability services. It is the responsibility of the student to contact the Disability Services Coordinator at their home institution to discuss the documentation and process required for special accommodations.

**Accreditation Oversight.** Each affiliate institution will be responsible for accreditation oversight. The Institution will ensure that all SACSCOC, USG, and institutional policies, procedures, and requirements are followed in the development and implementation of courses in this cooperative academic arrangement.

**Admission.** Each affiliate institution may admit qualified students. Students will self-select the home institution through which they enroll in these courses. Each student enrolled in the Criminal Justice program of study must satisfy the undergraduate admission requirements for his or her selected home institution.

**Assessment.** The student learning outcome data will be compiled and appropriately de-identified per FERPA and distributed to all affiliates for use in institutional effectiveness and institutional research endeavors. The assessment process will include course evaluations completed by students, and evaluations of full and part-time faculty members.

**Course assessment.** All students will have an opportunity to evaluate their respective courses each term. The course evaluation instrument will be approved by affiliates. The results of the assessment will be distributed to each faculty member for use in the improvement of instruction and/or of the course. Assessment results will also be provided to the eMajor Executive Director of Academics and to the appropriate designee at each affiliate institution. It is up to each affiliate institution to determine how such evaluations will be used in their respective promotion and tenure processes.

**Evaluation.** Instructors for courses in this cooperative academic arrangement will be provided a faculty MOU outlining their responsibilities in regard to course setup, course delivery and management, student engagement, proctored exam procedures and end of semester tasks. At each end of term, USG eMajor will conduct an evaluation of instruction on behalf of the affiliate institutions, using an evaluation and rubric approved by the CLC. The results of the semester evaluations will be shared with the affiliate institutions. Evaluations will be based on:

- Online instructional review. In order to comply with institutional policies regarding faculty evaluation, a USG representative may review an instructor's online instructional delivery by scheduling in advance. The evaluation will remain in the instructor file with eMajor and shared with the affiliate institution, as needed.
- An instructor may also request an instructional review for professional development purposes. If the instructor requests an additional evaluation, the results will be provided only to the instructor.
- Student evaluations of the instructor will be collected, collated, and shared with the appropriate designee at affiliate institutions via a portal accessible to the affiliate institution.

In addition, Faculty will follow the annual review procedures of their respective employers, which will determine the role of such evaluations in the institutional promotion and tenure process.

**Billing for Shared Tuition.**

Tuition for the Criminal Justice program is set and approved by the Board of Regents at \$199 per credit hour, and applies uniformly across all affiliate institutions. Tuition is collected through the student's home institution. The home institution retains \$42 per credit hour; \$157 per credit hour is invoiced by USG eCampus, and the tuition revenues are distributed to the affiliate institutions and University System of Georgia service units supporting the Criminal Justice cooperative academic arrangement based on the agreed upon financial model.

**Communication.** Affiliate institutions and USG eMajor will support this partnership through regular and timely communication regarding matters applicable to all parties as well as matters pertaining to individual institutions. Messages to students will be copied to the appropriate institutional and Criminal Justice program designees to facilitate clear communication.

**Course Approval.** Each affiliate institution will conduct review and approval of courses by the faculty through the regular institutional governance processes for curriculum review and approval. USG eMajor will distribute course proposals to the appropriate designee at each affiliate institution.

**Course Curriculum.** The curriculum will be reviewed each year through the annual review conducted by the CLC for continuous improvement.

**Course Scheduling.** USG eMajor will distribute a tentative list of Fall Semester courses to affiliate institutions in February for Summer/Fall terms and in October for Spring.

**Course Transfer.** Courses in this cooperative academic arrangement and approved by the affiliate institution's governing body will be accepted as transfer credit at each USG affiliate institution, provided that the minimum requirements for passing the courses have been met. USG eMajor will work with the individual affiliate institutions to develop a course equivalency matrix that will be used to facilitate the transfer of credit. Acceptance of credit for degree programs will be at the discretion of the individual affiliate institutions.

**Course Withdrawal.** Withdrawal dates will follow the common calendar. The calendar will include dates for registration, schedule change, course withdrawal, and attendance verification.

**Credit for Prior Learning.** Credit for prior learning (CPL) and the ability to credential experiential learning is a high priority for eMajor. A comprehensive CPL repository has been developed and approved by the Curriculum Leadership Committees. eCampus will administer and assess the appropriate exams and/or portfolios according to the approved policies and procedures. Successful candidates will receive “K” credit for any successful attempt, and eCampus will notify the appropriate institutional registrar’s office of the awarded credit. In accordance with this agreement, students may not be charged and are not required to pay any institutional “fee” to process awarded credit for the eMajor degree programs. Additionally, affiliate institutions may allow students to earn academic credit through the institutional policy on prior learning.

Curriculum credit recommendations for Georgia Peace Officer Standards and Training Council (POST) Graduates were finalized by a team of Subject Matter Experts, including representatives from collaborative institutions, and adhere to the Council for Adult and Experiential Learning’s *Ten Standards*. eMajor partners agree to evaluate POST transcripts for institutional students and to award credit based on the table below. Please note, students are subject to residency requirements and institutional credit for prior learning policies at their home institution.

<b>Georgia POST Training</b>	<b>Credit for Following Course(s)</b>
<b>Basic Law Enforcement Officer Training</b>	CRJU 1100 – Introduction to Criminal Justice CRJU 2100 – Introduction to Law Enforcement CRJU 3100 – Criminal Law CRJU 3110 – Criminal Procedures CRJU 3500 – Criminal Investigations CRJU 3501 – Criminal Investigations II
<b>Cumulative 40 hours of drug, alcohol, gang and related training</b>	CRJU 3350 – Drugs in America
<b>Supervision Level 1</b>	CRJU 3600 – Criminal Justice Administration
<b>Supervision Level 2</b>	CRJU 3710 – Special Topics – Public Safety Leadership
<b>Crisis Intervention Team (CIT) Training – 40 hour</b>	CRJU 3710 – Special Topics – Crisis Intervention
<b>ALERRT Active Shooter + GNESEA Sexual Assault or cumulative 40 hours of related training</b>	CRJU 3810 – Victimology

<b>Cumulative 40 hours of use of force, community policing, cultural diversity, police discretion, evidence-based policing and related training</b>	CRJU 4600 – Police Problems and Practices
<b>Cumulative 40 hours of ethics, diversity, bias, and related training</b>	CRJU 4700 – Ethical Issues in Criminal Justice

Curriculum credit recommendations for students with military experience were finalized by a team of Subject Matter Experts, including representatives from collaborative institutions, and are based on the American Council on Education’s Guide to the Evaluation of Educational Experiences in the Armed Services. eMajor partners agree to evaluate military transcripts for institutional students and to award credit based on the table(s) below. Please note, students are subject to residency requirements and institutional credit for prior learning policies at their home institution.

**Army  
Military Police (31B)**

<u>Skill level</u>	<u>ACE recommended courses</u>	<u>eMajor course</u>
30	Law enforcement operations (3 hours)	CRJU 2100 – Intro to Law Enforcement
30	Criminal investigation (3 hours)	CRJU 3500 – Criminal Investigations I
30	Criminal procedure (3 hours)	CRJU 3110 – Criminal procedure
40	Criminal Justice Administration (3 hours)	CRJU 3600 – Criminal Justice Administration

**Army  
Criminal Investigator (31D)**

<u>Skill level</u>	<u>ACE recommended courses</u>	<u>eMajor course</u>
30	Criminal Investigations (3 hours)	CRJU 3500 – Criminal Investigations I

30	Criminal Procedure (3 hours)	CRJU 3110 – Criminal Procedure
30	Criminal Law (3 hours)	CRJU 3100 – Criminal Law
30	Criminal Evidence (3 hours)	CRJU 3501 – Criminal Investigations II
30	Criminalistics (3 hours)	CRJU 4500 – Management of Forensics
40	Criminal Justice Administration (3 hours)	CRJU 3600 – Criminal Justice Administration

**Navy  
Master at Arms**

<u>Skill level</u>	<u>ACE recommended courses</u>	<u>eMajor course</u>
MA3	Criminal Evidence & procedures (3 hours)	CRJU 3110 – Criminal procedure
MA3	Criminal Investigation (3 hours)	CRJU 3500 – Criminal Investigation I
MAC	Terrorism (3 hours)	CRJU 4210 – Terrorism & the CRJU System

**Marine Corps  
Military Police (5811)**

<u>Skill level</u>	<u>ACE recommended courses</u>	<u>eMajor course</u>
E6	Police supervision (3 hours)	CRJU 3600 – Criminal Justice Administration

**Coast Guard  
Maritime Enforcement Specialist**

<u>Skill level</u>	<u>ACE recommended courses</u>	<u>eMajor course</u>
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ME3	Intro to Criminal Justice (3 hours)	CRJU 1100 – Intro to Criminal Justice
ME3	Intro to Law Enforcement (3 hours)	CRJU 2100 – Intro to Law Enforcement

**Coast Guard  
Criminal Investigators**

<u>Skill level</u>	<u>ACENET recommended courses</u>	<u>eMajor course</u>
IV3	Criminal Law (3 hours)	CRJU 3100 – Criminal Law
IV3	Homeland Security (3 hours)	CRJU 4210 – Terrorism and CJS

**Dual Enrollment Policy.** Courses in this cooperative arrangement are open to dual enrollment opportunities, with support and coordination provided by USG eMajor. Dual enrollment students are accepted under the following conditions:

1. High school students must enroll through an affiliate institution which admits students for dual enrollment.
2. High school dual enrolled students will be held to the same expectations, standards, and rigor as all USG students.

**Faculty Credentials.** It is the responsibility of the affiliate institutions to ensure that faculty teaching in the collaborative meet the faculty credential standards set forth by the institution and by SACSCOC. USG eMajor will collect and maintain all faculty hiring records, including official transcripts, in a secure web portal. Each affiliate institution will have access through the online portal to faculty credential documentation necessary for academic oversight and local accreditation. All instructors are employees of the institutions of the University System of Georgia.

Any courses enrolling students from an affiliate institution's College of Business accredited by the Association to Advance Collegiate Schools of Business (AACSB) will be taught by faculty meeting the standards of the accrediting organization.

**Faculty Teaching Assignments.** A USG eMajor representative will distribute all teaching assignments to the Chief Academic Officer of each affiliate institution, and/or his/her designee prior to the start of the term. The affiliate CAO, or designee, will review the academic credentials of all faculty teaching in the Criminal Justice program of study and approve or reject a faculty members' teaching assignment(s) based on that review.

**Fees.** The student's Home Institution is responsible for determining and collecting appropriate institutional fees. Institutional fees belong solely to the Home Institution.

**Financial Aid.** Students will apply for financial aid through the policies and procedures at their home institutions.

**Instructional Delivery.** All parties agree that courses will be delivered using the established University System of Georgia assets for collaborative online arrangements (e.g., USG eMajor, INGRESS, GoVIEW, D2L Support Center, GALILEO).

**Internship Requirements.** The student's Home Institution will be responsible for health screenings, background checks, orientation on FERPA, HIPAA, chemical, biological, radiation safety, state authorization requirements, and other internship requirements.

**Library Services.** The Library at the Home Institution is the primary repository for information resources and services. The faculty and staff of the Libraries ensure that students and faculty have access to appropriate library resources and have regular and timely instruction in the use of the library. Librarians may provide research assistance via in person or through virtual means such as text-messages, e-mail, toll-free telephone, or virtual chat. Faculty and students can obtain books and articles via traditional mail, fax, and electronic delivery; remote access assistance to library databases; and remote access to the collection. Reciprocal arrangements through universities in the University System of Georgia provide borrowing privileges at academic institutions around the state. Links to library resources will be provided within the collaborative learning management system.

**Record Retention.** Affiliate institutions and USG eMajor will comply with the appropriate records retention policies and procedures to ensure compliance with federal and state laws as well as system policies.

**Registration.** Students enrolled in approved Criminal Justice courses associated with this cooperative academic arrangement will register according to the common academic calendar through their institutional registration portals.

**Technology Services.** Technology is necessary for delivery of the courses and for communication. The technology used in course delivery includes the use of the Internet, texting, and use of e-mail. Affiliate institutions provide technical and helpdesk support for students enrolled in the Criminal Justice program of study, as for other students. Students also have access to the eMajor Helpdesk for technical support.

**Title IX.** Title IX inquiries or complaints regarding sexual misconduct or discrimination involving an instructor, administrator or staff member, should be submitted to USG eMajor in writing. All such submissions will be reported to the student's home institution and may involve referring the student to their Home Institution's Title IX resources.

- Title IX Office
- Title IX Coordinators
- University or Campus Police
- University or College Health Services or Counseling Centers
- Office of Civil Rights – Atlanta Office, US Department of Education

# CRJU - 1100 - Introduction to Criminal Justice

2021-2022 Undergraduate New Course Request

## Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursing course?\*

Yes  No

200/806

Is this a College of  ...  ...



Is this a College or  
Education course?\*  Yes  No

Is this a Department  
of Mass  
Communications  
course?\*  Yes  
 No

Is this an Honors  
College course?\*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?\*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 1100

Course Title\* Introduction to Criminal Justice

Long Course Title

Course Type\*

Criminal Justice

Catalog Course  
Description\*

The catalog description of CRJU 1100 is "an introduction to the structure, functions, and operations of criminal justice agencies including the police, the courts and corrections. An extended course description is as states: An overview of the criminal justice system, its philosophy and history of its three major components: police, courts, corrections. A broad- based interdisciplinary analysis of the problems and needs of agencies involved in the criminal justice process; and introduction to theories of crime; and a survey of professional career opportunities for criminal justice.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*

Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?  Yes  No \*

If yes, indicate maximum number of credit hours counted toward graduation. n/a \*

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?  Yes  No \*

If yes, which area(s) (check all that apply):  
 Area A  
 Area B  
 Area C  
 Area D  
 Area E

Status\*  Active-Visible  Inactive-Hidden

Type of Delivery (Select all that apply)\*  
 Carrollton or Newnan Campus: Face-to-Face  
 Entirely Online  
 Hybrid  
 Fully Online

Frequency - How many semesters per year will this course be offered?

Grading\* Undergraduate Standard Letter

Justification and Assessment


**Rationale\*** Students seeking a B.S in Criminal Justice (General Concentration, Law Enforcement Concentration, or Social Justice Concentration) must complete 9 hours of CRJU courses under Area F. There are three Criminal Justice courses included in Area F that you are required to take in order to graduate (9 hours). These courses include CRJU 1100 – Introduction to Criminal Justice; CRJU 2100 – Introduction to Law Enforcement; and CRJU 2200 – The Judicial Process. These 9 hours will count toward AREA F where you need a total of 18 hours).

This course is one of the 18 hours that will count toward Area F. (See <https://emajor.usg.edu/degrees/criminal-justice>)

**Student Learning Outcomes - Please provide these in a numbered list format. \***

1. Students will be able to demonstrate an understanding of the three major components of the Criminal Justice System: law enforcement, the courts, and corrections.
2. Students will demonstrate an understanding of the origins and evolution of the American Criminal Justice system.
3. Students will demonstrate an understanding of frameworks, models, and concepts common to the Criminal Justice System
4. Students will demonstrate an understanding of the influence of the American Criminal Justice System on human behavior and other social institutions.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement


**Present or Projected Annual Enrollment\*** 30-45

**Will this course have special fees or tuition required?\***  Yes  
 No

203/806

**If yes, what will the fee be?\*** n/a

## Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# Introduction to Criminal Justice

## CRJU-1100

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

### □ Description

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The catalog description of CRJU 1100 is "an introduction to the structure, functions, and operations of criminal justice agencies including the police, the courts and corrections. An extended course description is as states: An overview of the criminal justice system, its philosophy and history of its three major components: police, courts, corrections. A broad-based interdisciplinary analysis of the problems and needs of agencies involved in the criminal justice process; and introduction to theories of crime; and a survey of professional career opportunities for criminal justice.

#### Requisites

Prerequisites: NONE

### Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

### Materials

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Criminal Justice: A Brief Introduction

**Author:** Frank Schmallager

**Publisher:** Pearson

**Edition:** 12th

**ISBN:** 9780133805628

**Availability:** The University Bookstore

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Outcomes

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1. Students will be able to demonstrate an understanding of the three major components of the Criminal Justice System: law enforcement, the courts, and corrections.
2. Students will demonstrate an understanding of the origins and evolution of the American Criminal Justice system.
3. Students will demonstrate an understanding of frameworks, models, and concepts common to the Criminal Justice System
4. Students will demonstrate an understanding of the influence of the American Criminal Justice System on human behavior and other social institutions.

## Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

546 - 606 points	90% - 100%	A
412 - 545 points	80% - 89%	B
425 - 484 points	70% - 79%	C
364 - 424 points	60% - 69%	D
Below 363 points	< 60%	F

The Grade of "I" (Incomplete): The grade of "I" is given only to students whose completed

coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

## Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An “A” student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An “B” student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An “C” student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An “D” student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

## Assignments

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Total: 606 Points

### Introduction Quiz & Discussion

You are required to complete the mandatory attendance quiz and participate in the introductory discussion by the course deadline.

6 Points

### Quizzes (10)

At the end of almost every module, you will have a quiz that will consist of 10 multiple choice questions worth 1 point each. There are 10 quizzes for a total of 100 points. You may take each quiz up to two times by the due date. You will get the highest grade of the two attempts.

100 points

### Assignments (4)

There will be 4 homework/participation assignments worth 25 points each. There will be one for each section, posted in the last module of each section. These assignments will consist of a variety of questions that pertain to the material that you were required to read/watch.

100 Points

### Exams (4)

In order to evaluate student progress, four (4) exams worth 100 points each will be required during the semester. These exams will come from information covered from chapters associated with units covered in the course.

400 Points

### Grade Turnaround:

All assignments and assessments will be graded within one week's time. Your instructor will provide along with grades as necessary for feedback.

## ? Schedule

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When	Topic	Notes
Module 1	"Chapter 1: What is Criminal Justice"	Attendance Quiz Introduction Discussion  Quiz 1
Module 2	Chapter 2: The Crime Picture	Quiz 2
Module 3	Explaining Crime (Bohm & Haley)	Assignment 1  Exam 1
Module 4	Chapter 4: Policing: Purpose and Organizations	Quiz 3
Module 5	Chapter 5: Policing: Legal Aspects	Quiz 4
Module 6	Chapter 6: Policing: Issues and Challenges	Assignment 2  Exam 2
Module 7	Chapter 3: Criminal Law	Quiz 5



<b>Module 8</b>	Chapter 7: The Courts	Quiz 6
<b>Module 10</b>	Chapter 9: Sentencing	Assignment 3 Exam 3
<b>Module 11</b>	Chapter 10: Probation, Parole, and Community Corrections	Quiz 8
<b>Module 12</b>	Chapter 11: Prison and Jails	Quiz 9
<b>Module 13</b>	Chapter 12: Prison Life	Quiz 10 Assignment 4
<b>Final Exam Period</b>	Final Exam Period: Exam 4	

## **📌 Course Policies and Resources**

### **Attendance Verification**

**IMPORTANT**- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

The screenshot shows a course management system interface. At the top, there is a navigation bar with links for Course Home, Syllabus, Content, Assessments, Communication, Resources, Library, Design, and SMARTHINKING. Below the navigation bar is a search box and a 'START HERE' dropdown menu. A progress bar indicates 66.67% completion (4 of 6 topics complete). A list of items is shown, including 'Welcome', 'eMajor Course Syllabus', and 'Attendance Requirements & Academic Honesty'. The 'START HERE' item is highlighted with a red box and a red arrow pointing to it. The course ID '209/806' is visible on the right side of the page.

## Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

## Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

## Late Policy:

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx  
Late Quizzes/Exams: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx  
Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx  
Late XXXXXXXX: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

# Academic Misconduct

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection system are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as

is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## **Cheating on Examinations**

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## **Unauthorized Collaboration**

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## **Falsification**

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## **Multiple Submissions**

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## **Evidence and Burden of Proof**

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a

reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## □ Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

### Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:  
[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance:  
<https://www.westga.edu/police/campus-carry.php>  
(<https://www.westga.edu/police/campus-carry.php>)

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](#) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## Additional Items

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### Student Services

Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure

that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

### Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information:

<https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:  
<https://emajor.usg.edu/current-students/accessibility-services.php>.



# CRJU - 2100 - Introduction to Law Enforcement

2021-2022 Undergraduate New Course Request

## Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursina course?\*

Yes  No

217/806

Is this a College of  ...  ...

Is this a college or  
Education course?\*  Yes  No

Is this a Department  
of Mass  
Communications  
course?\*  Yes  
 No

Is this an Honors  
College course?\*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?\*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 2100

Course Title\* Introduction to Law Enforcement

Long Course Title

Course Type\*

Criminal Justice

Catalog Course  
Description\*

This course is an introduction to the study of law enforcement. This semester, we will examine the origins of and changes in the field of law enforcement. We will discuss contemporary policing practices and future challenges for police departments. Finally, we will consider the reciprocal relationship between police forces and the larger society.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation?

Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward

n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum Terminology/Icon Guide](#).

**Prerequisites**

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?\***  Yes  No

**If yes, which area(s) (check all that apply):**

- Area A
- Area B
- Area C
- Area D
- Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

Undergraduate Standard Letter

## Justification and Assessment

**Rationale\*** Students seeking a B.S in Criminal Justice (General Concentration, Law Enforcement Concentration, or Social Justice Concentration) must complete 9 hours of CRJU courses under Area F. There are three Criminal Justice courses included in Area F that you are required to take in order to graduate (9 hours). These courses include CRJU 1100 – Introduction to Criminal Justice; CRJU 2100 – Introduction to Law Enforcement; and CRJU 2200 – The Judicial Process. These 9 hours will count toward AREA F where you need a total of 18 hours).

**Student Learning Outcomes - Please provide these in a numbered list format. \***

1. Students will demonstrate an understanding of law enforcement, its origins and evolution, and its place in the criminal justice system.
2. Students will demonstrate an understanding of the concept common to modern police work.
3. Students will demonstrate an understanding of the mutual influence of American policing and society on one another.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the REQUIRED syllabus.

### Resources and Funding


**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 30-45

**Will this course have special fees or tuition required?\***  Yes  
 No

**If yes, what will the fee be?\*** n/a

### Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# Introduction to Law Enforcement

CRJU- 2100

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

## □ Description

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This course is an introduction to the study of law enforcement. This semester, we will examine the origins of and changes in the field of law enforcement. We will discuss contemporary policing practices and future challenges for police departments. Finally, we will consider the reciprocal relationship between police forces and the larger society.

### Requisites

Prerequisites: NONE

## Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Materials

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Policing American: Challenges and Best Practices

**Author:** Ken Peak

**Publisher:** Pearson

**Edition:** 8<sup>th</sup>/2015

ISBN: 978-0133495652

**Availability:** The University Bookstore

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Outcomes

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This course should enable students to:

1. Students will demonstrate an understanding of law enforcement, its origins and evolution, and its place in the criminal justice system.
2. Students will demonstrate an understanding of the concept common to modern police work.
3. Students will demonstrate an understanding of the mutual influence of American policing and society on one another.

## Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

315 - 350 points	90% - 100%	A
280 - 314 points	80% - 89%	B
245 - 279 points	70% - 79%	C
210 - 244 points	60% - 69%	D
Below 209 points	< 60%	F

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

### Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An “A” student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An “B” student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An “C” student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An “D” student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

## Assignments

### Grade Breakdown:

GRADED ACTIVITY	POINTS	WEIGHT (Percentage of Final Grade)	BRIEF DESCRIPTION
5 Discussions (10 points each)	50 points	~14%	You will complete an original discussion post and two reply discussions posts to your classmates over the assigned readings in each Module ( <i>except</i> for Module 3: Midterm and Module 7: Final).
5 Quizzes (20 points each)	100 points	~28.57%	You will complete a quiz in almost every Module ( <i>except</i> for Module 3: Midterm and Module 7: Final). Quizzes will consist of multiple-choice questions over the assigned readings.
2 Papers (50 points each)	100 points	~28.57%	You will submit two short papers (3-4 pages each) in this course. Each short paper will ask you to answer a question or set of questions about the assigned readings.

			Review the "Writing Guidelines" portion of this Syllabus carefully for a more detailed list of expectations and APA formatting requirements.
2 Exams (50 points each)	100 points	~28.57%	You will complete two major exams in this course, the Midterm Exam in Module 3 and the Final Exam in Module 7. Each exam will include a combination of short answer and multiple-choice questions over the assigned readings.
Total	350 points	100%	

## Course Requirements (Instructional Methods):

This course contains 7 learning modules. Each module represents a unit of instruction. Everything you need for the instruction and assignments is located inside each module.

You should expect to read about 70-80 pages from your textbook for each module. You will complete an original discussion post, two reply discussions posts, and a quiz over the assigned readings in the majority of modules. You will also submit two short papers (3-4 pages each) and two exams (a midterm and a final) in this course.

Quizzes will consist of multiple-choice questions; exams will be a combination of short answer and multiple-choice questions. You are allowed to use your textbook when completing your quizzes and exams. However, they are timed so you will not be able to look up each question. Therefore, it is imperative that you complete the reading and take your own notes before beginning a quiz or exam. The short papers will ask you to answer a question or set of questions about the readings.

## Student Participation Expectations:

You will complete a discussion activity in each Module (excluding the midterm and final weeks/modules). You will be asked to answer a question or set of questions. The questions should be thoroughly answered and properly cited using the APA format. You will also be responsible for replying to two other students' posts. Both original and reply posts should clearly demonstrate that you have completed the assigned weekly readings. Therefore, they should both include citations from the textbook.

Some of the discussions may be structured as debates or may ask students to provide their own informed opinion on specific topics. You are taking this class at a time in which there is much public debate over the role of police, best practices, and the future of policing itself. Many of us have strong opinions about these issues. It is perfectly acceptable to disagree with one another and to engage in a debate. However, we will be following two basic rules:

1. **Always be respectful and kind to one another.** Do not make personal attacks and do not assume that a critical view of a specific police officer/department/practice equates to a lack of respect for police. We can acknowledge the importance of police offices while also being critical of particular aspects of modern policing. That is how we improve as a society!
2. **Ground your arguments in empirical evidence.** This last point is especially important in an educational setting. Do not make any factual claims unless you can support them with empirical evidence (such as can be found in your textbook and others, government websites, etc.). Unfortunately, much public debate is built around incorrect or incomplete knowledge; let's do our best to correct this weakness in this course.



## Writing Guidelines:

You will complete two short papers this semester. Each one should be at least three pages long, with Times New Roman, 12-pt font, 1" margins, and include a title page and a bibliography page. In-text citations should be in APA format.

- The title page should include a title and your name.
- Use APA-style in-text citations throughout the paper. Any time you get information from the textbook or any other source, it should be cited. You should not make factual claims without providing evidence (i.e., citing a credible source). This website from Purdue contains instructions for how to cite properly in APA format:  
<https://owl.english.purdue.edu/owl/resource/560/01/>
- The bibliography page should be in APA format. (See Purdue website above for instructions.) Any source cited in the paper should be included in the bibliography page.
- All papers may be submitted and evaluated for plagiarism via Turnitin (plagiarism detection system).

## Grade Turnaround:

All assignments and assessments will be graded within one week's time. Your instructor will provide along with grades as necessary for feedback.

## ? Schedule

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DATE	READING ASSIGNMENTS	ACTIVITIES – What's Due?
<b>Syllabus &amp; Start Items</b> <b>Module</b> <b>x/x - x/x</b>	Review Course Syllabus	Mandatory Discussion Quiz Introduction Discussion
<b>Module 1</b> <b>x/x - x/x</b>	<b>Chapter 1:</b> History - From English Origins to the United States  <b>Chapter 2:</b> Preparing for the Street  <b>Chapter 3:</b> On Patrol: Methods and Menaces	Module 1 Quiz  Module 1 Discussion: Introduction to Policing
<b>Module 2</b> <b>x/x - x/x</b>	<b>Chapter 4:</b> Community-Oriented Policing and Problem Solving <b>Chapter 5:</b> Criminal Investigation: The Science of Sleuthing <b>Chapter 6:</b> Personnel Issues and Practices	Module 2 Quiz Module 2 Discussion: Practices and Challenges

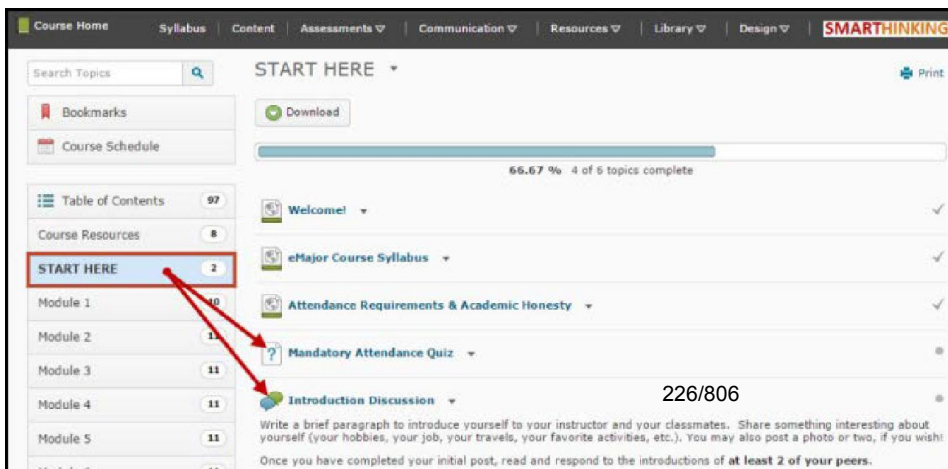
<b>Module 3</b> x/x - x/x	No Assigned Readings	Paper #1 Midterm Exam
<b>Module 4</b> x/x - x/x	<b>Chapter 7:</b> Rule of Law: Expounding the Constitution  <b>Chapter 8:</b> Accountability  <b>Chapter 9:</b> Civil Liability: Failing the Public Trust	Module 4 Quiz Module 4 Discussion: Laws & Ethics
<b>Module 5</b> x/x - x/x	<b>Chapter 10:</b> Federal and State Agencies  <b>Chapter 11:</b> Municipal and County Agencies	Module 5 Quiz Module 5 Discussion: Police Administration
<b>Module 6</b> x/x - x/x	<b>Chapter 12:</b> Pursuing Criminal Syndicates  <b>Chapter 13:</b> Addressing "People Problems"  <b>Chapter 14:</b> Technology Review	Module 6 Quiz Module 6 Discussion: Special Populations
<b>Module 7</b> x/x - x/x	No Assigned Readings	Paper #2 Final Exam

## Course Policies and Resources

### Attendance Verification

**IMPORTANT**- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.



The screenshot displays a course management system interface. At the top, there is a navigation bar with links for Course Home, Syllabus, Content, Assessments, Communication, Resources, Library, Design, and SMART THINKING. Below this is a search bar and a 'START HERE' dropdown menu. A progress bar indicates 66.67% completion (4 of 6 topics complete). The main content area shows a list of course items: Welcome, eMajor Course Syllabus, Attendance Requirements & Academic Honesty, Mandatory Attendance Quiz, and Introduction Discussion. The 'START HERE' folder is highlighted in red, and a red arrow points to it from the left-hand navigation menu. The course ID '226/806' is displayed at the bottom of the page.

## Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

## Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

## Late Policy:

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx  
Late Quizzes/Exams: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx  
Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx  
Late XXXXXXXX: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx

## Academic Misconduct

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection system are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's

reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## **Cheating on Examinations**

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## **Unauthorized Collaboration**

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## **Falsification**

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## **Multiple Submissions**

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## **Evidence and Burden of Proof**

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other.

Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty

has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## □ Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

### Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:  
[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance:  
<https://www.westga.edu/police/campus-carry.php>  
(<https://www.westga.edu/police/campus-carry.php>)

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](#) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## Additional Items

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### Student Services

Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure



that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

### Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information:

<https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:  
<https://emajor.usg.edu/current-students/accessibility-services.php>.

# CRJU - 2200 - The Judicial Process

2021-2022 Undergraduate New Course Request

## Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursing course?\*

Yes  No

234/806

Is this a College of ...

Is this a college or  
Education course?\*  Yes  No

Is this a Department  
of Mass  
Communications  
course?\*  Yes  
 No

Is this an Honors  
College course?\*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?\*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 2200

Course Title\* The Judicial Process

Long Course Title

Course Type\*

Criminal Justice

**Catalog Course Description\*** Provides an overview of the judicial component of the criminal justice system which focuses on the structure, role, jurisdiction, and operation of the courts and the courtroom workgroup in the adjudicatory and appellate process at the local, state, and federal levels.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation? \*  
 Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\* n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites**

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?\***  Yes  No

**If yes, which area(s) (check all that apply):**

- Area A
- Area B
- Area C
- Area D
- Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

Undergraduate Standard Letter

## Justification and Assessment

**Rationale\*** Students seeking a B.S in Criminal Justice (General Concentration, Law Enforcement Concentration, or Social Justice Concentration) must complete 9 hours of CRJU courses under Area F. There are three Criminal Justice courses included in Area F that you are required to take in order to graduate (9 hours). These courses include CRJU 1100 – Introduction to Criminal Justice; CRJU 2100 – Introduction to Law Enforcement; and CRJU 2200 – The Judicial Process. These 9 hours will count toward AREA F where you need a total of 18 hours).

236/806

This course is one of the 18 hours that will count toward Area F. (See

**Student Learning Outcomes - Please provide these in a numbered list format. \***

1. Students will demonstrate a basic understanding of the structure of American law and its application in federal and state courts.
2. Students will demonstrate an understanding of courtroom work groups, with emphasis on prosecutors, defense attorneys, and judges.
3. Students will demonstrate an understanding of the function and mobilization of criminal law, including treatment of victims and processing of defendants.
4. Students will demonstrate an understanding of the trial process at the state and federal levels, as well as sentencing, and appellate review.
5. Students will relate their knowledge to an observation in a courtroom and demonstrate the ability to write a basic observation paper using proper grammar and organizational skills.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>)

**Syllabus\***  I have attached the REQUIRED syllabus.

### Resources and Funding


**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 30-45

**Will this course have special fees or tuition required?\***  Yes  
 No

**If yes, what will the fee be?\*** n/a

### Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

**FINAL TASK:** After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# The Judicial Process

CRJU- 2200

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

## □ Description

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Provides an overview of the judicial component of the criminal justice system which focuses on the structure, role, jurisdiction, and operation of the courts and the courtroom workgroup in the adjudicatory and appellate process at the local, state, and federal levels.

Prerequisites: NONE

## Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Materials

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America's Courts and the Criminal Justice System

**Author:** David W. Neubauer and Henry F. Fradella

**Publisher:** Cengage Learning

**Edition:** 11<sup>th</sup>

ISBN: 978-1285062235

**Availability:** The University Bookstore

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Materials and Resources for APA Formatting:

1. Owl at Purdue Online Writing Lab APA formatting website (provides endless examples/samples/and formatting tips): <https://owl.english.purdue.edu/owl/resource/560/01/>
2. APA Style website (scroll to bottom of homepage for quick link access to formatting and reference questions): <http://www.apastyle.org/>
3. **Recommended (purchase not required):** *Publication Manual of the American Psychological Association* (sixth edition). Washington, DC.: American Psychological Association. Copyright year: 2010.

## Outcomes

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This course should enable students to:

1. Students will demonstrate a basic understanding of the structure of American law and its application in federal and state courts.
2. Students will demonstrate an understanding of courtroom work groups, with emphasis on prosecutors, defense attorneys, and judges.
3. Students will demonstrate an understanding of the function and mobilization of criminal law, including treatment of victims and processing of defendants.
4. Students will demonstrate an understanding of the trial process at the state and federal levels, as well as sentencing, and appellate review.
5. Students will relate their knowledge to an observation in a courtroom and demonstrate the ability to write a basic observation paper using proper grammar and organizational skills.

## Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

930 - 1030 points	90% - 100%	A
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840 - 929 points	80% - 89%	B
760 - 839 points	70% - 79%	C
699 - 759 points	60% - 69%	D
Below 698 points	< 60%	F

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

### Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An “A” student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An “B” student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An “C” student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An “D” student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

## Assignments

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### Grade Breakdown:

<b>GRADED ACTIVITY</b>	<b>POINTS</b>	<b>BRIEF DESCRIPTION</b>
<b>Attendance Verification</b> <ul style="list-style-type: none"> <li>• Mandatory Attendance Quiz</li> <li>• Mandatory Attendance introduction Discussion Board Post</li> </ul>	5 points  5 points	<p>Both the attendance quiz and introduction discussion are mandatory for attendance verification and must be completed by the deadline in order to be considered enrolled and participating in the course.</p> <p>You will receive 5 points each towards your overall grade for completing both of these requirements on time.</p>
<b>Discussions</b> (5 at 30 points each)	150 points	<p>There are five (5) collaborative discussion board (DB) interactions throughout the course. The topics, word lengths, source requirements, and other instructional details are not consistent for each DB so read each weeks DB instructional page and grading rubric very carefully so as not to overlook these differences.</p> <p>Each DB is worth a total of 30 pts.</p>
<b>Quizzes</b> (6 at 25 points each)	150 points	<p>Each of the six (6) quizzes contains 20 multiple-choice questions worth one point each as well as two essay questions worth 2.5 points each, making an overall total points possible of 25.</p> <p>There is no time restraint and you are allowed two attempts for each quiz. Each quiz is also open book and open PowerPoint. The PowerPoint presentations are especially helpful during the quizzes, as some questions are answered from them.</p>
<b>U.S. Courtroom Online Observation Project Part 1</b>	50 points	<p>You are not required to physically visit a courtroom, but you can choose to do so if you like (but only with permission in advance from the instructor); otherwise, you will utilize the specific U.S. Courts website page provided to you in the instructional document for this project.</p> <p>You will observe an online criminal proceeding. Then utilizing the provided word document template you will compile your part 1 project following the instructions provided. This part 1 project will be utilized in assembling the next portion of this project: the part 2 phase.</p> <p>APA formatting required. Third-person voice required.</p>
<b>U.S. Courtroom Online Observation Project Part 2</b> <ul style="list-style-type: none"> <li>• Draft</li> <li>• Final Submission</li> </ul>	100 points (Draft)  150 points (Final)	<p>Using your Part 1 submission (after you have made any needed corrections following instructor feedback), observe the remaining online criminal proceeding videos 3 – 13 to compile the data needed for the part 2 project. Once you have your rough draft assembled you will submit it by the deadline date.</p> <p>This draft is worth a total of 100 points.</p>

		<p>Then after receiving instructional feedback on your part 2 draft you will make any needed corrections before resaving your project under a new document name and resubmitting it as your final submission by its respective deadline date.</p> <p>The final part 2 project submission is worth a total of 150 points.</p> <p>This is a 3- to 5-page summary and analysis of the proceedings, courtroom workgroup, and other criminal justice issues from your observation using APA formatting. Third-person voice required.</p>
<p><b>Research Paper</b></p> <ul style="list-style-type: none"> <li>• Draft</li> <li>• Final Submission</li> </ul>	<p>100 point (Draft)</p> <p>150 points (Final)</p>	<p>Research one of the following cases listed (in the instructional document) or any current case that has had a profound effect on the plea bargaining ability and process (Check with me for approval on a case not listed to make sure it was impacting on plea bargaining ability and processes). In a 3- to 5-page paper answer the following questions (within the instructional document) using APA formatting. Then submit as your draft by the deadline date.</p> <p>Using your Research Paper Draft submission as a guide, make any needed corrections following instructor feedback, then submit your final paper by the deadline date. If you did not make any mistakes on your draft (or they were minimal) your final submission should be a breeze, as you would just be making those corrections and resubmitting with a different filename by the final submission deadline date.</p> <p>APA formatting required. Third-person voice required.</p>
<p><b>Criminal Case Review</b></p>	<p>150 points</p>	<p>Utilizing textbook chapters 1 through 10 and the subsequent PowerPoint presentations for those chapters, analyze the Amanda Knox case (or any current criminal case of your choosing) by providing your viewpoints on the questions listed in the instructional document.</p> <p>This is a 2- to 3-page paper using first-person and APA formatting. Important: This will be the only paper submission in which first-person voice is allowed.</p>
<p><b>Opinion Discussion Board Post</b> (3 at 5 points each)</p>	<p>15 points</p>	<p>There are three (3) required opinion discussions that count five (5) points each. Each opinion discussion has a different set of questions to choose from, but you will only select one to answer and discuss. There is no minimum or maximum word length for these discussions and no sources are required. In addition, you are not required to reply to any of your classmates' threads. These discussions can be in first-person voice.</p>

## ? Schedule

<b>DATE</b>	<b>Required Reading</b>	<b>ACTIVITIES – What’s Due?</b>	<b>Possible Points:</b>	<b>Due Date:</b>
<b>Module 1</b> <b>x/x - x/x</b>	<p>Syllabus</p> <p><b>Chapter 1 - Courts, Crime, and Controversy</b></p> <p><b>Chapter 2 - Law and Crime</b></p> <p><b>Chapter 3 – Federal Courts</b></p> <p><b>One 2-minute Court Overview Video</b></p>	<ul style="list-style-type: none"> <li>● Review Syllabus</li> <li>● Mandatory Attendance Quiz</li> <li>● Mandatory Attendance Introduction Discussion</li> </ul>	<p>5 Points</p> <p>5 Points</p>	
<b>Module 2</b> <b>x/x - x/x</b>	<p>No Assigned Textbook Readings</p> <p><b>Chapter 1 -3 PowerPoints</b></p> <p><b>One 22- minute module -related video</b></p> <p><b>1 U.S. Federal Court Video</b></p>	<ul style="list-style-type: none"> <li>● Discussion Board 1</li> <li>● Quiz 1 (Ch. 1 - 3)</li> <li>● U.S. Courtroom Online Observation Project Part 1</li> </ul>	<p>30 points</p> <p>25 points</p> <p>50 points</p>	
<b>Module 3</b> <b>x/x - x/x</b>	<p>No Required Readings</p> <p><b>U.S. Court Federal Court Videos 3-13</b></p>	<ul style="list-style-type: none"> <li>● U.S. Courtroom Online Observation Project Part 2 -Draft Due</li> </ul>	100 points	
<b>Module 4</b> <b>x/x - x/x</b>	<p><b>Chapter 4 - State Courts</b></p> <p><b>Chapter 17 - Juvenile Courts PowerPoints (2) Videos</b></p>	<ul style="list-style-type: none"> <li>● Quiz 2 (Ch. 4 &amp; 17)</li> <li>● Discussion Board 2</li> </ul>	<p>25 points</p> <p>30 points</p>	
<b>Module 5</b> <b>x/x - x/x</b>	<p><b>Chapter 5 - The Dynamics of Courthouse Justice</b></p> <p>PowerPoint</p>	<ul style="list-style-type: none"> <li>● Discussion Board 3</li> </ul>	30 points	
<b>Module 6</b> <b>x/x - x/x</b>	<p><b>Chapter 8 – Judges</b></p> <p>PowerPoint</p>	<ul style="list-style-type: none"> <li>● Quiz 3 (Ch. 5 &amp; 8)</li> </ul>	25 points	

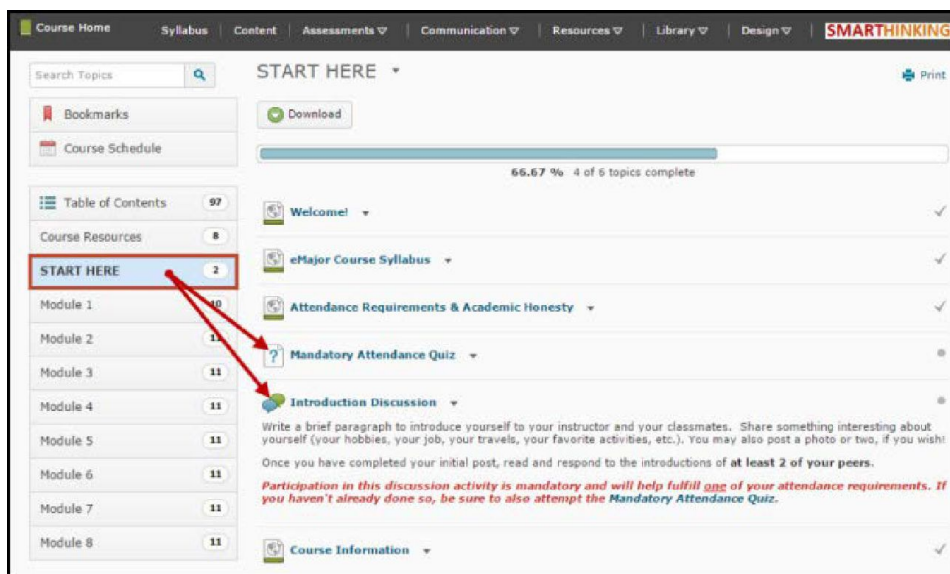
	Videos			
<b>Module 7</b> <b>x/x - x/x</b>	No Required Readings	<ul style="list-style-type: none"> <li>U.S. Courtroom Online Observation Project Part 2</li> </ul>	150 points	
<b>Module 8</b> <b>x/x - x/x</b>	<b>Chapter 6 – Prosecutors</b>  <b>Chapter 7 – Defense Attorneys</b>  PowerPoints (2) Videos	<ul style="list-style-type: none"> <li>Quiz 4 (Ch. 6 &amp; 7)</li> </ul>	25 points	
<b>Module 9</b> <b>x/x - x/x</b>	<b>Chapter 16 - Appellate and Habeas Corpus Review</b>  PowerPoint	<ul style="list-style-type: none"> <li>Discussion Board 4</li> </ul>	30 points	
<b>Module 10</b> <b>x/x - x/x</b>	<b>Chapter 9 - Defendants and Victims</b>  PowerPoint	<ul style="list-style-type: none"> <li>Quiz 5 (Ch. 9 &amp; 16)</li> </ul>	25 points	
<b>Module 11</b> <b>x/x - x/x</b>	<b>Chapter 10 - From Arrest and Bail to Arraignment</b>  PowerPoint	<ul style="list-style-type: none"> <li>Criminal Case Review</li> </ul>	150 points	
<b>Module 12</b> <b>x/x - x/x</b>	<b>Chapter 11 - Disclosing and Suppressing Evidence</b>  PowerPoint	<ul style="list-style-type: none"> <li>Quiz 6 (Ch. 10 &amp; 11)</li> </ul>	25 points	
<b>Module 13</b> <b>x/x - x/x</b>	<b>Chapter 12 - Negotiated Justice and the Plea of Guilty</b>	<ul style="list-style-type: none"> <li>Research Paper Draft Due</li> <li>Opinion Discussion Board 1</li> </ul>	100 points 5 points	
<b>Module 14</b> <b>x/x - x/x</b>	<b>Chapter 13 - Trials and Juries</b>	<ul style="list-style-type: none"> <li>Discussion Board 5</li> </ul>	30 points	
<b>Module 15</b> <b>x/x - x/x</b>	<b>Chapter 14 - Sentencing Options</b>	<ul style="list-style-type: none"> <li>Research Paper Final Submission Due</li> <li>Opinion Discussion Board 2</li> </ul>	150 points 5 points	
<b>Module 16</b> <b>x/x - x/x</b>	<b>Chapter 15 - Sentencing Decisions</b>	<ul style="list-style-type: none"> <li>Opinion Discussion Board 3</li> </ul>	5 points	

## **i** Course Policies and Resources

### Attendance Verification

**IMPORTANT**- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.



### Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

### Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could

be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

## Late Policy:

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx  
Late Quizzes/Exams: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx  
Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx  
Late XXXXXXXX: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

## Academic Misconduct

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations

- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection system are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification



It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success](http://www.westga.edu/cas/) (<http://www.westga.edu/cas/>) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center](https://www.westga.edu/writing/) (<https://www.westga.edu/writing/>) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

## Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online](https://uwgonline.westga.edu/) (<https://uwgonline.westga.edu/>) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide](http://uwgonline.westga.edu/online-student-guide.php) (<http://uwgonline.westga.edu/online-student-guide.php>).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares](http://www.westga.edu/UWGCares/) (<http://www.westga.edu/UWGCares/>) site. [Online counseling](https://www.westga.edu/student-services/counseling/index.php) (<https://www.westga.edu/student-services/counseling/index.php>) is also available for online students.

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php) (<https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php>).

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:  
[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance:  
<https://www.westga.edu/police/campus-carry.php>  
(<https://www.westga.edu/police/campus-carry.php>)

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGCares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## [ Additional Items

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### Student Services

#### Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

#### Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information:

<https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

#### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students

must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:  
<https://emajor.usg.edu/current-students/accessibility-services.php>.

# CRJU - 3100 - Criminal Law

## 2021-2022 Undergraduate New Course Request

### Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

### Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursina course?\*

Yes  No

254/806

Is this a College of  ...  ...

Is this a college or  
Education course?\*  Yes  No

Is this a Department  
of Mass  
Communications  
course?\*  Yes  
 No

Is this an Honors  
College course?\*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?\*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 3100

Course Title\* Criminal Law

Long Course Title

Course Type\*

Criminal Justice

**Catalog Course Description\*** Offers an overview of both substantive and procedural law related to the definitions, investigations, processing, and punishment of crimes. The course will introduce students to the legal idea of criminal responsibility, the concept and elements of criminal responsibility, required state of mind (mens rea), and prohibited conduct (actus reus). The course discusses the substantive content, structure, and sources of major crimes against persons and property and provides a comprehensive evaluation of various legal defenses to criminal liability under both common law (case law) and statutory law (legislative law) approaches.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?  Yes  No \*

If yes, indicate maximum number of credit hours counted toward graduation. n/a \*

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

Is this a General Education course?  Yes  No \*

If yes, which area(s) (check all that apply):  Area A  Area B  Area C  Area D  Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***  Carrollton or Newnan Campus: Face-to-Face  Entirely Online  Hybrid  Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\*** Undergraduate Standard Letter

**Justification and Assessment**




**Rationale\*** Students seeking a B.S in Criminal Justice (General Concentration, Law Enforcement Concentration, or Social Justice Concentration) are required to take 21 hours of major core in order to graduate. Students in both General Concentration and Law Enforcement Concentration must complete 21 hours of CRJU Required Upper Division CJ courses. These courses include: CRJU 3100 – Criminal Law; CRJU 3110 – Criminal Procedures; CRJU 3200 – Criminology; CRJU 3300 – Corrections; CRJU 3700- Research Methodology; CRJU 4700 – Ethical Issues in Criminal Justice; and CRJU 4800 – Senior Capstone.

This course is one of seven required CRJU courses Major Course courses – CRJU 3100, 3110, 3200, 3300, 3700, 4700, and 4800. (See <https://emajor.usg.edu/degrees/criminal-justice>)

**Student Learning Outcomes - Please provide these in a numbered list format.\***

1. Demonstrate a sound general knowledge of criminal law.
2. Demonstrate the ability to think critically about issues in criminal law, analyzing and interpreting situations, events, practices, and cases.
3. Demonstrate competence in oral communication, presenting ideas, perspectives, and arguments in an effective manner.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the REQUIRED syllabus.

### Resources and Funding

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement


**Present or Projected Annual Enrollment\*** 25-30

**Will this course have special fees or tuition required?\***  Yes  
 No

**If yes, what will the fee be?\*** n/a

**Fee Justification**

257/806

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# Criminal Law

## CRJU- 3100

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

### □ Description

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Offers an overview of both substantive and procedural law related to the definitions, investigations, processing, and punishment of crimes. The course will introduce students to the legal idea of criminal responsibility, the concept and elements of criminal responsibility, required state of mind (*mens rea*), and prohibited conduct (*actus reus*). The course discusses the substantive content, structure, and sources of major crimes against persons and property and provides a comprehensive evaluation of various legal defenses to criminal liability under both common law (case law) and statutory law (legislative law) approaches.

#### Prerequisites:

- CRJU 1100 - Introduction to Criminal Justice

### Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

### Materials

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#### Criminal Law

**Author:** Jennifer L. Moore and John L. Worrall

**Publisher:** Pearson

**Edition:** 1<sup>st</sup>

**ISBN:** -10: 0131383175

-13: 978- 0131383173

**Availability:** The University Bookstore

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Outcomes

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This course should enable students to:

1. Demonstrate a sound general knowledge of criminal law.
2. Demonstrate the ability to think critically about issues in criminal law, analyzing and interpreting situations, events, practices, and cases.
3. Demonstrate competence in oral communication, presenting ideas, perspectives, and arguments in an effective manner.

## Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

360 -400 points	90% - 100%	A
320 - 359 points	80% - 89%	B
280 - 319 points	70% - 79%	C
240 - 279 points	60% - 69%	D

Below 239 points	< 60%	F
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**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

**Expectations and Standards:**

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An “A” student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An “B” student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An “C” student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An “D” student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

 **Assignments**

Grade Breakdown:

GRADED ACTIVITY	POINTS/WEIGHT	BRIEF DESCRIPTION
<b>Discussions (5)</b>	50 Points (10 Points Each) 12.5% of Final Grade	In addition to the “Introductions” discussion post, you will complete 5 original discussion posts this semester and 10 reply posts. You can find discussion posts in their weekly modules, on the “Content” page, or under the

		<p>“Communications” tab on the course navigation bar. Once grades have been published, you will be able to see feedback for each discussion post by clicking “Grades” under the “Assessment” tab on the course home page.</p>
<p><b>Writing Assignments (5)</b></p>	<p>50 Points (10 Points Each) 12.5% of Final Grade</p>	<p>You will complete five paper assignments throughout the term that are intended to help you with the final research paper. Paper assignments can be located in the weekly modules, on the “Content” page, or under the “Assessments” tab under “Assignments” on the course navigation bar. Completed paper assignments will be uploaded via the proper Assignment folder. You will receive a confirmation email once you have submitted your paper. Once paper assignments are assessed, you will be able to view feedback via the Assignment folder from your instructor.</p>
<p><b>Quizzes (5)</b></p>	<p>100 Points (20 Points Each) 25% of Final Grade</p>	<p>You will complete 5 quizzes this semester. Quizzes can be located in their weekly modules, on the “Content” page, or under the “Assessments” tab on the course navigation bar. Each quiz contains 20 multiple-choice style questions, worth 1 point each, from the required reading assignments. You will be allowed 2 attempts on each quiz and the highest score will be recorded.</p>
<p><b>Research Paper</b></p>	<p>100 Points 25% of Final Grade</p>	<p>At the beginning of the semester, you will choose a research topic relating to criminal law. You must research this topic using class textbooks and outside academic sources. The 5 writing assignments will help you build towards your final research paper. The detailed expectations and requirements for the Research Paper are located in Module 8.</p> <p>The point of the paper is to show that you understand all class material, have thoroughly researched your topic, and have made an informed opinion about the topic. Your topic can be about any element of criminal law, but it should relate directly to the course.</p>
<p><b>Exams (2)</b></p>	<p>100 Points (50 Points Each) 25% of Final Grade</p>	<p>There are two required exams in this course, the Midterm Exam and Final Exam. You will have 1 attempt with 90 minutes to complete each exam. You are allowed to use your notes and book, but with the time limit, you will not be able to look up each answer. Thus, be sure that you have read and reviewed all materials on the most important material prior to beginning your attempt.</p> <p>The Midterm Exam covers concepts from Chapters 1-5. It includes 25 multiple-choice questions, each worth 1 point. It also includes 5 short essay questions, each worth 5 points. Essay answers should be 1-3 paragraphs long.</p> <p>The final exam covers Chapters 6-13. It includes 25 multiple-choice questions, each worth 1 point. It also includes 5 short essay questions, each worth 5 points. Essay answers should be 1-3 paragraphs long.</p>

TOTAL	400 points	
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## Course Requirements (Instructional Methods):

This course is an introduction to the study of criminal law. This semester, we will examine the basics of criminal law. We will discuss the laws concerning the most common types of crime, along with legal defenses available. Finally, we will analyze laws that restrict behaviors based on “moral” beliefs and laws that protect the State from terrorism and other offenses.

This course contains 8 learning modules. Each module represents a unit of instruction. Everything you need for the instruction and assignments is located inside each module.

You should expect to read about 100 pages from your textbook for each assigned module. For most modules, you will complete an original discussion post, two reply discussions posts, a writing assignment, and a quiz over the assigned readings. It is important to note that not every module will have all of these activities. Some modules may include a required discussion and writing assignment while other modules may require a discussion and quiz component. The required activities for each module are outlined in the "Advance Organizer" at the beginning of the learning module. You will also submit a final research paper (8-10 pages) and two exams (a midterm and a final) in this course.

Quizzes will consist of multiple choice questions; exams will be a combination of short answer and multiple choice questions. You are allowed to use your textbook when completing your quizzes and exams. However, they are timed so you will not be able to look up each question. Therefore, it is imperative that you complete the reading and take your own notes before beginning a quiz or exam. The research paper will ask you to identify a particular topic regarding criminal law and write a literature review on this topic. The writing assignments are small tasks designed to help you write your final paper.

1. xxxxxx
2. xxxxxx
3. xxxxxx

## Student Participation Expectations:

You will complete a discussion activity in each Module (excluding the midterm and final weeks/modules). You will be asked to answer a question or set of questions. The questions should be thoroughly answered and properly cited using the APA format. You will also be responsible for replying to two other students' posts. Both original and reply posts should clearly demonstrate that you have completed the assigned weekly readings. Therefore, they should both include citations from the textbook.

Some of the discussions may be structured as debates or may ask students to provide their own informed opinion on specific topics. You are taking this class at a time in which there is much public debate over the role of police, best practices, and the future of policing itself. Many of us have strong opinions about these issues. It is perfectly acceptable to disagree with one another and to engage in a debate. However, we will be following two basic rules:

1. **Always be respectful and kind to one another.** Do not make personal attacks and do not assume that a critical view of a specific police officer/department/practice equates to a lack of respect for police. We can acknowledge the importance of police offices while also

being critical of particular aspects of modern policing. That is how we improve as a society!

2. **Ground your arguments in empirical evidence.** This last point is especially important in an educational setting. Do not make any factual claims unless you can support them with empirical evidence (such as can be found in your textbook and others, government websites, etc.). Unfortunately, much public debate is built around incorrect or incomplete knowledge; let's do our best to correct this weakness in this course.

## Writing Guidelines:

You will complete two short papers this semester. Each one should be at least three pages long, with Times New Roman, 12-pt font, 1" margins, and include a title page and a bibliography page. In-text citations should be in APA format.

- It should be 8 to 10 pages long, with Times New Roman, 12pt font, 1" margins, and include a title page and a bibliography page.
- In-text citations must be in APA format.
- The title page should include a title and your name.
- You should cite the textbook and at least 5 outside, academic sources in the paper. Academic sources are those found in peer reviewed journals or academic books. Check with your instructor if you are not sure if a source is academic.
- Use APA-style in-text citations throughout the paper. Any time you get information from the textbook or any other source, it should be cited. You should not make factual claims without providing evidence (i.e., citing a credible source). This website from Purdue contains instructions for how to cite properly in APA format: <https://owl.english.purdue.edu/owl/resource/560/01/>
- The bibliography page should be in APA format. (See Purdue website above for instructions.) Any source cited in the paper should be included in the bibliography page.
- All papers may be submitted and evaluated for plagiarism via Turnitin (plagiarism detection system).

## ? Schedule

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DATE	Reading Assignments	ACTIVITIES – What's Due?
<b>SYLLABUS AND START ITEMS</b> x/x - x/x	<ul style="list-style-type: none"> <li>• Online course syllabus</li> <li>• Course structure and navigation overview</li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory Attendance Quiz</li> <li>• Introduction Discussion</li> </ul>
<b>MODULE 1: FOUNDATIONS</b> x/x - x/x	<ul style="list-style-type: none"> <li>• Online content and web resources provided in Module 1</li> <li>• <b>Chapter 1:</b> The Basics of Criminal Law</li> </ul>	<ul style="list-style-type: none"> <li>• Module 1 Discussion Questions (optional)</li> <li>• Module 1 Discussion: Foundations (required)</li> <li>• Module 1 Assignment: Research Question</li> </ul>



	<ul style="list-style-type: none"> <li>● <b>Chapter 2:</b> Limitations on the Criminal Law</li> <li>● <b>Chapter 3:</b> The Elements of Criminal Liability</li> </ul>	
<b>MODULE 2: DEFENSES TO CRIMINAL LIABILITY</b> x/x - x/x	<ul style="list-style-type: none"> <li>● Online content and web resources provided in Module 2</li> <li>● <b>Chapter 4:</b> Justification Defenses</li> <li>● <b>Chapter 5:</b> Excuse Defenses</li> </ul>	<ul style="list-style-type: none"> <li>● Module 2 Discussion Questions (optional)</li> <li>● Module 2 Discussion: Defenses to Criminal Liability (required)</li> <li>● Module 2 Assignment: Prospectus</li> <li>● Module 2 Quiz</li> </ul>
<b>MODULE 3: MIDTERM</b> x/x - x/x	<ul style="list-style-type: none"> <li>● Review Chapters 1-5</li> </ul>	<ul style="list-style-type: none"> <li>● Module 3 Discussion Questions (optional)</li> <li>● Module 3 Discussion: Midterm</li> <li>● Feedback (optional)</li> <li>● Module 3 Assignment: Annotated Bibliography</li> <li>● <b>Midterm Exam</b></li> </ul>
<b>MODULE 4: MULTIPLE OFFENDERS AND INCHOATE CRIMES</b> x/x - x/x	<ul style="list-style-type: none"> <li>● Online content and web resources provided in Module 4</li> <li>● <b>Chapter 6:</b> Complicity and Vicarious Liability</li> <li>● <b>Chapter 7:</b> Inchoate Crimes</li> </ul>	<ul style="list-style-type: none"> <li>● Module 4 Discussion Questions (optional)</li> <li>● Module 4 Discussion: Multiple Offenders &amp; Inchoate Crimes (required)</li> <li>● Module 4 Assignment: Outline</li> <li>● Module 4 Quiz</li> </ul>
<b>MODULE 5: CRIMES AGAINST PERSONS</b> x/x - x/x	<ul style="list-style-type: none"> <li>● Online content and web resources provided in Module 5</li> <li>● <b>Chapter 8:</b> Homicide</li> <li>● <b>Chapter 9:</b> Assaultive Offenses</li> </ul>	<ul style="list-style-type: none"> <li>● Module 5 Discussion Questions (optional)</li> <li>● Module 5 Discussion: Crimes Against Persons (required)</li> <li>● Module 5 Assignment: Rough Draft</li> <li>● Module 5 Quiz</li> </ul>
<b>MODULE 6: CRIMES AGAINST PROPERTY</b> x/x - x/x	<ul style="list-style-type: none"> <li>● Online content and web resources provided in Module 6</li> <li>● <b>Chapter 10:</b> Property Damage and Invasion</li> <li>● <b>Chapter 11:</b> Theft and Analogous Offenses</li> </ul>	<ul style="list-style-type: none"> <li>● Module 6 Discussion Questions (optional)</li> <li>● Module 6 Quiz</li> </ul>

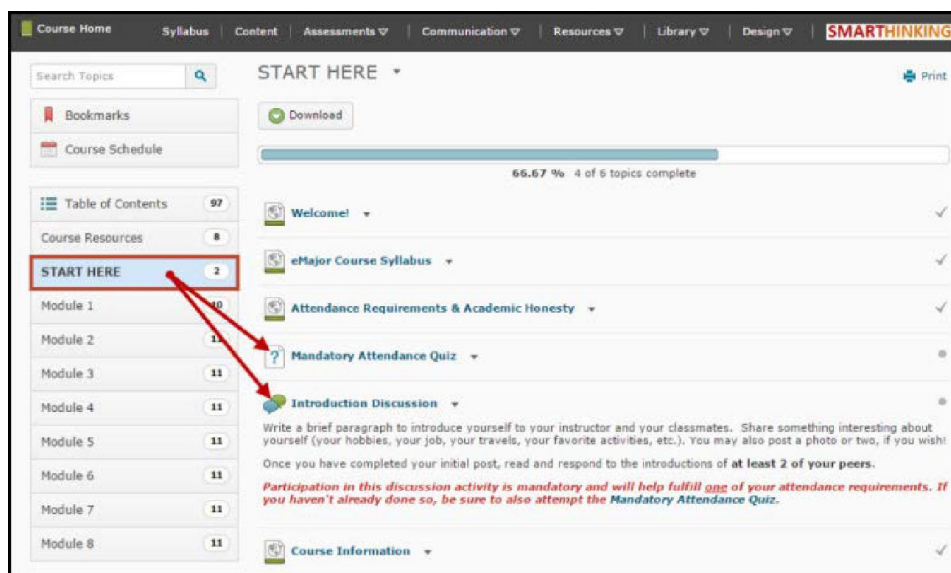
<b>MODULE 7: OTHER CRIMES</b>  <b>x/x - x/x</b>	<ul style="list-style-type: none"> <li>• Online content and web resources provided in Module 7</li> <li>• <b>Chapter 12:</b> Public Order, Morality, and Vice Crimes</li> <li>• <b>Chapter 13:</b> Terrorism and Offenses Against the State</li> </ul>	<ul style="list-style-type: none"> <li>• Module 7 Discussion Questions (optional)</li> <li>• Module 7 Discussion: Crimes Against Property (required)</li> <li>• Module 7 Quiz</li> </ul>
<b>MODULE 8: RESEARCH PAPER AND FINAL EXAM</b>  <b>x/x - x/x</b>	<ul style="list-style-type: none"> <li>• Review Chapters 6-13</li> </ul>	<ul style="list-style-type: none"> <li>• Module 8 Discussion Questions (optional)</li> <li>• Research Paper</li> <li>• <b>Final Exam</b></li> </ul>

## **📌 Course Policies and Resources**

### **Attendance Verification**

**IMPORTANT-** In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.



## **Attendance and Late Policy**



students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, “crib sheets,” websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one’s own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one’s own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other.

Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## □ Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

### Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

### Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or

threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## **UWG Email Policy**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## **Credit Hour Policy**

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## **HB 280 (Campus Carry)**

UWG follows University System of Georgia (USG) guidance:  
[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance:  
<https://www.westga.edu/police/campus-carry.php>  
(<https://www.westga.edu/police/campus-carry.php>)

## **Mental Health Support**

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to

[UWGcares.](#)

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](#) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## Additional Items

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### Student Services

Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).



In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

## Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information:

<https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

## Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:

<https://emajor.usg.edu/current-students/accessibility-services.php>.

# CRJU - 3110 - Criminal Procedure

## 2021-2022 Undergraduate New Course Request

### Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

### Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursing course?\*

Yes  No

274/806

Is this a College of ...

Is this a College of  
Education course?\*  Yes  No

Is this a Department  
of Mass  
Communications  
course?\*  Yes  
 No

Is this an Honors  
College course?\*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?\*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 3110

Course Title\* Criminal Procedure

Long Course Title

Course Type\*

Criminal Justice

Catalog Course  
Description\*

A study of the nature and function of the law regulating the criminal processes, policies, and procedures in the administration of criminal justice. Special attention will be given to United States Supreme decisions.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation?\*

Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\* n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?\***  Yes  No

**If yes, which area(s) (check all that apply):**

- Area A
- Area B
- Area C
- Area D
- Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

Undergraduate Standard Letter

## Justification and Assessment

**Rationale\*** Students seeking a B.S in Criminal Justice (General Concentration, Law Enforcement Concentration, or Social Justice Concentration) are required to take 21 hours of major core in order to graduate. Students in both General Concentration and Law Enforcement Concentration must complete 21 hours of CRJU Required Upper Division CJ courses. These courses include: CRJU 3100 – Criminal Law; CRJU 3110 – Criminal Procedures; CRJU 3200 – Criminology; CRJU 3300 – Corrections; CRJU 3700- Research Methodology; CRJU 4700 – Ethical Issues in Criminal Justice; and CRJU 4800 – Senior Capstone.

This course is one of seven required CRJU courses Major Course courses – CRJU 3100, 3110, 3200, 3300, 3700, 4700, and 4800. (See <https://major.usg.edu/degrees/criminal-justice/>)

**Student Learning Outcomes - Please provide these in a numbered list format. \***

1. Students will demonstrate an ability to communicate orally their understanding of criminal procedure.
2. Students will demonstrate an understanding of provisions of the U.S. Constitution and Bill of Rights, as well as the values and legal judgments basic to American democracy.
3. Students will be able to analyze and understand issues important to the relationship between the police and the public, including police discretion and accountability.
4. Students will be able to demonstrate an understanding of issues of concern to law enforcement, including police culture and use of force.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the REQUIRED syllabus.

### Resources and Funding


**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25-30

**Will this course have special fees or tuition required?\***  Yes  
 No

**If yes, what will the fee be?\*** n/a

### Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

**FINAL TASK:** After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision

in the Hospital Review to make your decision.

# Criminal Procedure

CRJU- 3110

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

## □ Description

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A study of the nature and function of the law regulating the criminal processes, policies, and procedures in the administration of criminal justice. Special attention will be given to United States Supreme decisions.

### Prerequisites:

- CRJU 1100 - Introduction to Criminal Justice

## Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Materials

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### Criminal Procedure

**Author:** Matthew Lippman

**Publisher:** SAGE Publications

**Edition:** 1<sup>st</sup>

**ISBN:** -10: 1- 4129-8130-1

-13: 978- 1-4129-8130-9

**Availability:** The University Bookstore

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Materials and Resources:

Additional material and resources will be provided in the appropriate modules. Some textbook resources within each module, such as the presentation slides, are from the third edition of the textbook. However, the required textbook purchase is the first edition, a more economical option.

## Outcomes

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This course should enable students to:

1. Students will demonstrate an ability to communicate orally their understanding of criminal procedure.
2. Students will demonstrate an understanding of provisions of the U.S. Constitution and Bill of Rights, as well as the values and legal judgments basic to American democracy.
3. Students will be able to analyze and understand issues important to the relationship between the police and the public, including police discretion and accountability.
4. Students will be able to demonstrate an understanding of issues of concern to law enforcement, including police culture and use of force.

## Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

716 - 800 points	90% - 100%	A
636 - 715 points	80% - 89%	B



556 -635 points	70% - 79%	C
476 - 555 points	60% - 69%	D
Below 475 points	< 60%	F

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

**Expectations and Standards:**

**A –** To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An “A” student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B –** To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An “B” student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C –** For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An “C” student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D –** A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An “D” student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F –** A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

 **Assignments**

Grade Breakdown:

GRADED ACTIVITY	POINTS	BRIEF DESCRIPTION
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<b>Discussions Boards</b>	150	6 Discussions @ 25 points each (original post = 15 points, response posts = 10 points)
<b>Module Quizzes</b>	350	7 Quizzes @ 50 points each
<b>Papers</b>	300	Midterm Paper = 150 points Final Paper = 150 points
<b>TOTAL</b>	800 points	

## Course Requirements (Instructional Methods):

1. 6 Discussions (not including Introduction posts)
2. 7 Module Quizzes
3. 2 Papers (Midterm and Final)

This Course contains 8 learning modules. Each module represents a unit of instruction. Everything you need for the instruction and assignments is located inside each module.

You should expect to read about **two chapters** from your textbook for each module. You will complete an original **discussion post**, two **reply discussion posts**, and a **quiz** over the assigned readings in the majority of modules. You will also complete **two papers** (midterm and final) in this course.

Discussions will be based on writing prompt. The question(s) should be thoroughly answered and properly cited using APA or ASA format. You will also be responsible for replying to two other students' posts. Both original and reply posts should clearly demonstrate that you have completed the assigned readings and supplemental materials (when applicable).

Quizzes will consist of multiple choice, true/false and short answer questions. You **are allowed** to use your textbook when completing your quizzes. However, they are timed so you will not be able to look up each question. Therefore, it is imperative that you complete the reading and take your own notes before beginning a quiz.

Papers will be submitted to Turnitin, a plagiarism detection tool, Failure to properly cite your sources may result in a failing grade for the course.

## ? Schedule

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DATE	Reading Assignments	ACTIVITIES – What's Due?
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<p><b>Week 1</b> x/x - x/x</p>	<p><b>Module 1: Course Orientation and Introduction to Criminal Procedure</b></p> <ul style="list-style-type: none"> <li>● Syllabus and Introduction Material</li> <li>● <b>Chapter 1:</b> Introduction to Criminal Procedure</li> <li>● <b>Chapter 2:</b> The Sources of Criminal Procedure</li> <li>● Supplemental Material: Supreme Court Landmark Cases (article)</li> <li>● Supplemental Material: Chapter PowerPoints (optional but recommended)</li> </ul>	<ul style="list-style-type: none"> <li>● Mandatory Attendance Quiz</li> <li>● Introduction Discussion</li> <li>● Module 1 Quiz</li> <li>● Module 1 Discussion: Supreme Court Landmark Cases</li> </ul>
<p><b>Week 2</b> x/x - x/x</p>	<p><b>Module 2: Searches, Seizures, and Stop &amp; Frisks</b></p> <ul style="list-style-type: none"> <li>● <b>Chapter 3:</b> Searches and Seizures</li> <li>● <b>Chapter 4:</b> Stop and Frisk</li> <li>● Supplemental Material: Deadly Force <ul style="list-style-type: none"> <li>● Suicide by Cop (article)</li> </ul> </li> <li>● Supplemental Material: Chapter PowerPoints (optional but recommended)</li> </ul>	<ul style="list-style-type: none"> <li>● Module 2 Quiz</li> <li>● Module 2 Discussion: Deadly Force – “Suicide by Cop”</li> <li>● Prepare Midterm Paper</li> </ul>
<p><b>Week 3</b> x/x - x/x</p>	<p><b>Module 3: Probable Cause and Arrests, Search and Seizure of Property</b></p> <ul style="list-style-type: none"> <li>● <b>Chapter 5:</b> Probable Cause and Arrests</li> <li>● <b>Chapter 6:</b> Searches and Seizures of Property</li> <li>● Supplemental Material: Chapter PowerPoints (optional but recommended)</li> </ul>	<ul style="list-style-type: none"> <li>● Module 3 Quiz</li> <li>● Midterm Paper</li> </ul>
<p><b>Week 4</b> x/x - x/x</p>	<p><b>Module 4: Regulatory Searches, Interrogations, and Confessions</b></p> <ul style="list-style-type: none"> <li>● <b>Chapter 7:</b> Inspections and Regulatory Searches</li> <li>● <b>Chapter 8:</b> Interrogations and Confessions</li> <li>● Supplemental Material: The Innocence Project – False Confessions (article)</li> <li>● Supplemental Material: PBS – Police Tactics and False</li> </ul>	<ul style="list-style-type: none"> <li>● Module 4 Quiz</li> <li>● Modules 4 Discussion: False Confessions</li> </ul>

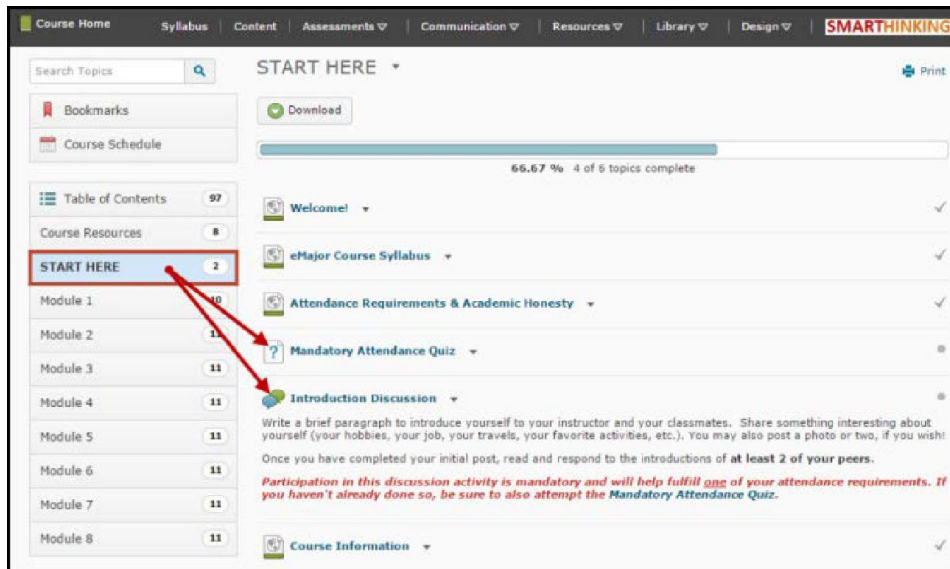
	<p>Confessions (article and video)</p> <ul style="list-style-type: none"> <li>• Supplemental Materiel: Chapter PowerPoints (optional but recommended)</li> </ul>	
<p><b>Week 5</b> x/x - x/x</p>	<p><b>Module 5: Identification, Exclusionary Rule, and Entrapment</b></p> <ul style="list-style-type: none"> <li>• <b>Chapter 9:</b> Eyewitness and Scientific Identification</li> <li>• <b>Chapter 10:</b> The Exclusionary Rule and Entrapment</li> <li>• Supplemental Materiel: Chapter PowerPoints (optional but recommended)</li> </ul>	<ul style="list-style-type: none"> <li>• Module 5 Quiz</li> <li>• Module 5 Discussion: Eyewitness Identification</li> </ul>
<p><b>Week 6</b> x/x - x/x</p>	<p>Module 6: Constitutional Violations and the Right to Counsel</p> <ul style="list-style-type: none"> <li>• <b>Chapter 11:</b> Civil and Criminal Remedies for Constitutional Violations</li> <li>• <b>Chapter 12:</b> The Initiation of the Leal Process, Bail, and the Right to Counsel</li> <li>• Supplemental Materiel: Chapter PowerPoints (optional but recommended)</li> </ul>	<ul style="list-style-type: none"> <li>• Module 6 Quiz</li> <li>• Module 6 Discussion: Constitutional Violations</li> </ul>
<p><b>Week 7</b> x/x - x/x</p>	<p>Module 7: The Courtroom-Pretrial, Trial, Sentencing, and Appeals</p> <ul style="list-style-type: none"> <li>• <b>Chapter 13:</b> The Courtroom-The Pretrial and Trial Process</li> <li>• <b>Chapter 14:</b> Sentencing and Appeals</li> <li>• Supplemental Material: Aging Behind Bars (article)</li> <li>• Supplemental Materiel: Chapter PowerPoints (optional but recommended)</li> </ul>	<ul style="list-style-type: none"> <li>• Module 7 Quiz</li> <li>• Module 7 Discussion: Geriatric Imprisonment</li> <li>• Prepare Final Paper</li> </ul>
<p><b>Week 8</b> x/x - x/x</p>	<p><b>Module 8: Final Project Period</b></p> <ul style="list-style-type: none"> <li>• <b>No readings</b></li> </ul>	<ul style="list-style-type: none"> <li>• Final Paper</li> </ul>

## Course Policies and Resources

### Attendance Verification

**IMPORTANT**- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.



## Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

## Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

## Late Policy:

Late Assignments: xxx  
 Late Quizzes/Exams: xxx  
 Late Discussions: xxx  
 Late XXXXXXXX: xxx

## Academic Misconduct

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the **eMajor Academic Honesty Policy**.

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification

- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection system are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in

academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).



**Center for Academic Success:** The [Center for Academic Success](http://www.westga.edu/cas/) (<http://www.westga.edu/cas/>) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center](https://www.westga.edu/writing/) (<https://www.westga.edu/writing/>) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

## Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online](https://uwgonline.westga.edu/) (<https://uwgonline.westga.edu/>) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide](http://uwgonline.westga.edu/online-student-guide.php) (<http://uwgonline.westga.edu/online-student-guide.php>).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares](http://www.westga.edu/UWGCares/) (<http://www.westga.edu/UWGCares/>) site. [Online counseling](https://www.westga.edu/student-services/counseling/index.php) (<https://www.westga.edu/student-services/counseling/index.php>) is also available for online students.

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php) (<https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php>).

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University

considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance:

<https://www.westga.edu/police/campus-carry.php>  
(<https://www.westga.edu/police/campus-carry.php>)

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the

University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## [ Additional Items

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### Student Services

#### Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

#### Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information: <https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

#### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home

institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:  
<https://emajor.usg.edu/current-students/accessibility-services.php>.

# CRJU - 3200 - Criminology

## 2021-2022 Undergraduate New Course Request

### Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

### Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursing course?  Yes  No

293/806

Is this a College of  ...  ...

Is this a college or  
Education course?\*  Yes  No

Is this a Department  
of Mass  
Communications  
course?\*  Yes  
 No

Is this an Honors  
College course?\*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?\*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 3200

Course Title\* Criminology

Long Course Title

Course Type\*

Criminal Justice

Catalog Course  
Description\* A study of the nature and scope and crime in society with an emphasis on  
criminological theories

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation?\*

Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\* n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?\***  Yes  No

**If yes, which area(s) (check all that apply):**

- Area A
- Area B
- Area C
- Area D
- Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

Undergraduate Standard Letter

## Justification and Assessment


**Rationale\*** Students seeking a B.S in Criminal Justice (General Concentration, Law Enforcement Concentration, or Social Justice Concentration) are required to take 21 hours of major core in order to graduate. Students in both General Concentration and Law Enforcement Concentration must complete 21 hours of CRJU Required Upper Division CJ courses. These courses include: CRJU 3100 – Criminal Law; CRJU 3110 – Criminal Procedures; CRJU 3200 – Criminology; CRJU 3300 – Corrections; CRJU 3700- Research Methodology; CRJU 4700 – Ethical Issues in Criminal Justice; and CRJU 4800 – Senior Capstone.

This course is one of seven required CRJU courses Major Course courses – CRJU 3100, 3110, 3200, 3300, 3700, 4700, and 4800. (See <https://emajor.usg.edu/degrees/criminal-justice>)

**Student Learning Outcomes - Please provide these in a numbered list format. \***

1. Students will demonstrate the ability to think critically on issues involving criminology, analyzing, an interpreting situations, events, practices, and cases.
2. Students will demonstrate competence in written communication on issues involving criminology procedure well-organized writing that meets conventional standards of correctness, exhibits appropriate style and awareness of audience and presents substantial material.
3. Students will demonstrate a sound general knowledge of the criminological sciences.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>)

**Syllabus\***  I have attached the REQUIRED syllabus.

### Resources and Funding


**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement


**Present or Projected Annual Enrollment\*** 25-30

**Will this course have special fees or tuition required?\***  Yes  
 No

**If yes, what will the fee be?\*** n/a

### Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

**FINAL TASK:** After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.



# Criminology

CRJU- 3200

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

## □ Description

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A study of the nature and scope and crime in society with an emphasis on criminological theories

### Prerequisites:

- CRJU 1100 - Introduction to Criminal Justice

## Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Materials

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Introduction to Criminology: A Text Reader

**Author:** Anthony Walsh & Craig Hemmens

**Publisher:** SAGE Publications

**Edition:** 4<sup>th</sup>

ISBN: 978-1-5063-9924-9

**Availability:** The University Bookstore

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Outcomes

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This course should enable students to:

1. Students will demonstrate the ability to think critically on issues involving criminology, analyzing, an interpreting situations, events, practices, and cases.
2. Students will demonstrate competence in written communication on issues involving criminology procedure well-organized writing that meets conventional standards of correctness, exhibits appropriate style and awareness of audience and presents substantial material.
3. Students will demonstrate a sound general knowledge of the criminological sciences.

## Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

630 - 700 points	90% - 100%	A
650 - 629 points	80% - 89%	B
490 - 649 points	70% - 79%	C
420 - 489 points	60% - 69%	D
Below 419 points	< 60%	F

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

## Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An “A” student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An “B” student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An “C” student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An “D” student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

## Assignments

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### Grade Breakdown:

GRADED ACTIVITY	POINTS	BRIEF DESCRIPTION
Exams (4)	400	There will be 4 exams in multiple choice and short answer format. The 4 <sup>th</sup> (final) exam is not comprehensive. The exams will cover all material that coincides with the lessons we are covering at that particular period (e.g., readings, lectures, class discussion, films, etc.). Each exam is worth 100 points, for a total of 400 points of your final grade.
Film Critiques (2)	100	You are required to critique 2 films relating to course-related subject matter, then prepare a review of that <b>assigned</b> film. You will submit 900-word summary/critique of the film. Each film critique is worth 50 points, for a total of 100 points of your final grade.
Film Critique Discussions (2)	50	You will also be expected to post a synopsis of the film in the discussion board area, openly discussing the videos as they

		relate to the lesson for which the film coincides with. <b>More details and assignment requirements will be provided in Modules 3 &amp; 5.</b> Each film critique discussion is worth 25 points, for a total of 50 points of your final grade. Please see <a href="#">CRJU 3200 Assignment Rubrics</a> and <a href="#">Film Critique Guidelines</a> .
Writing Assignments (3)	150	<p>You are required to complete 3 writing assignments in this course.</p> <p><b>Assignment #1</b> - You will select an article and critique it using the guidelines within an example from your textbook. More details will be provided in Module 2.</p> <p><b>Assignment #2</b> – You will write a three-page (max) paper explaining a crime, based on a current event you will secure from the New York Times, the Los Angeles Times, the Chicago Tribune, the Atlanta Journal/Constitution or the Washington Post, from the classical school and the positivist school perspectives. More detail will be provided in Module 6.</p> <p><b>Assignment #3</b> – You will select a criminological theory of your choice. Locate one journal article that supports your theory and one that does not support your theory and you will write a three-page paper describing the theory and the article’s findings. More detail will be provided in Module 7.</p> <p>Each assignment is worth 50 points; for a total of 150 points of your final grade. Please see <a href="#">CRJU 3200 Assignment Rubrics</a>.</p>
TOTAL	700 points	

## Course Requirements (Instructional Methods):

1. 4 Exams
2. 2 Film Critiques
3. 2 Film Critiques Discussions
4. 3 Written Assignments

**? Schedule**

DATE	Reading Assignments	ACTIVITIES – What’s Due?
<b>Week 1</b> x/x - x/x	<b>Module 1: Introduction &amp; Measuring Crime and Criminal Behavior</b> <ul style="list-style-type: none"> <li>● <b>Chapter 1:</b> Introduction to Crime and Criminology</li> <li>● <b>Chapter 2:</b> Measuring Crime and Criminal Behavior</li> <li>● <b>Chapter 1 &amp; 2:</b> PowerPoint Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Mandatory Attendance Quiz</li> <li>● Introduction Discussion</li> <li>● Review for Exam 1</li> </ul>
<b>Week 2</b> x/x - x/x	<b>Module 2: Victimology &amp; Early Schools of Criminology</b> <ul style="list-style-type: none"> <li>● <b>Chapter 3:</b> Victimology</li> <li>● <b>Film:</b> <a href="#">Capturing the Friedmans</a></li> <li>● <b>Chapter 4:</b> Early Schools of Criminology</li> <li>● <b>Chapters 3 &amp; 4:</b> PowerPoints Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Writing Assignment #1</li> <li>● Exam 1 (covers Chapters 1 – 3)</li> </ul>
<b>Week 3</b> x/x - x/x	<b>Module 3: Social Structured &amp; Social Process Theories</b> <ul style="list-style-type: none"> <li>● Film Critique Guidelines</li> <li>● <b>Chapter 5:</b> Social Structural Theories</li> <li>● <b>Chapter 6:</b> Social Process Theories</li> <li>● <b>Chapters 5 &amp; 6:</b> PowerPoints Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Film Critique #1: Capturing the Friedmans</li> <li>● Film Critique Discussion #1</li> <li>● Review for Exam 2</li> </ul>
<b>Week 4</b> x/x - x/x	<b>Module 4: Critical Theories &amp; Criminal Behavior</b> <ul style="list-style-type: none"> <li>● <b>Chapter 7:</b> Critical Theories</li> <li>● <b>Chapter 8:</b> Individual Traits and Criminal Behavior</li> <li>● <b>Chapters 7 &amp; 8:</b> PowerPoints Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Exam 2 (covers Chapter 4 – 6)</li> </ul>
<b>Week 5</b> x/x - x/x	<b>Module 5: Biosocial and Developmental Theories</b> <ul style="list-style-type: none"> <li>● Film Critique Guidelines</li> <li>● <b>chapter 9:</b> Biosocial Theories</li> <li>● <b>Chapter 10:</b> Developmental Theories</li> <li>● <b>Chapters 9 &amp; 10:</b> PowerPoints Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Film Critique #2: The Lucifer Effect</li> <li>● Film Critique Discussion #2</li> <li>● Review for Exam 3</li> </ul>

<b>Week 6</b> x/x - x/x	<b>Module 6: Violent Crimes &amp; Multiple Murder and Terrorism</b> <ul style="list-style-type: none"> <li>● Chapter 11: Violent Crimes</li> <li>● Chapter 12: Multiple Murder and Terrorism</li> <li>● Chapters 11 &amp; 12: PowerPoints Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Writing Assignments #2</li> <li>● Exam 3 (covers Chapter 7 – 9)</li> </ul>
<b>Week 7</b> x/x - x/x	<b>Module 7: Property &amp; Public Order Crime</b> <ul style="list-style-type: none"> <li>● Chapter 13: Property Crime</li> <li>● Chapter 14: Public Order Crime</li> <li>● Chapters 13 &amp; 14: PowerPoints Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Writing Assignment #3</li> <li>● Review Exam 4</li> </ul>
<b>Week 8</b> x/x - x/x	<b>Module 8: White Collar and Organized Crime</b> <ul style="list-style-type: none"> <li>● Chapter 15: White Collar and Organized Crime</li> <li>● Chapters 15: PowerPoints Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Exam 4 (covers Chapters 10 -15)</li> </ul>

## **i** Course Policies and Resources

### Attendance Verification

**IMPORTANT**- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

The screenshot shows a course management system interface. At the top, there is a navigation bar with links for Course Home, Syllabus, Content, Assessments, Communication, Resources, Library, Design, and SMART THINKING. Below the navigation bar is a search bar and a 'START HERE' dropdown menu. A progress bar indicates 66.67% completion (4 of 6 topics complete). The main content area displays a list of course items: Welcome!, eMajor Course Syllabus, Attendance Requirements & Academic Honesty, Mandatory Attendance Quiz, and Introduction Discussion. The 'START HERE' folder is highlighted in red, and red arrows point to the 'Mandatory Attendance Quiz' and 'Introduction Discussion' items. The course number 302/806 is visible at the bottom right.

## Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

## Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

## Late Policy:

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx  
Late Quizzes/Exams: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx  
Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx  
Late XXXXXXXX: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

## Academic Misconduct

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as

a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.



Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## **Cheating on Examinations**

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, “crib sheets,” websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one’s own examination and forbidden collaboration before or after an examination.

## **Unauthorized Collaboration**

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one’s own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## **Falsification**

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## **Multiple Submissions**

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## **Evidence and Burden of Proof**

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate

use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## □ Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

### Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:  
[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
[http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information)

You may also visit our website for help with USG Guidance:  
<https://www.westga.edu/police/campus-carry.php>  
<https://www.westga.edu/police/campus-carry.php>

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](#) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## Additional Items

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### Student Services

Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure

that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

### Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information:

<https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:  
<https://emajor.usg.edu/current-students/accessibility-services.php>.

# CRJU - 3250 - Crime and Media

## 2021-2022 Undergraduate New Course Request

### Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

### Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursing course?\*

Yes  No

310/806

Is this a College of  ...  ...

Is this a college or  
Education course?\*  Yes  No

Is this a Department  
of Mass  
Communications  
course?\*  Yes  
 No

Is this an Honors  
College course?\*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?\*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 3250

Course Title\* Crime and Media

Long Course Title

Course Type\*

Criminal Justice

Catalog Course  
Description\*

This course analyzes the role the mass media has on human behavior; subsequently affecting human judgement, attitudes, perceptions of crime, and societal reactions to crime in general. This course analyzes how the general public processes the "criminal event" and other pertinent information regarding crime; and how this process is fundamentally derived from the media and an instrumental element in the creation of "fear of crime". A fundamental question we will address this semester is: whether the mass media plays a significant role in the interpretation of criminality and our criminal justice system.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?  Yes  No \*

If yes, indicate maximum number of credit hours counted toward graduation.\* n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

Is this a General Education course? \*  Yes  No

If yes, which area(s) (check all that apply):  Area A  Area B  Area C  Area D  Area E

**Status** \*  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)** \*  Carrollton or Newnan Campus: Face-to-Face  Entirely Online  Hybrid  Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading** \* Undergraduate Standard Letter

**Justification and Assessment**



**Rationale\*** Students seeking a B.S in Criminal Justice can choose: General Concentration requiring 39 hours (13 courses) of general CJUS electives; Law Enforcement Concentration which requires 30 hours (10 courses) of law enforcement specific CJUS electives in addition to 9 hours (3 courses) of general CJUS electives; or Social Justice Concentration which requires 12 hours of SJUS courses in addition to 27 hours of CJUS electives.


Students in the General Concentration may choose 39 hours courses out of the available 15 courses in this area (Law Enforcement concentration may choose 9 hours; Social Justice concentration may choose 27 hours from the list): CRJU 3350 Drugs in America; CRJU 3400 Juvenile Delinquency & Justice; CRJU 3500 Criminal Investigation; CRJU 3501 Criminal Investigation II; CRJU 3710 Special Topics Mass Violence; CRJU 3800 Race, Ethnicity, and Criminal Justice; CRJU 3810 Victimology; CRJU 4300 Community Correction; CRJU 4350 Family Violence; CRJU 3250 Crime and Media; CRJU 4000 Internship in Criminal Justice; and CRJU 4500 Management of Forensics (Additional electives PSYC 3850 – Forensic Psychology; POLS 3100 – Constitutional Law; and SOCI 3800 – Development of Criminal Behavior are already in Banner system entered via eCampus).

This course is one of the electives. (See <https://emajor.usg.edu/degrees/criminal-justice>)

**Student Learning Outcomes - Please provide these in a numbered list format.\***

1. Students will critically analyze and understand the content of crime and justice in the news and entertainment media.
2. Students will critically analyze and understand the media's influence on the level of violence and crime in society.
3. Students will critically analyze and understand the media's influence on public attitudes and perceptions of crime and criminality.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>)

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding


**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25-30

**Will this course have special fees or tuition required?\***  Yes  No

**If yes, what will the fee be?\*** n/a

### Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# CRJU - 3300 - Corrections

## 2021-2022 Undergraduate New Course Request

### Introduction

Welcome to the University of West Georgia's curriculum management system.

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

### Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursina course?\*

Yes  No

315/806

Is this a College of  ...  ...

Is this a college or  
Education course?\*  Yes  No

Is this a Department  
of Mass  
Communications  
course?\*  Yes  
 No

Is this an Honors  
College course?\*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?\*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 3300

Course Title\* Corrections

Long Course Title

Course Type\*

Criminal Justice

**Catalog Course Description\*** A study of the history, structure, and functions of corrections as well as the legal and philosophical basis for the punishment of criminal offenders.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation?\*

Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\* n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?\***  Yes  No

**If yes, which area(s) (check all that apply):**

- Area A
- Area B
- Area C
- Area D
- Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

Undergraduate Standard Letter

## Justification and Assessment

**Rationale\*** Students seeking a B.S in Criminal Justice (General Concentration, Law Enforcement Concentration, or Social Justice Concentration) are required to take 21 hours of major core in order to graduate. Students in both General Concentration and Law Enforcement Concentration must complete 21 hours of CRJU Required Upper Division CJ courses. These courses include: CRJU 3100 – Criminal Law; CRJU 3110 – Criminal Procedures; CRJU 3200 – Criminology; CRJU 3300 – Corrections; CRJU 3700- Research Methodology; CRJU 4700 – Ethical Issues in Criminal Justice; and CRJU 4800 – Senior Capstone.

This course is one of seven required CRJU courses Major Course courses – CRJU 3100, 3110, 3200, 3300, 3700, 4700, and 4800. (See <https://emajor.usg.edu/degrees/criminal-justice>)

**Student Learning Outcomes - Please provide these in a numbered list format. \***

1. Develop and demonstrate an understanding of the historical nature of corrections in America.
2. Demonstrate an understanding of the role the American corrections system had in the development of modern criminal justice.
3. Demonstrate an understanding of social, political, and individual factors that influence the operations of the American correctional system.
4. Demonstrate an understanding and the functions of each component of the American correctional system - jails, prisons, probation, parole, and diversion programs.
5. Develop and implement critical thinking techniques to analyze the primary objective of the American correctional system to punishment or rehabilitation.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>)

**Syllabus\***  I have attached the REQUIRED syllabus.

### Resources and Funding


**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25-30

**Will this course have special fees or tuition required?\***  Yes  
 No

**If yes, what will the fee be?\*** n/a

### Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

**FINAL TASK:** After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# Corrections

## CRJU- 3300

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

### □ Description

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A study of the history, structure, and functions of corrections as well as the legal and philosophical basis for the punishment of criminal offenders.

**Prerequisites:**

- CRJU 1100 - Introduction to Criminal Justice

### Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

### Materials

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#### American Corrections

**Author:** Todd R. Clear, George F. Cole, and Michael D. Reisig

**Publisher:** Cengage

**Edition:** 11th



**ISBN:** -10: 1305093305

-13: 978-1305093300

**Availability:** The University Bookstore

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Outcomes

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This course should enable students to:

1. Develop and demonstrate an understanding of the historical nature of corrections in America.
2. Demonstrate an understanding of the role the American corrections system had in the development of modern criminal justice.
3. Demonstrate an understanding of social, political, and individual factors that influence the operations of the American correctional system.
4. Demonstrate an understanding and the functions of each component of the American correctional system - jails, prisons, probation, parole, and diversion programs.
5. Develop and implement critical thinking techniques to analyze the primary objective of the American correctional system to punishment or rehabilitation.

## Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

450 -500 points	90% - 100%	A
400 - 449 points	80% - 89%	B
350 - 399 points	70% - 79%	C
300 - 349 points	60% - 69%	D

Below 300 points	< 60%	F
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**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

**Expectations and Standards:**

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An “A” student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An “B” student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An “C” student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An “D” student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

 **Assignments**

Grade Breakdown:

GRADED ACTIVITY	WEIGHT	BRIEF DESCRIPTION
<b>Discussions (4)</b>	100 total points (25 points Each)	You will complete the following 4 discussions throughout this course:  Module 1 Discussion: Institutional Management (25 points)

		Module 2 Discussion: Correctional Management (25 points) Module 3 Discussion: Prison Overcrowding (25 points) Module 4 Discussion: The Prison Industrialization Complex (25 points)
<b>EXAMS (4)</b>	400 total points (100 points Each)	You will complete 4 exams throughout this course. Each exam is worth 100 points.
<b>TOTAL</b>	500 points	

## ? Schedule

<b>DATE</b>	<b>Reading Assignments</b>	<b>ACTIVITIES – What’s Due?</b>
<b>SYLLABUS AND START ITEMS</b> x/x - x/x	<ul style="list-style-type: none"> <li>• Online course syllabus</li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory Attendance Quiz</li> <li>• Introduction Discussion</li> </ul>
<b>MODULE 1</b> x/x - x/x	<ul style="list-style-type: none"> <li>• Online content and web resources provided in Module 1</li> <li>• <b>Chapter 1:</b> The Corrections System</li> <li>• <b>Chapter 2:</b> The Early History of Correctional Thought and Practice</li> <li>• <b>Chapter 3:</b> The History of Corrections in America</li> <li>• <b>Chapter 4:</b> The Punishment of Offenders</li> <li>• <b>Chapter 5:</b> The Law of Corrections</li> <li>• <b>Chapter 6:</b> The Correctional Client</li> </ul>	<ul style="list-style-type: none"> <li>• Module 1 Discussion Questions (optional)</li> <li>• Module 1 Discussion: Institutional Management (required)</li> <li>• Module 1 Exam</li> </ul>
<b>MODULE 2</b> x/x - x/x	<ul style="list-style-type: none"> <li>• Online content and web resources provided in Module 2</li> <li>• <b>Chapter 7:</b> Jails - Detention and Short-Term Incarceration</li> <li>• <b>Chapter 10:</b> Incarceration</li> <li>• <b>Chapter 11:</b> The Prison Experience</li> <li>• <b>Chapter 12:</b> Incarceration of Women</li> <li>• <b>Chapter 13:</b> Institutional Management</li> <li>• <b>Chapter 14:</b> Institutional Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Module 2 Discussion Questions (optional)</li> <li>• Module 2 Discussion: Correctional Management (required)</li> <li>• Module 2 Exam</li> </ul>
<b>MODULE 3</b> x/x - x/x	<ul style="list-style-type: none"> <li>• Online content and web resources provided in Module 3</li> <li>• <b>Chapter 8:</b> Probation</li> </ul>	<ul style="list-style-type: none"> <li>• Module 3 Discussion Questions (optional)</li> <li>• Module 3 Discussion: Prison Overcrowding (required)</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Chapter 9:</b> Intermediate Sanctions and Community Corrections</li> <li>● <b>Chapter 15:</b> Release from Incarceration</li> <li>● <b>Chapter 16:</b> Making It – Supervision in the Community</li> </ul>	<ul style="list-style-type: none"> <li>● Module 3 Exam</li> </ul>
<b>MODULE 4</b> x/x - x/x	<ul style="list-style-type: none"> <li>● Online content and web resources provided in Module 4</li> <li>● <b>Chapter 17:</b> Corrections for Juveniles</li> <li>● <b>Chapter 18:</b> Incarceration Trends</li> <li>● <b>Chapter 19:</b> Race, Ethnicity, and Corrections</li> <li>● <b>Chapter 20:</b> American Corrections - Looking Forward</li> </ul>	<ul style="list-style-type: none"> <li>● Module 4 Discussion Questions (optional)</li> <li>● Module 4 Discussion: The Prison Industrialization Complex (required)</li> <li>● Module 4 Exam</li> </ul>

## **i** Course Policies and Resources

### Attendance Verification

**IMPORTANT-** In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

The screenshot shows a course management system interface. At the top, there is a navigation bar with links for Course Home, Syllabus, Content, Assessments, Communication, Resources, Library, Design, and SMART THINKING. Below the navigation bar is a search bar and a 'START HERE' dropdown menu. A progress bar indicates that 66.67% (4 of 6 topics) are complete. The main content area lists several items: Welcome!, eMajor Course Syllabus, Attendance Requirements & Academic Honesty, Mandatory Attendance Quiz, and Introduction Discussion. The 'START HERE' folder in the left sidebar is highlighted with a red box, and two red arrows point from it to the 'Mandatory Attendance Quiz' and 'Introduction Discussion' items in the main content area.

## Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

## Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

## Late Policy:

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx  
Late Quizzes/Exams: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx  
Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx  
Late XXXXXXXX: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

## Academic Misconduct

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, “crib sheets,” websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one’s own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one’s own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other.

Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an

eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## □ Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

### Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

### Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are



not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## **UWG Email Policy**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## **Credit Hour Policy**

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## **HB 280 (Campus Carry)**

UWG follows University System of Georgia (USG) guidance:  
[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
[http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information)

You may also visit our website for help with USG Guidance:  
<https://www.westga.edu/police/campus-carry.php>  
<https://www.westga.edu/police/campus-carry.php>

## **Mental Health Support**

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the

Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](#) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## Additional Items

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### Student Services

Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

## Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information:

<https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

## Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:  
<https://emajor.usg.edu/current-students/accessibility-services.php>.

# Crime and Media

CRJU- 3250

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

## □ Description

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This course analyzes the role the mass media has on human behavior; subsequently affecting human judgement, attitudes, perceptions of crime, and societal reactions to crime in general. This course analyzes how the general public processes the “criminal event” and other pertinent information regarding crime; and how this process is fundamentally derived from the media and an instrumental element in the creation of “fear of crime”. A fundamental question we will address this semester is: whether the mass media plays a significant role in the interpretation of criminality and our criminal justice system.

**Prerequisites:**

- CRJU 1100 - Introduction to Criminal Justice

## Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Materials

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Media and Crime

**Author:** Yvonne Jewkes

**Publisher:** SAGE Publications

**Edition:** 3rd

**ISBN:** 13: 978 - 1446272534

**Availability:** The University Bookstore

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Materials and Resources:

Journal articles and/or videos will be assigned with representative chapters in the textbook. They will be made available online by your instructor.

## Outcomes

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This course should enable students to:

1. Students will critically analyze and understand the content of crime and justice in the news and entertainment media.
2. Students will critically analyze and understand the media's influence on the level of violence and crime in society.
3. Students will critically analyze and understand the media's influence on public attitudes and perceptions of crime and criminality.

## Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

252 - 280 points	90% - 100%	A
224 - 251 points	80% - 89%	B
223 - 196 points	70% - 79%	C
195 - 168 points	60% - 69%	D

Below 167 points	< 60%	F
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**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

**Expectations and Standards:**

**A –** To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An “A” student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B –** To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An “B” student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C –** For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An “C” student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D –** A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An “D” student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F –** A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

 **Assignments**

Grade Breakdown:

GRADED ACTIVITY	POINTS	BRIEF DESCRIPTION
Discussions	8 total discussion x 25	Discussion questions relevant to each week’s reading and with a key element of this course. Students will be required to complete an initial post and respond to at least two of their peers.

	points = 200 points	
<b>Reading Quizzes</b>	8 total quizzes x 20 points = 160 points	Each quiz corresponds to the assigned reading material and resources for the units in the course. Failure to complete a quiz during the allowed time will result in a grade of zero (0) for that quiz. These quizzes will assess your mastery of the major course related issues and other important aspects of laws regarding criminal evidence. They will consist of multiple choice and true/false questions based on the readings from each lesson
<b>Exams (Mid-term and Final exam)</b>	300 (2 x 150 points)	Students will take a midterm and final exam. Each exam is worth 130 points and will be taken online. Exams will consist of multiple choice, short answer and essay questions derived from the reading assignments associated with each lesson.
<b>TOTAL</b>	280 points	

## Course Requirements (Instructional Methods):

1. 4 Exams
2. 2 Film Critiques
3. 2 Film Critiques Discussions
4. 3 Written Assignments

## ? Schedule

DATE	Reading Assignments	ACTIVITIES – What’s Due?
<b>Week 1</b> x/x - x/x	<p><b>Reading:</b> Jewkes Chapter 1: Theorizing Media and Crime</p> <p><b>Videos:</b> Media Hegemony YouTube Video <a href="https://www.youtube.com/watch?v=GNJdcTXQIQc">https://www.youtube.com/watch?v=GNJdcTXQIQc</a></p> <p>Hypodermic Needle Theory <a href="https://www.youtube.com/watch?v=Qt5MjBlvGcY">https://www.youtube.com/watch?v=Qt5MjBlvGcY</a></p>	<ul style="list-style-type: none"> <li>● Attendance quiz</li> <li>● Introduction Discussion</li> <li>● Module 1 Discussion</li> <li>● Quiz by 11:59 pm on x/x</li> </ul>
<b>Week 2</b> x/x - x/x	<p><b>Reading:</b> Jewkes Chapter 2: The Construction of Crime News</p> <p><b>Videos:</b> Who decided What’s Newsworthy <a href="https://www.youtube.com/watch?v=Sz029y6ZkC8">https://www.youtube.com/watch?v=Sz029y6ZkC8</a></p> <p>What is Newsworthy? <a href="https://www.youtube.com/watch?v=In4xVETm1b4">https://www.youtube.com/watch?v=In4xVETm1b4</a></p>	<ul style="list-style-type: none"> <li>● Module 2 Discussion Due</li> <li>● Quiz by 11:59 pm on x/x</li> </ul>

	<p>Ted Talk: How the News Distorts Our Worldview  <a href="https://www.ted.com/talks/alisa_miller_shares_the_news_about_the_news">https://www.ted.com/talks/alisa_miller_shares_the_news_about_the_news</a></p>	
<p><b>Week 3</b>  x/x - x/x</p>	<p><b>Reading:</b>  Jewkes Chapter 3: Media and Moral</p>	<ul style="list-style-type: none"> <li>• Module 3 Discussion Due</li> <li>• Quiz by 11:59 pm on x/x</li> </ul>
<p><b>Week 4</b>  x/x - x/x</p>	<p><b>Reading:</b>  Jewkes Chapter 6: Police, Offenders, and Victims in the Media</p> <p><b>Videos:</b>  Policing the Police  <a href="http://www.pbs.org/wgbh/frontline/film/policing-the-police/">http://www.pbs.org/wgbh/frontline/film/policing-the-police/</a></p> <p>Social Media Plays a Major Role in National Debate on Police Brutality  <a href="https://youtu.be/e7ifmUmZNps">https://youtu.be/e7ifmUmZNps</a></p> <p>The News Media's Coverage of Crime and Victimization  <a href="https://www.youtube.com/watch?v=2sZGN4-tmzU">https://www.youtube.com/watch?v=2sZGN4-tmzU</a></p>	<ul style="list-style-type: none"> <li>• Module 4 Discussion Due</li> <li>• Reading Quiz</li> <li>• Midterm Exam due on by 11:59 pm on x/x</li> </ul>
<p><b>Week 5</b>  x/x - x/x</p>	<p><b>Reading:</b>  Jewkes Chapter 9: The Role of the Internet in Crime and Deviance</p> <p><b>Videos:</b>  The Cybercrimes You Never Hear About  <a href="https://youtu.be/mCt2hzpyWZc">https://youtu.be/mCt2hzpyWZc</a></p> <p>Ted Talk: James Lyne: Everyday Cybercrime  <a href="https://youtu.be/fSErHToV8IU">https://youtu.be/fSErHToV8IU</a></p> <p>Cyber Crime Secrets  <a href="https://youtu.be/Bo44JolU7Qk">https://youtu.be/Bo44JolU7Qk</a></p>	<ul style="list-style-type: none"> <li>• Module 5 Discussion Due</li> <li>• Quiz by 11:59 pm on x/x</li> </ul>
<p><b>Week 6</b>  x/x - x/x</p>	<p><b>Reading:</b>  Jewkes Chapter 5: Media Misogyny: Monstrous Women</p> <p>Jewkes Chapter 7: Crime Films and Prison Films</p> <p><b>Videos:</b>  Most Dangerous Female Criminals  <a href="http://youtu.be/GyOqZ8XnA-Q">http://youtu.be/GyOqZ8XnA-Q</a></p> <p>Top 10 Movies Inspired by True Events  <a href="http://youtu.be/0JyMWWkIx2c">http://youtu.be/0JyMWWkIx2c</a></p>	<ul style="list-style-type: none"> <li>• Module 6 Discussion Due</li> <li>• Quiz by 11:59 pm on x/x</li> </ul>



<b>Week 7</b> <b>x/x - x/x</b>	<b>Reading:</b> Jewkes Chapter 4: Media Construction of Children: “Evil Monsters and Tragic Victims”  <b>Videos:</b> Rule Britannia Part I <a href="https://www.youtube.com/watch?v=D3mkGkhnPp4">https://www.youtube.com/watch?v=D3mkGkhnPp4</a>  Rule Britannia Part II <a href="https://www.youtube.com/watch?v=ANjv2pJfFMQ">https://www.youtube.com/watch?v=ANjv2pJfFMQ</a>	<ul style="list-style-type: none"> <li>● Module 7 Discussion Due</li> <li>● Quiz by 11:59 pm on x/x</li> </ul>
<b>Week 8</b> <b>x/x - x/x</b>	<b>Reading:</b> Jewkes Chapter 10: Conceptualizing the Relationship between Media and Crime	<ul style="list-style-type: none"> <li>● Module 8 Discussion Due</li> <li>● Quiz by 11:59 pm on x/x</li> </ul>
<b>Final Exam Period</b> <b>x/x - x/x</b>	<b>Students must take the final Exam during this time period. Due on x/x at 11:59 pm EST.</b>	

## **i** Course Policies and Resources

### Attendance Verification

**IMPORTANT-** In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

The screenshot shows a course management system interface. At the top, there are navigation tabs: Course Home, Syllabus, Content, Assessments, Communication, Resources, Library, Design, and SMARTTHINKING. Below the tabs is a search bar and a 'START HERE' dropdown menu. A progress bar indicates 66.67% completion (4 of 6 topics complete). The main content area lists several items: Welcome!, eMajor Course Syllabus, Attendance Requirements & Academic Honesty, Mandatory Attendance Quiz, and Introduction Discussion. A red box highlights 'START HERE' in the left-hand navigation menu, and two red arrows point from this box to the 'Mandatory Attendance Quiz' and 'Introduction Discussion' items in the main content area. The 'Introduction Discussion' item includes instructions to write a paragraph and participate in a discussion.



a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## **Cheating on Examinations**

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, “crib sheets,” websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one’s own examination and forbidden collaboration before or after an examination.

## **Unauthorized Collaboration**

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one’s own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## **Falsification**

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## **Multiple Submissions**

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## **Evidence and Burden of Proof**

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate

use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## □ Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

### Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:  
[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance:  
<https://www.westga.edu/police/campus-carry.php>  
(<https://www.westga.edu/police/campus-carry.php>)

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](#) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## Additional Items

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### Student Services

Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure

that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

### Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information:

<https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:  
<https://emajor.usg.edu/current-students/accessibility-services.php>.



# CRJU - 3300 - Corrections

## 2021-2022 Undergraduate New Course Request

### Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

### Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursing course?\*

Yes  No

345/806

Is this a College of  ...  ...

Is this a college or  
Education course?\*  Yes  No

Is this a Department  
of Mass  
Communications  
course?\*  Yes  
 No

Is this an Honors  
College course?\*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?\*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 3300

Course Title\* Corrections

Long Course Title

Course Type\*

Criminal Justice

**Catalog Course Description\*** A study of the history, structure, and functions of corrections as well as the legal and philosophical basis for the punishment of criminal offenders.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation?\*

Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\* n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?\***  Yes  No

**If yes, which area(s) (check all that apply):**

- Area A
- Area B
- Area C
- Area D
- Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

Undergraduate Standard Letter

## Justification and Assessment


**Rationale\*** Students seeking a B.S in Criminal Justice (General Concentration, Law Enforcement Concentration, or Social Justice Concentration) are required to take 21 hours of major core in order to graduate. Students in both General Concentration and Law Enforcement Concentration must complete 21 hours of CRJU Required Upper Division CJ courses. These courses include: CRJU 3100 – Criminal Law; CRJU 3110 – Criminal Procedures; CRJU 3200 – Criminology; CRJU 3300 – Corrections; CRJU 3700- Research Methodology; CRJU 4700 – Ethical Issues in Criminal Justice; and CRJU 4800 – Senior Capstone.

This course is one of seven required CRJU courses Major Course courses – CRJU 3100, 3110, 3200, 3300, 3700, 4700, and 4800. (See <https://emajor.usg.edu/degrees/criminal-justice>)

**Student Learning Outcomes - Please provide these in a numbered list format. \***

1. Develop and demonstrate an understanding of the historical nature of corrections in America.
2. Demonstrate an understanding of the role the American corrections system had in the development of modern criminal justice.
3. Demonstrate an understanding of social, political, and individual factors that influence the operations of the American correctional system.
4. Demonstrate an understanding and the functions of each component of the American correctional system - jails, prisons, probation, parole, and diversion programs.
5. Develop and implement critical thinking techniques to analyze the primary objective of the American correctional system to punishment or rehabilitation.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>)

**Syllabus\***  I have attached the REQUIRED syllabus.

### Resources and Funding


**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25-30

**Will this course have special fees or tuition required?\***  Yes  
 No

**If yes, what will the fee be?\*** n/a

### Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

**FINAL TASK:** After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# Corrections

## CRJU- 3300

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

### □ Description

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A study of the history, structure, and functions of corrections as well as the legal and philosophical basis for the punishment of criminal offenders.

**Prerequisites:**

- CRJU 1100 - Introduction to Criminal Justice

### Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

### Materials

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#### American Corrections

**Author:** Todd R. Clear, George F. Cole, and Michael D. Reisig

**Publisher:** Cengage

**Edition:** 11th

**ISBN:** -10: 1305093305

-13: 978-1305093300

**Availability:** The University Bookstore

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Outcomes

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This course should enable students to:

1. Develop and demonstrate an understanding of the historical nature of corrections in America.
2. Demonstrate an understanding of the role the American corrections system had in the development of modern criminal justice.
3. Demonstrate an understanding of social, political, and individual factors that influence the operations of the American correctional system.
4. Demonstrate an understanding and the functions of each component of the American correctional system - jails, prisons, probation, parole, and diversion programs.
5. Develop and implement critical thinking techniques to analyze the primary objective of the American correctional system to punishment or rehabilitation.

## Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

450 -500 points	90% - 100%	A
400 - 449 points	80% - 89%	B
350 - 399 points	70% - 79%	C
300 - 349 points	60% - 69%	D

Below 300 points	< 60%	F
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**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

**Expectations and Standards:**

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An “A” student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An “B” student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An “C” student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An “D” student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

 **Assignments**

Grade Breakdown:

GRADED ACTIVITY	WEIGHT	BRIEF DESCRIPTION
Discussions (4)	100 total points (25 points Each)	You will complete the following 4 discussions throughout this course:  Module 1 Discussion: Institutional Management (25 points)



		Module 2 Discussion: Correctional Management (25 points) Module 3 Discussion: Prison Overcrowding (25 points) Module 4 Discussion: The Prison Industrialization Complex (25 points)
<b>EXAMS (4)</b>	400 total points (100 points Each)	You will complete 4 exams throughout this course. Each exam is worth 100 points.
<b>TOTAL</b>	500 points	

## ? Schedule

<b>DATE</b>	<b>Reading Assignments</b>	<b>ACTIVITIES – What’s Due?</b>
<b>SYLLABUS AND START ITEMS</b> x/x - x/x	<ul style="list-style-type: none"> <li>• Online course syllabus</li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory Attendance Quiz</li> <li>• Introduction Discussion</li> </ul>
<b>MODULE 1</b> x/x - x/x	<ul style="list-style-type: none"> <li>• Online content and web resources provided in Module 1</li> <li>• <b>Chapter 1:</b> The Corrections System</li> <li>• <b>Chapter 2:</b> The Early History of Correctional Thought and Practice</li> <li>• <b>Chapter 3:</b> The History of Corrections in America</li> <li>• <b>Chapter 4:</b> The Punishment of Offenders</li> <li>• <b>Chapter 5:</b> The Law of Corrections</li> <li>• <b>Chapter 6:</b> The Correctional Client</li> </ul>	<ul style="list-style-type: none"> <li>• Module 1 Discussion Questions (optional)</li> <li>• Module 1 Discussion: Institutional Management (required)</li> <li>• Module 1 Exam</li> </ul>
<b>MODULE 2</b> x/x - x/x	<ul style="list-style-type: none"> <li>• Online content and web resources provided in Module 2</li> <li>• <b>Chapter 7:</b> Jails - Detention and Short-Term Incarceration</li> <li>• <b>Chapter 10:</b> Incarceration</li> <li>• <b>Chapter 11:</b> The Prison Experience</li> <li>• <b>Chapter 12:</b> Incarceration of Women</li> <li>• <b>Chapter 13:</b> Institutional Management</li> <li>• <b>Chapter 14:</b> Institutional Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Module 2 Discussion Questions (optional)</li> <li>• Module 2 Discussion: Correctional Management (required)</li> <li>• Module 2 Exam</li> </ul>
<b>MODULE 3</b> x/x - x/x	<ul style="list-style-type: none"> <li>• Online content and web resources provided in Module 3</li> <li>• <b>Chapter 8:</b> Probation</li> </ul>	<ul style="list-style-type: none"> <li>• Module 3 Discussion Questions (optional)</li> <li>• Module 3 Discussion: Prison Overcrowding (required)</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Chapter 9:</b> Intermediate Sanctions and Community Corrections</li> <li>● <b>Chapter 15:</b> Release from Incarceration</li> <li>● <b>Chapter 16:</b> Making It – Supervision in the Community</li> </ul>	<ul style="list-style-type: none"> <li>● Module 3 Exam</li> </ul>
<b>MODULE 4</b> <b>x/x - x/x</b>	<ul style="list-style-type: none"> <li>● Online content and web resources provided in Module 4</li> <li>● <b>Chapter 17:</b> Corrections for Juveniles</li> <li>● <b>Chapter 18:</b> Incarceration Trends</li> <li>● <b>Chapter 19:</b> Race, Ethnicity, and Corrections</li> <li>● <b>Chapter 20:</b> American Corrections - Looking Forward</li> </ul>	<ul style="list-style-type: none"> <li>● Module 4 Discussion Questions (optional)</li> <li>● Module 4 Discussion: The Prison Industrialization Complex (required)</li> <li>● Module 4 Exam</li> </ul>

## **i** Course Policies and Resources

### Attendance Verification

**IMPORTANT-** In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

The screenshot shows a course management system interface. At the top, there are navigation tabs: Course Home, Syllabus, Content, Assessments, Communication, Resources, Library, Design, and SMART THINKING. Below the navigation is a search bar and a 'START HERE' dropdown menu. A progress bar indicates '66.67 % 4 of 6 topics complete'. The main content area lists several items: Welcome!, eMajor Course Syllabus, Attendance Requirements & Academic Honesty, Mandatory Attendance Quiz, and Introduction Discussion. The 'START HERE' folder in the left sidebar is highlighted with a red box, and two red arrows point from it to the 'Mandatory Attendance Quiz' and 'Introduction Discussion' items in the main content area.

## Attendance and Late Policy



In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, “crib sheets,” websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one’s own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one’s own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other.

Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an

eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## □ Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

### Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

### Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are

not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## **UWG Email Policy**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## **Credit Hour Policy**

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## **HB 280 (Campus Carry)**

UWG follows University System of Georgia (USG) guidance:  
[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
[http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information)

You may also visit our website for help with USG Guidance:  
<https://www.westga.edu/police/campus-carry.php>  
<https://www.westga.edu/police/campus-carry.php>

## **Mental Health Support**

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the

Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](#) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## Additional Items

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### Student Services

Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).



In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

## Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information:

<https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

## Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:

<https://emajor.usg.edu/current-students/accessibility-services.php>.

# CRJU - 3350 - Drugs in America

## 2021-2022 Undergraduate New Course Request

### Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

### Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursing course?\*

Yes  No

362/806

Is this a College of  ...  ...

Is this a college or  
Education course?\*  Yes  No

Is this a Department  
of Mass  
Communications  
course?\*  Yes  
 No

Is this an Honors  
College course?\*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?\*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 3350

Course Title\* Drugs in America

Long Course Title

Course Type\*

Criminal Justice

**Catalog Course Description\*** Explores and analyzes the complex experience of illicit drug use in America from multiple angles with specific attention to the ways that our culture understands drugs, drug use, and drug policy as a social/criminal justice problem. Topics include punishment, interdiction, prevention, and or rehabilitation.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation? \*  
 Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\* n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?\***  Yes  No

**If yes, which area(s) (check all that apply):**

- Area A
- Area B
- Area C
- Area D
- Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

Undergraduate Standard Letter

**Justification and Assessment**

**Rationale\*** Students seeking a B.S in Criminal Justice can choose: General Concentration requiring 39 hours (13 courses) of general CJUS electives; Law Enforcement Concentration which requires 30 hours (10 courses) of law enforcement specific CJUS electives in addition to 9 hours (3 courses) of general CJUS electives; or Social Justice Concentration which requires 12 hours of SJUS courses in addition to 27 hours of CJUS electives.


Students in the General Concentration may choose 39 hours courses out of the available 15 courses in this area (Law Enforcement concentration may choose 9 hours; Social Justice concentration may choose 27 hours from the list): CRJU 3350 Drugs in America; CRJU 3400 Juvenile Delinquency & Justice; CRJU 3500 Criminal Investigation; CRJU 3501 Criminal Investigation II; CRJU 3710 Special Topics Mass Violence; CRJU 3800 Race, Ethnicity, and Criminal Justice; CRJU 3810 Victimology; CRJU 4300 Community Correction; CRJU 4350 Family Violence; CRJU 3250 Crime and Media; CRJU 4000 Internship in Criminal Justice; and CRJU 4500 Management of Forensics (Additional electives PSYC 3850 – Forensic Psychology; POLS 3100 – Constitutional Law; and SOCI 3800 – Development of Criminal Behavior are already in Banner system entered via eCampus).

This course is one of the electives. (See <https://emajor.usg.edu/degrees/criminal-justice>)

**Student Learning Outcomes - Please provide these in a numbered list format. \***

1. Students will be able to describe and evaluate key research findings on the patterns and meaning of drug use in the US;
2. Students will be able to analyze the history of drug use, drug abuse, drug production and trade, and drug regulation and policy formation;
3. Students will be able to analyze the impact of drugs on American society and the criminal justice system;
4. Students will be able to assess and analyze current drug policies and interdiction initiatives.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>)

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

**Planning Info\***  Library Resources are Adequate

**Present or Projected Annual Enrollment\*** 25-30

**Will this course have special fees or tuition required?\***  Yes  No

**If yes, what will the fee be?\*** n/a

**Fee Justification**

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# Drugs in America

CRJU- 3350

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

## □ Description

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Explores and analyzes the complex experience of illicit drug use in America from multiple angles with specific attention to the ways that our culture understands drugs, drug use, and drug policy as a social/criminal justice problem. Topics include punishment, interdiction, prevention, and or rehabilitation.

### Prerequisites:

- CRJU 1100 - Introduction to Criminal Justice

## Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Materials

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Drugs in Society: Causes, Concepts, and Control

**Author:** Michael D. Lyman

**Publisher:** Routledge

**Edition:** 8th

**ISBN:** 978-1138202276

**Availability:** The University Bookstore

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Outcomes

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This course should enable students to:

1. Students will be able to describe and evaluate key research findings on the patterns and meaning of drug use in the US;
2. Students will be able to analyze the history of drug use, drug abuse, drug production and trade, and drug regulation and policy formation;
3. Students will be able to analyze the impact of drugs on American society and the criminal justice system;
4. Students will be able to assess and analyze current drug policies and interdiction initiatives.

## Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

716 - 800 points	90% - 100%	A
636 - 715 points	80% - 89%	B
556 - 635 points	70% - 79%	C
476 - 555 points	60% - 69%	D
Below 475 points	< 60%	F

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose



completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

### Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An “A” student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An “B” student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An “C” student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An “D” student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

## Assignments

### Grade Breakdown:

GRADED ACTIVITY	WEIGHTS	BRIEF DESCRIPTION
Exams (3 exams x 100 points)	50 %	<b>There will be three (3) exams this term.</b> Exams will be comprised of material from lecture notes/slides, supplemental articles, movies viewed, and other relevant materials provided, and issues covered in the discussion assignments. Exam expectations are that you: 1) thoroughly answer the questions; 2) demonstrate comprehension and mastery of the material you're tested over; and 3) your ability to organize and articulate

		a logical response to those questions asked of you. <b>Exams cannot be made up. No exceptions.</b>
<b>Movie/Video Review (3 reviews x 25 points)</b>	25 %	<b>You will be assigned 3 videos/movies</b> relating to course related subject matter; then prepare a review of that assigned video. You will also be expected to openly discuss those videos in class as they relate to our class lectures. For each review/debate, students will be responsible to leading the debate regarding the selected issue. Remaining students are responsible for making a substantive contribution to the debate. Those students leading the debate will be responsible for creating 5 discussion topics, which could potentially end up on an exam. <b>ALL</b> students will submit a 350-word summary of the movie being viewed.
<b>Article Reviews (4 x 50 points each)</b>	25 %	<b>You will be required to submit four (4) article reviews this term.</b> Many of these articles present controversial arguments and research, which should stir some debate. You are to follow the example provided in <i>Reviewing Scholarly Journal Articles</i> as a guide (This can be found in the last few pages of your syllabus). Your critique should be based on the guidelines within the example.

## Teaching Philosophy:

The American experience with illicit drugs is complex. On the one hand, we have more access to psychoactive drugs than any other society. On the other hand, we control and punish drug use more than any other society. This results in a debate as to the best approach to deal with drug use and distribution: punishment, interdiction, prevention, and or rehabilitation. This course is designed to analyze this complex situation from multiple angles with specific attention to the ways that our culture understands drug, drug use, and drug policy as a social/criminal justice problem.

## Course Requirements (Instructional Methods):

1. Exams (3 exams x 100 points) = 300 points (50% of overall grade)
2. Movie/Video Review = (3 reviews x 25 points) = 75 points (15% of overall grade)
3. Article Reviews (4 x 50 points each) = 200 points (30% of overall grade)

## ? Schedule

DATE	Reading Assignments	ACTIVITIES – What’s Due?
<b>Week 1</b> x/x - x/x	Chapter 1: The Nature of the Drug Problem	Introductory Assignments (e.g. attendance quiz and discussion)

<b>Week 2</b> x/x - x/x	Chapter 2: The History of Drug Abuse Chapter 3: Drug Abuse and Pharmacology	Article Review #1
<b>Week 3</b> x/x - x/x	Chapter 4: The Illicit Drug Trade Chapter 5: Domestic Drug Production	Movie Review #1 Exam #1
<b>Week 4</b> x/x - x/x	Chapter 6: Drugs and Crime Chapter 7: Organized Crime and Drug Trade	Article Review #2
<b>Week 5</b> x/x - x/x	Chapter 8: Domestic Drug Trafficking Organizations Chapter 9: Mexico and Other Transnational Drug Trafficking Organizations	Movie Review #2
<b>Week 6</b> x/x - x/x	Chapter 10: Fighting Back Chapter 11: Critical Issues in Drug Control	Article Review #3 Exam #2
<b>Week 7</b> x/x - x/x	Chapter 12: Legalizing Marijuana: America's Latest Social Experiment Chapter 13: Understanding Drug Control Policy	Movie Review #3
<b>Week 8</b> x/x - x/x	Chapter 14: Drug Control Through Treatment and Prevention	Article Review #4
<b>Final Exam Period</b> x/x - x/x	<b>Students must take the Final Exam during this time period.</b>	

## **i** Course Policies and Resources

### Attendance Verification

**IMPORTANT**- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

The screenshot shows a course management system interface. At the top, there are navigation tabs: Course Home, Syllabus, Content, Assessments, Communication, Resources, Library, Design, and SMARTHINKING. Below the tabs is a search bar with the text "Search Topics" and a magnifying glass icon. To the right of the search bar is a "START HERE" dropdown menu. In the center, the course number "371/806" is displayed. To the right of the course number is a "Print" icon. Below the search bar and course number are two buttons: "Bookmarks" and "Course Schedule". To the right of these buttons is a "Download" button with a green download icon. At the bottom of the interface, there is a progress indicator showing "66.67 % 4 of 6 topics complete" with a blue progress bar.

## Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

## Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

## Late Policy:

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx  
Late Quizzes/Exams: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx  
Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx  
Late XXXXXXXX: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

## Academic Misconduct

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE:** Plagiarism detection system are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for

## **investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## **Cheating on Examinations**

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## **Unauthorized Collaboration**

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## **Falsification**

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## **Multiple Submissions**

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other.

Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## □ Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

### Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most

commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning



outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance:

<https://www.westga.edu/police/campus-carry.php>  
(<https://www.westga.edu/police/campus-carry.php>)

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](#)

<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>.

## [ Additional Items

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### Student Services

#### Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

#### Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information: <https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

#### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information: <https://emajor.usg.edu/current-students/accessibility-services.php>.

# CRJU - 3400 - Juvenile Delinquency and Justice

2021-2022 Undergraduate New Course Request

## Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursing course?\*

Yes  No

379/806

Is this a College of  ...  ...

Is this a College or  
Education course? \*  Yes  No

Is this a Department  
of Mass  
Communications  
course? \*  Yes  
 No

Is this an Honors  
College course? \*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses? \*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 3400

Course Title\* Juvenile Delinquency and Justice

Long Course Title

Course Type\*

Criminal Justice

**Catalog Course Description\*** Reviews the juvenile justice system, including the impact of Supreme Court decisions, and examines the theories of juvenile delinquency and the implication of those theories for preventing and controlling juvenile deviance.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course? \*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation?  
\*  Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\* n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?\***  Yes  No

**If yes, which area(s) (check all that apply):**

- Area A
- Area B
- Area C
- Area D
- Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

Undergraduate Standard Letter

**Justification and Assessment**

**Rationale\*** Students seeking a B.S in Criminal Justice can choose: General Concentration requiring 39 hours (13 courses) of general CJUS electives; Law Enforcement Concentration which requires 30 hours (10 courses) of law enforcement specific CJUS electives in addition to 9 hours (3 courses) of general CJUS electives; or Social Justice Concentration which requires 12 hours of SJUS courses in addition to 27 hours of CJUS electives.


Students in the General Concentration may choose 39 hours courses out of the available 15 courses in this area (Law Enforcement concentration may choose 9 hours; Social Justice concentration may choose 27 hours from the list): CRJU 3350 Drugs in America; CRJU 3400 Juvenile Delinquency & Justice; CRJU 3500 Criminal Investigation; CRJU 3501 Criminal Investigation II; CRJU 3710 Special Topics Mass Violence; CRJU 3800 Race, Ethnicity, and Criminal Justice; CRJU 3810 Victimology; CRJU 4300 Community Correction; CRJU 4350 Family Violence; CRJU 3250 Crime and Media; CRJU 4000 Internship in Criminal Justice; and CRJU 4500 Management of Forensics (Additional electives PSYC 3850 – Forensic Psychology; POLS 3100 – Constitutional Law; and SOCI 3800 – Development of Criminal Behavior are already in Banner system entered via eCampus).

This course is one of the electives. (See <https://emajor.usg.edu/degrees/criminal-justice>)

**Student Learning Outcomes - Please provide these in a numbered list format. \***

1. Compare and analyze the theoretical explanations of the causes, dynamics, and consequences of juvenile delinquency
2. Examine the environmental influences on delinquency, as well as prevention of juvenile delinquency
3. Possess an increased understanding of the issues of law enforcement related to juvenile delinquency
4. Examine the juvenile court system and its handling of cases, as well as other methods of treatment of children and adolescents

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

**Planning Info\***  Library Resources are Adequate

382/306

**Present or Projected Annual Enrollment\*** 25-30

**Will this course have special fees or tuition required?\***  Yes  No

**If yes, what will the fee be?\*** n/a

**Fee Justification**

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# Juvenile Delinquency and Justice

CRJU- 3400

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

## □ Description

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Reviews the juvenile justice system, including the impact of Supreme Court decisions, and examines the theories of juvenile delinquency and the implication of those theories for preventing and controlling juvenile deviance.

### Prerequisites:

- CRJU 1100 - Introduction to Criminal Justice

## ~ Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## ~ Materials

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Juvenile Delinquency: Theory, Practice, Law

**Author:** Larry J. Siegal and B.C. Welsh

**Publisher:** Cengage

**Edition:** 11th



**ISBN:** 978-1111346898

**Availability:** The University Bookstore

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Outcomes

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This course should enable students to:

1. Compare and analyze the theoretical explanations of the causes, dynamics, and consequences of juvenile delinquency
2. Examine the environmental influences on delinquency, as well as prevention of juvenile delinquency
3. Possess an increased understanding of the issues of law enforcement related to juvenile delinquency
4. Examine the juvenile court system and its handling of cases, as well as other methods of treatment of children and adolescents

## Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

xxx - xxx points	90% - 100%	A
xxx - xxx points	80% - 89%	B
xxx -xxx points	70% - 79%	C
xxx - xxx points	60% - 69%	D
Below xxx points	< 60%	F

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a

student's request for an "I".

### Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An “A” student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An “B” student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An “C” student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An “D” student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

## Assignments

### Grade Breakdown:

GRADED ACTIVITY	WEIGHTS	BRIEF DESCRIPTION
Discussions (12)	25%	<p>Students are expected to make two posts each week. In order to receive full credit, the first post must fully answer the question provided, contain at least 150 words and citations in APA format. The second post should respond in a meaningful way to one of your peer’s posts or answer a question posed to you and must contain at least 50 words, and citations in APA format.</p> <p>Meaningful dialogue includes:</p> <ul style="list-style-type: none"><li>- a statement of, and reasons for, agreement/disagreement with a peer’s post</li></ul>

		<ul style="list-style-type: none"> <li>- a question to a peer asking for clarification or expansion of the ideas they presented along with the basis for your question;</li> <li>- a direct expansion of the ideas presented by a peer that introduces additional knowledge you have about the idea.</li> </ul> <p>Please keep in mind that the discussion board feature adds to our class by replacing conversations we would be having in a face-to-face class. Avoid simply restating what your peers have already said; in a classroom setting, parroting the same phrase back and forth to each other would just be bizarre and defeat the purpose.</p>
<b>Quizzes (12)</b>	25 %	Quizzes will consist of multiple-choice questions pulled directly from the weekly readings.
<b>Exams (2)</b>	25 %	The exams will be a combination of multiple choice and fill in the blank style questions. The Midterm Exam will cover material from the first half of class and the Final Exam will cover material from the midterm onward (second half of class).
<b>Research Paper (Rough Draft and Final Draft)</b>	25%	Students will complete a research paper as they work throughout this course. Topics will be established early on in Module 2. Students will be expected to submit a Rough Draft in Module 6 and a Final Draft in Module 12.

## ? Schedule

DATE	Reading Assignments	ACTIVITIES – What’s Due?
<b>SYLLABUS &amp; START ITEMS</b> x/x - x/x	Online course syllabus	Mandatory Attendance Quiz  Introduction Discussion
<b>Module 1</b> x/x - x/x	Online content and web resources provided in Module 1  <b>Chapter 1:</b> Childhood and Delinquency  <b>Chapter 2:</b> The Nature and Extent of Delinquency	Module 1 Discussion Questions (optional)  Module 1 Discussion (required)  Module 1 Quiz
<b>Module 2</b> x/x - x/x	Online content and web resources provided in Module 2  <b>Chapter 3:</b> Individual Views of Delinquency	Module 2 Discussion Questions (optional)  Module 2 Discussion (required)  Module 2 Quiz

		Module 2 Assignment: Research Paper Topic
<b>Module 3</b> <b>x/x - x/x</b>	Online content and web resources provided in Module 3  <b>Chapter 4: Structure, Process, Culture, and Delinquency</b>	Module 3 Discussion Questions (optional)  Module 3 Discussion (required)  Module 3 Quiz
<b>Module 4</b> <b>x/x - x/x</b>	Online content and web resources provided in Module 4  <b>Chapter 5: Social Reaction, Social Conflict, and Delinquency</b>  <b>Chapter 6: Developmental Theories of Delinquency: Life-Course, Latent Trait, and Trajectory</b>	Module 4 Discussion Questions (optional)  Module 4 Discussion (required)  Module 4 Quiz
<b>Module 5</b> <b>x/x - x/x</b>	Online content and web resources provided in Module 5  <b>Chapter 7: Gender and Delinquency</b>  <b>Chapter 10: Schools and Delinquency</b>	Module 5 Discussion Questions (optional)  Module 5 Discussion (required)  Module 5 Quiz
<b>Module 6</b> <b>x/x - x/x</b>	Online content and web resources provided in Module 6  <b>Chapter 8: The Family and Delinquency</b>	Module 6 Discussion Questions (optional)  Module 6 Discussion (required)  Module 6 Quiz  Module 6 Assignment: Research Paper Rough Draft
<b>Module 7</b> <b>x/x - x/x</b>	Online content and web resources provided in Module 7  <b>Chapter 9: Peers and Delinquency: Juvenile Gangs and Groups</b>	Module 7 Discussion Questions (optional)  Module 7 Discussion (required)  Module 7 Quiz
<b>Module 8</b> <b>x/x - x/x</b>	Online content and web resources provided in Module 8  <b>Chapter 11: Drug Use and Delinquency</b>	Module 8 Discussion Questions (optional)  Module 8 Discussion (required) Module 8 Quiz
<b>Module 9</b> <b>x/x - x/x</b>	Online content and web resources provided in Module 9 <b>Chapter 12: Delinquency Prevention: Social and Developmental Perspectives</b>	Module 9 Discussion Questions (optional) Module 9 Discussion (required) Module 9 Quiz

	<b>Chapter 13: Juvenile Justice: Then and Now</b>	
<b>Module 10</b> x/x - x/x	Online content and web resources provided in Module 10  <b>Chapter 14: Police Work with Juveniles</b>  <b>Chapter 15: Juvenile Court Process: Pretrial, Trial, and Sentencing</b>	Module 10 Discussion Questions (optional)  Module 10 Discussion (required)  Module 10 Quiz
<b>Module 11</b> x/x - x/x	Online content and web resources provided in Module 11  <b>Chapter 16: Juvenile Corrections: Probation, Community Treatment, and Institutionalization</b>	Module 11 Discussion Questions (optional)  Module 11 Discussion (required)  Module 11 Quiz
<b>Module 12</b> x/x - x/x	Online content and web resources provided in Module 12  <b>Chapter 17: Delinquency and Juvenile Justice Abroad</b>	Module 12 Discussion Questions (optional)  Module 12 Discussion (required)  Module 12 Quiz  Module 12 Assignment: Research Paper Final Draft
<b>Final Exam Period</b> x/x - x/x	<b>Students must take the Final Exam during this time period.</b>	

## **i** Course Policies and Resources

### Attendance Verification

**IMPORTANT**- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

The screenshot displays a course management system interface. At the top, there are navigation tabs: Course Home, Syllabus, Content, Assessments, Communication, Resources, Library, Design, and SMARTHINKING. A search bar is located on the left. The main content area shows a 'START HERE' folder highlighted with a red box and a red arrow. Below this, there is a progress bar indicating 66.67% completion (4 of 6 topics). A list of course items is shown, including 'Welcome!', 'eMajor Course Syllabus', 'Attendance Requirements & Academic Honesty', and 'Mandatory Attendance Quiz'. The number '389/806' is visible on the right side of the interface.

## Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

## Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

## Late Policy:

Late Assignments: xxx  
Late Quizzes/Exams: xxx  
Late Discussions: xxx  
Late XXXXXXXX: xxx

# Academic Misconduct

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement,

including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## **Cheating on Examinations**

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## **Unauthorized Collaboration**

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## **Falsification**

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## **Multiple Submissions**

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## **Evidence and Burden of Proof**

In determining whether or not academic dishonesty has occurred, guilt must be proven by a



preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## □ Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

### Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide](http://uwgonline.westga.edu/online-student-guide.php) (<http://uwgonline.westga.edu/online-student-guide.php>).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares](http://www.westga.edu/UWGCares/) (<http://www.westga.edu/UWGCares/>) site. [Online counseling](https://www.westga.edu/student-services/counseling/index.php) (<https://www.westga.edu/student-services/counseling/index.php>) is also available for online students.

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php) (<https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php>).

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:  
[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance:  
<https://www.westga.edu/police/campus-carry.php>  
(<https://www.westga.edu/police/campus-carry.php>)

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGCares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](#)  
(<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## [ Additional Items

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### Student Services

#### Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

#### Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information:

<https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

#### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:  
<https://emajor.usg.edu/current-students/accessibility-services.php>.

# CRJU - 3500 - Criminal Investigation

2021-2022 Undergraduate New Course Request

## Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursing course?\*

Yes

No

397/806

Is this a College of

Is this a College or  
Education course?\*  Yes  No

Is this a Department  
of Mass  
Communications  
course?\*  Yes  
 No

Is this an Honors  
College course?\*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?\*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 3500

Course Title\* Criminal Investigation

Long Course Title

Course Type\*

Criminal Justice

Catalog Course  
Description\* An overview of principles, techniques, law and procedure involved in the criminal  
investigative process from its inception to culmination.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation?\*

Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\* n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?\***  Yes  No

**If yes, which area(s) (check all that apply):**

- Area A
- Area B
- Area C
- Area D
- Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

Undergraduate Standard Letter

**Justification and Assessment**

**Rationale\*** Students seeking a B.S in Criminal Justice can choose: General Concentration requiring 39 hours (13 courses) of general CJUS electives; Law Enforcement Concentration which requires 30 hours (10 courses) of law enforcement specific CJUS electives in addition to 9 hours (3 courses) of general CJUS electives; or Social Justice Concentration which requires 12 hours of SJUS courses in addition to 27 hours of CJUS electives.


Students in the General Concentration may choose 39 hours courses out of the available 15 courses in this area (Law Enforcement concentration may choose 9 hours; Social Justice concentration may choose 27 hours from the list): CRJU 3350 Drugs in America; CRJU 3400 Juvenile Delinquency & Justice; CRJU 3500 Criminal Investigation; CRJU 3501 Criminal Investigation II; CRJU 3710 Special Topics Mass Violence; CRJU 3800 Race, Ethnicity, and Criminal Justice; CRJU 3810 Victimology; CRJU 4300 Community Correction; CRJU 4350 Family Violence; CRJU 3250 Crime and Media; CRJU 4000 Internship in Criminal Justice; and CRJU 4500 Management of Forensics (Additional electives PSYC 3850 – Forensic Psychology; POLS 3100 – Constitutional Law; and SOCI 3800 – Development of Criminal Behavior are already in Banner system entered via eCampus).

This course is one of the electives. (See <https://emajor.usg.edu/degrees/criminal-justice>)

**Student Learning Outcomes - Please provide these in a numbered list format. \***

1. Understand the processes and procedures involved with criminal investigation
2. Discuss investigational techniques for selected major property offenses and violent crimes
3. Compare and explain methods for the collection and transportation of physical evidence
4. Understand the importance of the chain of custody
5. Students will demonstrate an understanding of how to process a crime scene

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>)

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

**Planning Info\***  Library Resources are Adequate




- Library Resources are Adequate
- Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25-30

**Will this course have special fees or tuition required?\***  Yes  No

**If yes, what will the fee be?\*** n/a

### Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# Criminal Investigation

CRJU- 3500

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

## □ Description

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An overview of principles, techniques, law and procedure involved in the criminal investigative process from its inception to culmination.

### Prerequisites:

- CRJU 1100 - Introduction to Criminal Justice

## Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Materials

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### Fundamentals of Criminal Investigations

**Author:** DeVere Woods

**Publisher:** Charles C Thomas, Publisher

**Edition:** 8th

**ISBN:** 978-0-398-08845-3

**Availability:** The University Bookstore

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Outcomes

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This course should enable students to:

1. Understand the processes and procedures involved with criminal investigation
2. Discuss investigational techniques for selected major property offenses and violent crimes
3. Compare and explain methods for the collection and transportation of physical evidence
4. Understand the importance of the chain of custody
5. Students will demonstrate an understanding of how to process a crime scene

## Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

504 - 560 points	90% - 100%	A
448 - 503 points	80% - 89%	B
392 - 447 points	70% - 79%	C
336 - 391 points	60% - 69%	D
Below 335 points	< 60%	F

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to

complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

### Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An “A” student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An “B” student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An “C” student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An “D” student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

## Assignments

### Grade Breakdown:

GRADED ACTIVITY	WEIGHTS	BRIEF DESCRIPTION
Discussions (6)	25%	10 points per discussion board (5 for original post, 5 for response). See description in syllabus
Quizzes (6)	35 %	50 points per quiz (25 questions each)
Exams (2)	40 %	100 points each; Midterm and Final exam

## ? Schedule

DATE	Reading Assignments	ACTIVITIES – What’s Due?
<b>Module 1</b> x/x - x/x	<b>Chapter 1:</b> Methods of Investigation <b>Chapter 2:</b> The Investigative Report	Module 1 Discussion: The CSI Effect  Module 2 Quiz
<b>Module 2</b> x/x - x/x	<b>Chapter 3:</b> Crime Scene Procedures <b>Chapter 4:</b> Fingerprints	Module 2 Discussion: Fingerprint Analysis  Module 2 Quiz
<b>Module 3</b> x/x - x/x	<b>Chapter 5:</b> Impressions, Trace Evidence & Firearms <b>Chapter 6:</b> Care of Evidence	Module 3 Discussion: Trace Evidence  Module 3 Quiz
<b>Module 4</b> x/x - x/x	<b>Chapter 7:</b> Observation and Identification  <b>**Midterm*</b>	Module 4 Discussion: Midterm Questions ( <b>optional</b> )  Midterm Exam
<b>Module 5</b> x/x - x/x	<b>Chapter 8:</b> Interview and Interrogation <b>Chapter 9:</b> Sources of Information and Missing Persons	Module 5 Discussion: Mail Covers  Module 5 Quiz
<b>Module 6</b> x/x - x/x	<b>Chapter 10:</b> Informants, Surveillance and Undercover Assignments <b>Chapter 11:</b> Arson and Criminal Explosions	Module 6 Discussion: The Throwaways  Module 6 Quiz
<b>Module 7</b> x/x - x/x	<b>Chapter 15:</b> Violent Death Investigation	Module 7 Discussion: The Cost of The Job  Module 7 Quiz
<b>Module 8</b> x/x - x/x	<b>Chapter 12:</b> Larceny and Burglary <b>Chapter 14:</b> Assault and Robbery	Final Exam  <b>**No quiz or discussion**</b>
<b>Final Exam Period</b> x/x - x/x	<b>Students must take the Final Exam during this time period.</b>	

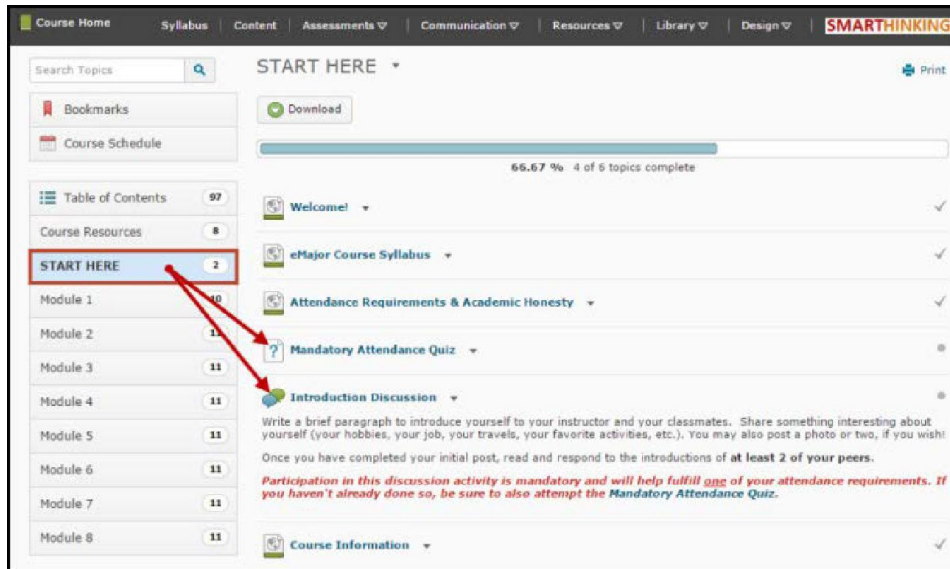
## **① Course Policies and Resources**

### **Attendance Verification**

**IMPORTANT-** In order to confirm your attendance and participation in this course, you must

complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.



## Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

## Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

## Late Policy:

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx  
 Late Quizzes/Exams: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx  
 Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx  
 Late XXXXXXXX: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx

## Academic Misconduct

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to

be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:



- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## □ Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success](#)

[\(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

## Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and

the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance:

<https://www.westga.edu/police/campus-carry.php>  
(<https://www.westga.edu/police/campus-carry.php>)

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an

appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## [ Additional Items

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### Student Services

#### Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

#### Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information: <https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

#### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:  
<https://emajor.usg.edu/current-students/accessibility-services.php>.

# CRJU - 3501 - Criminal Investigation II

2021-2022 Undergraduate New Course Request

## Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursing course?\*

Yes  No

414/806

Is this a College of ...

Is this a college or  
Education course?\*  Yes  No

Is this a Department  
of Mass  
Communications  
course?\*  Yes  
 No

Is this an Honors  
College course?\*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?\*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 3501

Course Title\* Criminal Investigation II

Long Course Title

Course Type\*

Criminal Justice

**Catalog Course Description\*** Continues information introduced in CRJU 3500, with special focus on the investigation of the crimes of burglary, robbery, forgery, homicide, assault, and bombings. Providing testimony in court, assessing modus operandi, and developing personality profiles will also be examined, as well as obtaining fingerprints and other types of latent evidence.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation? \*  
 Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\* n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100; CRJU 3500

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?\***  Yes  No

**If yes, which area(s) (check all that apply):**

- Area A
- Area B
- Area C
- Area D
- Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

Undergraduate Standard Letter

**Justification and Assessment**



**Rationale\*** Students seeking a B.S in Criminal Justice can choose: General Concentration requiring 39 hours (13 courses) of general CJUS electives; Law Enforcement Concentration which requires 30 hours (10 courses) of law enforcement specific CJUS electives in addition to 9 hours (3 courses) of general CJUS electives; or Social Justice Concentration which requires 12 hours of SJUS courses in addition to 27 hours of CJUS electives.


Students in the General Concentration may choose 39 hours courses out of the available 15 courses in this area (Law Enforcement concentration may choose 9 hours; Social Justice concentration may choose 27 hours from the list): CRJU 3350 Drugs in America; CRJU 3400 Juvenile Delinquency & Justice; CRJU 3500 Criminal Investigation; CRJU 3501 Criminal Investigation II; CRJU 3710 Special Topics Mass Violence; CRJU 3800 Race, Ethnicity, and Criminal Justice; CRJU 3810 Victimology; CRJU 4300 Community Correction; CRJU 4350 Family Violence; CRJU 3250 Crime and Media; CRJU 4000 Internship in Criminal Justice; and CRJU 4500 Management of Forensics (Additional electives PSYC 3850 – Forensic Psychology; POLS 3100 – Constitutional Law; and SOCI 3800 – Development of Criminal Behavior are already in Banner system entered via eCampus).

This course is one of the electives. (See <https://emajor.usg.edu/degrees/criminal-justice>)

**Student Learning Outcomes - Please provide these in a numbered list format. \***

1. Students will demonstrate general and specific knowledge of our current legal system and its terminology.
2. Students will articulate their understanding of criminal investigation techniques.
3. Students will demonstrate an understanding of current techniques used in investigating differing crimes.
4. Students will demonstrate an understanding of how to process a crime scene.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>)

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding


**Planning Info\***  Library Resources are Adequate

**Present or Projected Annual Enrollment\*** 25-30

**Will this course have special fees or tuition required?\***  Yes  No

**If yes, what will the fee be?\*** n/a

**Fee Justification**

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# Criminal Investigation II

CRJU- 3501

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

## □ Description

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Continues information introduced in CRJU 3500, with special focus on the investigation of the crimes of burglary, robbery, forgery, homicide, assault, and bombings. Providing testimony in court, assessing modus operandi, and developing personality profiles will also be examined, as well as obtaining fingerprints and other types of latent evidence.

### Prerequisites:

- CRJU 1100 - Introduction to Criminal Justice
- CRUJ 3500 – Criminal Investigation

## Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Materials

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### Fundamentals of Criminal Investigations

**Author:** DeVere Woods

**Publisher:** O'Hara's

**Edition:** 8th

**ISBN:** 978-0-398-08845-3

**Availability:** The University Bookstore

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Outcomes

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This course should enable students to:

1. Students will demonstrate general and specific knowledge of our current legal system and its terminology.
2. Students will articulate their understanding of criminal investigation techniques.
3. Students will demonstrate an understanding of current techniques used in investigating differing crimes.
4. Students will demonstrate an understanding of how to process a crime scene.

## Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

895 - 1000 points	90% - 100%	A
795 - 894 points	80% - 89%	B
695 - 794 points	70% - 79%	C
595 - 694 points	60% - 69%	D
Below 594 points	< 60%	F

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to

complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

### Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An “A” student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An “B” student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An “C” student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An “D” student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

## Assignments

### Grade Breakdown:

GRADED ACTIVITY	POINTS	BRIEF DESCRIPTION
Discussions	120 points	You will have 12 discussions at 10 points each. Your original post counts 5 points and response posts count 5 points. Please refer to the <a href="#">Discussion Rubric</a> in your Course Resources folder for details on how you will be evaluated.
Quizzes	550 points	You will have 11 quizzes worth 50 points each. You will have 90 minutes to complete each quiz.

<b>Research Paper</b>	130 points	Your rough draft counts 30 points, and the final draft of your paper is worth 100 points.
<b>Midterm Exam</b>	130 points	The midterm exam is made up of 50 questions. You will have 120 minutes to complete the exam.
<b>Final Exam</b>	100 points	The final exam is made up of 50 questions. You will have 120 minutes to complete the exam.

## Course Requirements (Instructional Methods):

1. 12 Discussions
2. 11 Quizzes
3. Research Paper
4. Midterm and Final Exams

## ? Schedule

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DATE	Reading Assignments	ACTIVITIES – What’s Due?
<b>Module 1</b> x/x - x/x	Course Syllabus	Mandatory Attendance Quiz Introductions Discussion
<b>Module 2</b> x/x - x/x	Chapter 3 Online Course Content	Module 2 Discussion Module 2 Quiz
<b>Module 3</b> x/x - x/x	Chapter 6 Online Course Content	Module 3 Discussion Module 3 Quiz
<b>Module 4</b> x/x - x/x	Chapter 4 Chapter 5 (read through p. 111) Online Course Content*	Module 4 Discussion Module 4 Quiz
<b>Module 5</b> x/x - x/x	Chapter 5 (p. 111-122) Online Course Content	Module 5 Discussion Module 5 Quiz
<b>Module 6</b> x/x - x/x	Chapter 2 Chapter 18 Online Course Content	Research Paper Rough Draft Module 6 Quiz

<b>Module 7</b> x/x - x/x	Midterm Exam	Midterm Exam
<b>Module 8</b> x/x - x/x	Chapter 11 (p. 277-305) Online Course Content	Module 8 Discussion Module 8 Quiz
<b>Module 9</b> x/x - x/x	Chapter 11 (p. 305-315) Online Course Content	Module 9 Discussion Module 9 Quiz
<b>Module 10</b> x/x - x/x	Chapter 12 Chapter 14 (p. 393-409) Online Course Content	Module 10 Discussion Module 10 Quiz
<b>Module 11</b> x/x - x/x	Chapter 14 (p. 386-392) Online Course Content	Module 11 Discussion Module 11 Quiz
<b>Module 12</b> x/x - x/x	Chapter 16 Online Course Content	Module 12 Discussion Module 12 Quiz
<b>Module 13</b> x/x - x/x	Chapter 15 Online Course Content	Module 13 Discussion Module 13 Quiz
<b>Module 14</b> x/x - x/x	Chapter 13 Online Course Content	Module 14 Discussion Research Paper Final Draft
<b>Module 15</b> x/x - x/x	Online Course Content	Module 15 Discussion
<b>Module 16</b> x/x - x/x	Final Exam	Final Exam
<b>Final Exam Period</b> x/x - x/x	<b>Students must take the Final Exam during this time period.</b>	

## Course Policies and Resources

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## Attendance Verification

**IMPORTANT**- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

The screenshot displays a course management system interface. At the top, there is a navigation bar with links for Course Home, Syllabus, Content, Assessments, Communication, Resources, Library, and Design, along with a SMARTHINKING logo. Below the navigation bar is a search box and a 'START HERE' dropdown menu. A progress bar indicates 66.67% completion (4 of 6 topics complete). The main content area lists several activities: Welcome!, eMajor Course Syllabus, Attendance Requirements & Academic Honesty, Mandatory Attendance Quiz, Introduction Discussion, and Course Information. The 'START HERE' menu item in the left sidebar is highlighted in red, and two red arrows point from it to the 'Mandatory Attendance Quiz' and 'Introduction Discussion' items in the main content area.

## Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

## Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.



The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

## Late Policy:

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

Late Quizzes/Exams: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

Late XXXXXXXX: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

## Academic Misconduct

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the **eMajor Academic Honesty Policy**.

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions

- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success](http://www.westga.edu/cas/) (<http://www.westga.edu/cas/>) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center](https://www.westga.edu/writing/) (<https://www.westga.edu/writing/>) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

## Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online](https://uwgonline.westga.edu/) (<https://uwgonline.westga.edu/>) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide](http://uwgonline.westga.edu/online-student-guide.php) (<http://uwgonline.westga.edu/online-student-guide.php>).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares](http://www.westga.edu/UWGCares/) (<http://www.westga.edu/UWGCares/>) site. [Online counseling](https://www.westga.edu/student-services/counseling/index.php) (<https://www.westga.edu/student-services/counseling/index.php>) is also available for online students.

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php) (<https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php>).

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University

considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance:

<https://www.westga.edu/police/campus-carry.php>  
(<https://www.westga.edu/police/campus-carry.php>)

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the

University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## [ Additional Items

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### Student Services

#### Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

#### Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information: <https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

#### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home

institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:  
<https://emajor.usg.edu/current-students/accessibility-services.php>.

# CRJU - 3600 - Criminal Justice Administration

## 2021-2022 Undergraduate New Course Request

### Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

### Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursing course?\*

Yes  No

432/806

Is this a College of  ...  ...



Is this a college or  
Education course?\*  Yes  No

Is this a Department  
of Mass  
Communications  
course?\*  Yes  
 No

Is this an Honors  
College course?\*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?\*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 3600

Course Title\* Criminal Justice Administration

Long Course Title

Course Type\*

Criminal Justice

**Catalog Course Description\*** Introduction to criminal justice management theory, practice, and policy. This course includes a review of traditional schools or organizational theory, including bureaucracy, scientific management, human relations, and the behavioral approach, with particular emphasis on how each applies to criminal justice agencies.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation? \*  
 Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\* n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?\***  Yes  No

**If yes, which area(s) (check all that apply):**

- Area A
- Area B
- Area C
- Area D
- Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

Undergraduate Standard Letter

**Justification and Assessment**

**Rationale\*** Students seeking a B.S in Criminal Justice with a Law Enforcement Concentration requires 30 hours (10 courses) of law enforcement specific CJUS electives in addition to 9 hours (3 courses) of general CJUS electives. (The Law Enforcement concentration shares the following courses with the General concentration: CRJU 3350 Drugs in America; CRJU 3400 Juvenile Delinquency & Justice; CRJU 3500 Criminal Investigation; CRJU 3501 Criminal Investigation II; CRJU 3710 Special Topic Mass Violence; CRJU 3800 Race, Ethnicity, and Criminal Justice; CRJU 3810 Victimology; CRJU 4300 Community Correction; CRJU 4350 Family Violence)


Students in the General Concentration or Social Justice Track may also take these courses to count towards their electives.

This course is one of the courses specific to the Law Enforcement Concentration—CRIM 3600, 4110, 4200, 4210, and 4600. (See <https://emajor.usg.edu/degrees/criminal-justice>)

**Student Learning Outcomes - Please provide these in a numbered list format.\***

1. Students will demonstrate the ability to assess and analyze administrative and management concepts in the criminal justice system.
2. Students will be able to identify criminal justice “stakeholders” and their influence in the delivery of criminal justice related services.
3. Students will understand environmental factors that affect the delivery of criminal justice related services.
4. Students will demonstrate the ability to use their understanding of criminal justice organizations and contexts as models and exemplars of administrative theoretical principles.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>)

**Syllabus\***  I have attached the REQUIRED syllabus.

### Resources and Funding

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25-30

435/806

Will this course have special fees or tuition required?\*


Yes

No

If yes, what will the fee be?\*

n/a

### Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

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# Criminal Justice Administration

CRJU- 3600

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

## □ Description

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Introduction to criminal justice management theory, practice, and policy. This course includes a review of traditional schools or organizational theory, including bureaucracy, scientific management, human relations, and the behavioral approach, with particular emphasis on how each applies to criminal justice agencies.

### Prerequisites:

- CRJU 1100 - Introduction to Criminal Justice

## Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Materials

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### Administration and Management in Criminal Justice

**Author:** Jennifer Allen & Rajeev Sawhney

**Publisher:** SAGE

**Edition:** 2nd

**ISBN:** 978-1483350707

**Availability:** The University Bookstore

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Outcomes

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This course should enable students to:

1. Students will demonstrate the ability to assess and analyze administrative and management concepts in the criminal justice system.
2. Students will be able to identify criminal justice "stakeholders" and their influence in the delivery of criminal justice related services.
3. Students will understand environmental factors that affect the delivery of criminal justice related services.
4. Students will demonstrate the ability to use their understanding of criminal justice organizations and contexts as models and exemplars of administrative theoretical principles.

## Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

315 - 350 points	90% - 100%	A
280 - 314 points	80% - 89%	B
245 - 279 points	70% - 79%	C
210 - 244 points	60% - 69%	D

Below 209 points	< 60%	F
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**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

**Expectations and Standards:**

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An “A” student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An “B” student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An “C” student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An “D” student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

 **Assignments**

Grade Breakdown:

GRADED ACTIVITY	POINTS	BRIEF DESCRIPTION
Exams (2)	200 points	There will be three (2) short answer / essay tests this term. Tests will be comprised of material from the textbook, lecture notes/slides, supplemental articles and materials provided, and

		issues covered in the discussion assignments. Exam expectations are that you: 1) thoroughly answer the questions; 2) demonstrate comprehension and mastery of the material you are tested over; and 3) your ability to organize and articulate a logical response to those questions asked of you.
<b>Discussions (6)</b>	150 points	Discussion questions relevant to each week's readings will be a key element of this course. All students must respond to the initial discussion question posted by the instructor and must reply to at least two (2) posts by fellow students. Therefore, each student must contribute at least three (3) posts to each discussion question.
<b>Total</b>	<b>350 points</b>	

## ? Schedule

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<b>DATE</b>	<b>Reading Assignments</b>	<b>ACTIVITIES – What's Due?</b>
<b>Module 1</b> x/x - x/x	<b>Chapter 1:</b> Defining Management and Organization	Ch. 1 - Defining Management and Organization – Lecture Notes  Ch. 1 Outline – Defining Management and Organization  Module 1 Discussion: Criminal Justice Administration
<b>Module 2</b> x/x - x/x	<b>Chapter 2:</b> Open vs. Closed System	Ch. 2 - Open vs. Closed System - Lecture Notes  Ch. 2 Outline - Open vs. Closed System
<b>Module 3</b> x/x - x/x	<b>Chapter 3:</b> Service Quality Approach  <b>Chapter 4:</b> Environmental Influences	Ch. 3 - Service Quality Approach Lecture Notes  Ch. 4 – Environmental Influences - Lecture Notes  Ch. 3 Outline - Service Quality Approach  Ch. 4 Outline – Environmental Influences  Module 3 Discussion: Providing "Service"
<b>Module 4</b> x/x - x/x	<b>Chapter 5:</b> Conflict, Power, and Ethical Issues  <b>Chapter 6:</b> Motivation	Ch. 5 - Conflict, Power, and Ethical Issues - Lecture Notes  Ch. 6 - Motivation – Lecture Notes



		<p>Ch. 5 Outline - Conflict, Power, and Ethical Issues</p> <p>Ch. 6 Outline – Motivation</p> <p>Module 4: Discussion 1: Challenges to the Administration of Justice</p> <p>Module 4: Discussion 2: Power, Conflict, Ethics, and Leadership</p> <p><b>Mid-Term Exam:</b> The exam covers chapters 1-6 in the textbook; along with all other course related materials.</p>
<p><b>Module 5</b> x/x - x/x</p>	<p><b>Chapter 7:</b> Leadership</p> <p><b>Chapter 8:</b> Communication</p>	<p>Ch. 7 - Leadership – Lecture Notes</p> <p>Ch. 8 - Communication - Lecture Notes</p> <p>Ch. 7 Outline – Leadership</p> <p>Ch. 8 Outline - Communication</p>
<p><b>Module 6</b> x/x - x/x</p>	<p><b>Chapter 9:</b> Police Administration</p> <p><b>Chapter 10:</b> Courts</p>	<p>Ch. 9 - Police Administration - Lecture Notes</p> <p>Ch. 10 - Courts - Lecture Notes</p> <p>Ch. 9 Outline – Police Administration</p> <p>Ch. 10 Outline – Courts</p> <p>Module 6 Discussion: Courtroom "Justice" For Sale</p>
<p><b>Module 7</b> x/x - x/x</p>	<p><b>Chapter 11:</b> Probation and Parole</p> <p><b>Chapter 12:</b> Prisons, Jails, and Detention Centers</p>	<p>Ch. 11 - Probation and Parole - Lecture Notes</p> <p>Ch. 12 - Prisons, Jails, and Detention Centers – Lecture Notes</p> <p>Ch. 11 Outline - Probation and Parole</p> <p>Ch. 12 Outline - Prisons, Jails, and Detention Centers</p> <p>Module 7 Discussion: Jails and Prisons</p>
<p><b>Module 8</b> x/x - x/x</p>	<p><b>Chapter 13:</b> Security Management</p> <p><b>Chapter 14:</b> Measuring Organizational Effectiveness and Service Quality</p>	<p>Ch. 13 - Security Management - Lecture Notes</p> <p>Ch. 14 – Measuring Organizational Effectiveness and Service Quality - Lecture Notes</p>

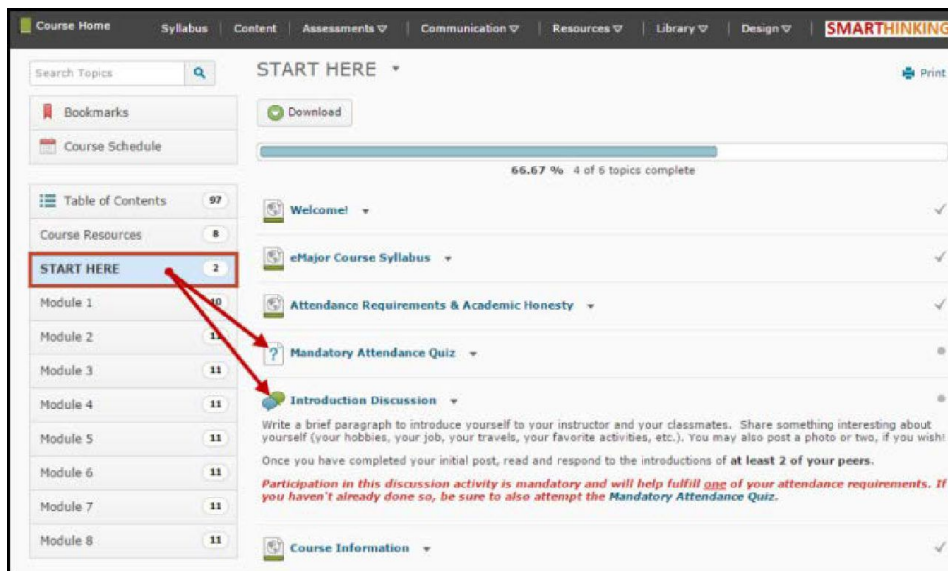
		<p>Ch. 13 Outline – Security Management</p> <p>Ch. 14 Outline – Measuring Organizational Effectiveness and Service Quality</p> <p><b>Final Exam:</b> The exam covers materials from chapters 7-14 in the textbook and all other course related materials.</p>
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## **📌 Course Policies and Resources**

### **Attendance Verification**

**IMPORTANT-** In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.



### **Attendance and Late Policy**

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be



Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with

another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other.

Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## Institutional Policies

## Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

## Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the

course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:  
[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance:  
<https://www.westga.edu/police/campus-carry.php>  
(<https://www.westga.edu/police/campus-carry.php>)

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## Additional Items

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### Student Services

#### Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

#### Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the



[Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information:  
<https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:  
<https://emajor.usg.edu/current-students/accessibility-services.php>.

# CRJU - 3700 - Criminal Justice Research Methodology

2021-2022 Undergraduate New Course Request

## Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursina course?\*

Yes  No

450/806

Is this a College of  ...  ...

Is this a College or  
Education course?\*  Yes  No

Is this a Department  
of Mass  
Communications  
course?\*  Yes  
 No

Is this an Honors  
College course?\*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?\*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 3700

Course Title\* Criminal Justice Research Methodology

Long Course Title

Course Type\*

Criminal Justice

Catalog Course Description\* An introduction to criminal justice research methodologies, with a focus on research design, ethical concerns, conceptualization, sampling, data analysis, interpretation of research results, report writing, and application of research findings.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation? \*  
 Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\* n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100; CRJU 3200

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?\***  Yes  No

**If yes, which area(s) (check all that apply):**

- Area A
- Area B
- Area C
- Area D
- Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

Undergraduate Standard Letter

## Justification and Assessment


**Rationale\*** Students seeking a B.S in Criminal Justice (General Concentration, Law Enforcement Concentration, or Social Justice Concentration) are required to take 21 hours of major core in order to graduate. Students in both General Concentration and Law Enforcement Concentration must complete 21 hours of CRJU Required Upper Division CJ courses. These courses include: CRJU 3100 – Criminal Law; CRJU 3110 – Criminal Procedures; CRJU 3200 – Criminology; CRJU 3300 – Corrections; CRJU 3700- Research Methodology; CRJU 4700 – Ethical Issues in Criminal Justice; and CRJU 4800 – Senior Capstone.

This course is one of seven required CRJU courses Major Course courses – CRJU 3100, 3110, 3200, 3300, 3700, 4700, and 4800. (See <https://major.usg.edu/degrees/criminal-justice/>)

**Student Learning Outcomes - Please provide these in a numbered list format. \***

1. Students will demonstrate the ability to think critically on issues involving criminal justice research methodology, analyzing and interpreting situations, events, practices, and cases.
2. Students will demonstrate an understanding of the nature, components, and methods of social science research, including problem formation, sampling design, measurement, data collection and operationalization, analysis, drawing conclusions, and analyzing the implications to and for the criminal justice system and its components.
3. Students will demonstrate an understanding of the ethical dilemmas in social science research with vulnerable subjects and the role of human subject protection.
4. Students will demonstrate competence in written communication on issues involving criminal justice, producing well-organized documents that meet conventional standards of correctness, exhibit appropriate style and awareness of audience, and present substantial material.
5. Students will demonstrate the ability to use research and technology to effectively analyze (and recommend modifications to) criminal justice policy.

**REQUIRED ATTACHMENTS**

**ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.**

**1.) Syllabus**

**Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>**

**Syllabus\***  I have attached the REQUIRED syllabus.


**Resources and Funding**

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25-30

**Will this course have special fees or tuition required?\***  Yes  
 No

**If yes, what will the fee be?\*** n/a

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# Criminal Justice Research Methodology

CRJU- 3700

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

## □ Description

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An introduction to criminal justice research methodologies, with a focus on research design, ethical concerns, conceptualization, sampling, data analysis, interpretation of research results, report writing, and application of research findings.

### Prerequisites:

- CRJU 1100 - Introduction to Criminal Justice
- CRJU 3200 - Criminology

## Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Materials

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The Practice of Research in Criminology and Criminal Justice

**Author:** Ronet D. Bachman and Russell K. Schutt

**Publisher:** SAGE Publications

**Edition:** 6th

**ISBN:** 9781506306810

**Availability:** The University Bookstore

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Materials and Resources:

Additional material and resources will be provided in the appropriate modules. Some textbook resources within each module, such as the presentation slides, are from the third edition of the textbook. However, the required textbook purchase is the first edition, a more economical option.

## ▸ Outcomes

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This course should enable students to:

1. Students will demonstrate the ability to think critically on issues involving criminal justice research methodology, analyzing and interpreting situations, events, practices, and cases.
2. Students will demonstrate an understanding of the nature, components, and methods of social science research, including problem formation, sampling design, measurement, data collection and operationalization, analysis, drawing conclusions, and analyzing the implications to and for the criminal justice system and its components.
3. Students will demonstrate an understanding of the ethical dilemmas in social science research with vulnerable subjects and the role of human subject protection.
4. Students will demonstrate competence in written communication on issues involving criminal justice, producing well-organized documents that meet conventional standards of correctness, exhibit appropriate style and awareness of audience, and present substantial material.
5. Students will demonstrate the ability to use research and technology to effectively analyze (and recommend modifications to) criminal justice policy.

## | Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:



Xxx - xxx points	90% - 100%	A
Xxx - xxx points	80% - 89%	B
Xxx - xxx points	70% - 79%	C
Xxx - xxx points	60% - 69%	D
Below xxx points	< 60%	F

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

### Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An “A” student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An “B” student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An “C” student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An “D” student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

## Assignments

## Grade Breakdown:

<b>GRADED ACTIVITY</b>	<b>WEIGHT</b>	<b>BRIEF DESCRIPTION</b>
<b>Quizzes (5 quizzes x 50 points each)</b>	20%	Students will complete 5 lesson quizzes worth 50 points each. Each quiz contains 25 questions (multiple choice & true/false) covering material from the required reading assignments. Students will be allowed 60 minutes to complete each quiz attempt, with only 1 attempt allowed per assessment.
<b>Assignments (3 assignments x 25 points each)</b>	15%	Individual assignments designed to aid in the construction of the final research project.
<b>Discussions (4 discussions x 15 points each)</b>	15%	Discussion assignments designed to measure comprehension of related lesson materials.
<b>Research Hypothesis (25 points)</b>	5%	Students will submit a research hypothesis on the topic they've selected.
<b>Annotated Bibliography (25 points)</b>	10%	Students will submit an annotated bibliography of materials used to research chosen topic.
<b>Literature Review (25 points)</b>	10%	Students will submit a review of relevant literature associated with their chosen topic.
<b>Methodology Section (25 points)</b>	10%	Students will construct a methods section to help describe the research topic and process they've chosen.
<b>Final Research Project (50 points)</b>	15%	Students will submit a final project of research on a topic they have selected.

## Course Requirements (Instructional Methods):

- 5 Lesson Quizzes
- 3 Lesson Assignments (L1, L2, & L3)
- 4 Discussions (L4, L6, L9, & L12)
- Research Hypothesis Assignment
- Annotated Bibliography Assignment
- Literature Review Assignment
- Methodology Section Assignment
- Final Research Proposal Project

## ? Schedule

**NOTE:** Schedule is tentative and may be subject to change.

DATE	Reading Assignments	ACTIVITIES – What’s Due?
Week 1 x/x - x/x	<b>Lesson 1: Criminological Research - Science and Society</b>  Chapter 1 in the textbook	Review lesson PPTs  Complete <b>L1 Assignment - Research Interests</b>
Week 2 x/x - x/x	<b>Lesson 2: Criminological Research - Process and Problems</b>  Chapter 2 in the textbook	Review lesson PPTs  Complete <b>L2 Assignment - Developing Research Questions</b>  Complete <b>L2 Project - Developing Research Hypotheses</b>  <b>Quiz 1 (covers L1 - L2 materials)</b>
Week 3 x/x - x/x	<b>Lesson 3: Criminological Research - Ethics</b>  Chapter 3 in the textbook	Review lesson PPTs  Complete <b>L3 Assignment - Problem Formulation Process</b>
Week 4 x/x - x/x	<b>Lesson 4: Conceptualization and Measurement</b>  Chapter 4 in the textbook	Review lesson PPTs  Complete <b>L4 Discussion -The Belmont Report exercise</b>  <b>Quiz 2 (covers L3 - L4 materials)</b>
Week 5 x/x - x/x	<b>Lesson 5: Sampling</b>  Chapter 5 in the textbook	Review lesson PPTs
Week 6 x/x - x/x	<b>Lesson 5: Sampling (cont.)</b>  Chapter 5 in the textbook	Complete and submit the <b>L5 Project – Annotated Bibliography</b>
Week 7 x/x - x/x	<b>Lesson 6: Causation and Research Design</b>  Chapter 6 in the textbook	Review lesson PPTs  Complete <b>L6 Discussion - Disaster Center Analysis</b>  <b>Quiz 3 (covers L5 - L6 materials)</b>
Week 8 x/x - x/x	<b>Lesson 7: Research Designs - Experimental Research</b>  Chapter 7 in the textbook	Review lesson PPTs  Complete and submit <b>L7 Project - Literature Review</b>
Week 9 x/x - x/x	<b>Lesson 8: Research Designs – Survey Research</b>	Review lesson PPTs

	Chapter 8 in the textbook	
<b>Week 10</b> x/x - x/x	<b>Lesson 8: Research Designs – Survey Research (cont.)</b>  Chapter 8 in the textbook	Review lesson PPTs  <b>Quiz 4 (covers L7 - L8 materials)</b>
<b>Week 11</b> x/x - x/x	<b>Lesson 9: Research Designs – Qualitative Methods</b>  Chapter 9 in the textbook	Review lesson PPTs  Complete <b>L9 Discussion - Developing a survey using Survey Monkey</b>
<b>Week 12</b> x/x - x/x	<b>Lesson 10: Research Designs - Quantitative Methods</b>  Chapter 10 in the textbook	Review lesson PPTs  Complete and submit <b>L10 Project – Methodology Section</b>
<b>Week 13</b> x/x - x/x	<b>Lesson 11: Research Designs – Evaluation Research and Policy Analysis</b>  Chapter 11 in the textbook	Review lesson PPTs  <b>Quiz 5 (covers L9 - L11 materials)</b>
<b>Week 14</b> x/x - x/x	<b>Lesson 12: Research Designs – Mixed Methods</b>  Chapter 12 in the textbook	Review lesson PPTs  Complete <b>L12 Discussion -Prisoner Recidivism Rates Analysis</b>
<b>Week 15</b> x/x - x/x	<b>Lesson 12: Research Designs – Mixed Methods (cont.)</b>  Chapter 12 in the textbook	Review lesson PPTs  Complete and submit <b>Final Research Proposal Project</b>

## **i** Course Policies and Resources

### Attendance Verification

**IMPORTANT**- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

The screenshot displays a course homepage with a navigation menu at the top including 'Syllabus', 'Content', 'Assessments', 'Communication', 'Resources', 'Library', and 'Design'. The main content area is titled 'START HERE' and shows a progress bar for '4 of 5 topics complete' at 66.67%. Below the progress bar, a list of items is shown: 'Welcome!', 'eMajor Course Syllabus', 'Attendance Requirements & Academic Honesty', 'Mandatory Attendance Quiz', and 'Introduction Discussion'. The 'Mandatory Attendance Quiz' and 'Introduction Discussion' items have question mark icons. A sidebar on the left contains a 'START HERE' folder highlighted with a red box. Red arrows point from this folder to the 'Mandatory Attendance Quiz' and 'Introduction Discussion' items. At the bottom center of the screenshot, the number '460/806' is displayed.

## Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

## Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

## Late Policy:

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxx  
Late Quizzes/Exams: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxx  
Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxx  
Late XXXXXXXX: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxx

## Academic Misconduct

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is

specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## **Cheating on Examinations**

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## **Unauthorized Collaboration**

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## **Falsification**

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## **Multiple Submissions**

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## **Evidence and Burden of Proof**

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other.

Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## □ Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

### Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling](#)



<https://www.westga.edu/student-services/counseling/index.php>) is also available for online students.

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php) (<https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php>).

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:  
[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
[http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information)

You may also visit our website for help with USG Guidance:

<https://www.westga.edu/police/campus-carry.php>

(<https://www.westga.edu/police/campus-carry.php>)

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](#) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## Additional Items

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### Student Services

Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

## Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information:

<https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

## Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:  
<https://emajor.usg.edu/current-students/accessibility-services.php>.

# CRJU - 3710 - Special Topics: Mass Violence in Modern America

2021-2022 Undergraduate New Course Request

## Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursing course?\*

Yes  No

468/806

Is this a College of  ...  ...

Is this a college or  
Education course?\*  Yes  No

Is this a Department  
of Mass  
Communications  
course?\*  Yes  
 No

Is this an Honors  
College course?\*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?\*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 3710

Course Title\* Special Topics: Mass Violence in Modern America

Long Course Title

Course Type\*

Criminal Justice

Catalog Course Description\* A special topics criminal justice course examining the phenomenon of mass violence within the United States during the 20th and 21st centuries. Topics include the historical context, offender and event typologies, antecedent warning behaviors, and theories behind acts of mass violence

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation? \*  
 Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\* n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?\***  Yes  No

**If yes, which area(s) (check all that apply):**

- Area A
- Area B
- Area C
- Area D
- Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

Undergraduate Standard Letter

**Justification and Assessment**

**Rationale\*** Students seeking a B.S in Criminal Justice can choose: General Concentration requiring 39 hours (13 courses) of general CJUS electives; Law Enforcement Concentration which requires 30 hours (10 courses) of law enforcement specific CJUS electives in addition to 9 hours (3 courses) of general CJUS electives; or Social Justice Concentration which requires 12 hours of SJUS courses in addition to 27 hours of CJUS electives.

Students in the General Concentration may choose 39 hours courses out of the available 15 courses in this area (Law Enforcement concentration may choose 9 hours; Social Justice concentration may choose 27 hours from the list): CRJU 3350 Drugs in America; CRJU 3400 Juvenile Delinquency & Justice; CRJU 3500 Criminal Investigation; CRJU 3501 Criminal Investigation II; CRJU 3710 Special Topics Mass Violence; CRJU 3800 Race, Ethnicity, and Criminal Justice; CRJU 3810 Victimology; CRJU 4300 Community Correction; CRJU 4350 Family Violence; CRJU 3250 Crime and Media; CRJU 4000 Internship in Criminal Justice; and CRJU 4500 Management of Forensics (Additional electives PSYC 3850 – Forensic Psychology; POLS 3100 – Constitutional Law; and SOCI 3800 – Development of Criminal Behavior are already in Banner system entered via eCampus).

This course is one of the electives. (See <https://emajor.usg.edu/degrees/criminal-justice>)

**Student Learning Outcomes - Please provide these in a numbered list format. \***

1. Students will demonstrate the ability to discuss various acts of mass violence within their historical contexts.
2. Students will be able to identify main typologies for offenders and events.
3. Students will demonstrate the ability to identify antecedent warning behaviors.
4. Students will possess knowledge of a wide variety of criminal cases involving mass violence.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the REQUIRED syllabus.

### Resources and Funding


**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25-30

**Will this course have special fees or tuition required?\***  Yes  
 No

**If yes, what will the fee be?\*** n/a

#### Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.



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# Special Topics: Mass Violence in Modern America

CRJU- 3710

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

## □ Description

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A special topics criminal justice course examining the phenomenon of mass violence within the United States during the 20<sup>th</sup> and 21<sup>st</sup> centuries. Topics include the historical context, offender and event typologies, antecedent warning behaviors, and theories behind acts of mass violence

### Prerequisites:

- CRJU 1100 - Introduction to Criminal Justice

## ~ Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## ~ Materials

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### Required Materials

You will not be required to purchase a textbook for this course. The required readings and course material are found in each module in Course Den.

### E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here:

<https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Outcomes

This course should enable students to:

1. Students will demonstrate the ability to discuss various acts of mass violence within their historical contexts.
2. Students will be able to identify main typologies for offenders and events.
3. Students will demonstrate the ability to identify antecedent warning behaviors.
4. Students will possess knowledge of a wide variety of criminal cases involving mass violence.

## Evaluation

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

Xxx - xxx points	90% - 100%	A
Xxx - xxx points	80% - 89%	B
Xxx - xxx points	70% - 79%	C
Xxx - xxx points	60% - 69%	D
Below xxx points	< 60%	F

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

### Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her

course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An “B” student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An “C” student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An “D” student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

## Assignments

### Grade Breakdown:

GRADED ACTIVITY	POINTS	BRIEF DESCRIPTION
<b>Quizzes (8)</b>	80 points	This course contains 8 (8) quizzes worth 10 points each, for a total of 80 points available.
Discussions (8)	120 points	This course contains 8 discussion boards. Each board is worth 15 points, for a total of 120 points available. Students will be expected to complete an original post and at least two substantive peer-response posts.
<b>Unit Projects (4)</b>	200 points	At the end of each four units, students will complete a case review project. Projects are worth 50 points each, for a total of 200 points available.

### Course Requirements (Instructional Methods):

- Unit Projects (4)
- Quizzes (8)
- Discussions (8)

## ? Schedule

**NOTE:** Schedule is tentative and may be subject to change.

UNIT	DATE	Reading Assignments	Assignments
<b>START HERE</b>	x/x - x/x	<b>Course Syllabus</b>  Attendance Verification Activities <b>*once you have completed the verification activities, move ahead into the material for Unit 1</b>	Mandatory Attendance Quiz due
<b>Unit 1: School Violence</b>	<b>Week 1</b> x/x - x/x	<b>Week 1 Lecture Notes</b>  Bath School Massacre (article)  Interview – Susan Klebold (articles)	Week 1 Quiz due  Week 1 Discussion due
	<b>Week 2</b> x/x - x/x	<b>Week 2 Lecture Notes</b>  Additional Materials in module	Week 2 Quiz due  Week 2 Discussion due
<b>Unit 2: Mass Violence</b>	<b>Week 3</b> x/x - x/x	<b>Week 3 Lecture Notes</b>  Additional Materials in module	Week 3 Quiz due  Week 3 Discussion due
	<b>Week 4</b> x/x - x/x	<b>Week 4 Lecture Notes</b>  Additional Materials in module	Week 4 Quiz due  Week 4 Discussion due  Unit 2 Project due
<b>Unit 3: Terrorism</b>	<b>Week 5</b> x/x - x/x	<b>Week 5 Lecture Notes</b>  Additional Materials in module	Week 5 Quiz due  Week 5 Discussion due
	<b>Week 6</b> x/x - x/x	<b>Week 6 Lecture Notes</b>  Additional Materials in module	Week 6 Quiz due  Week 6 Discussion due  Unit 3 Project due
<b>Unit 4: Religious Groups</b>	<b>Week 7</b> x/x - x/x	<b>Week 7 Lecture Notes</b>  Additional Materials in module	Week 7 Quiz due  Week 7 Discussion due
	<b>Week 8</b> x/x - x/x	<b>Week 8 Lecture Notes</b>  Additional Materials in module	Week 8 Quiz due  Week 8 Discussion due  Unit 4 Project due

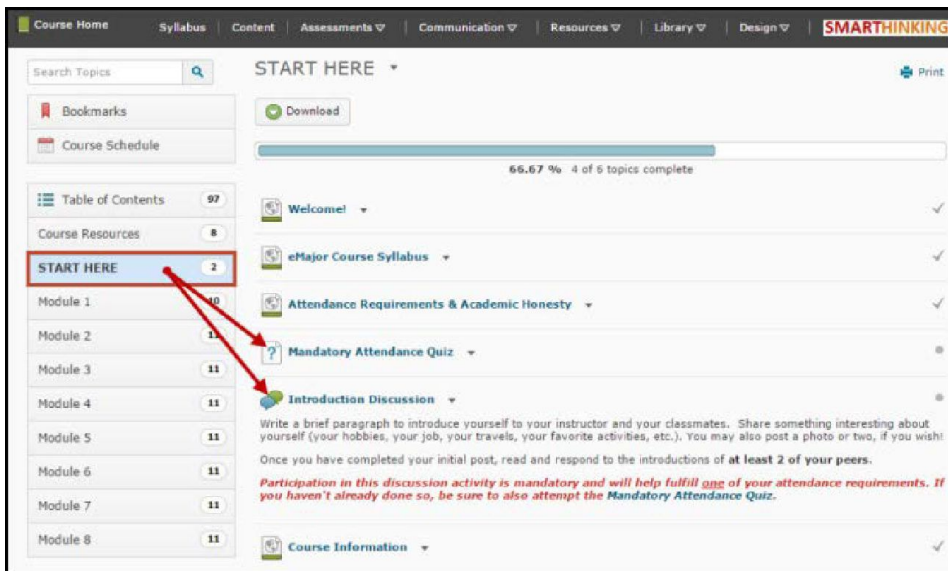
Final Exam Period		All work must be completed and submitted prior to ....
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## **i** Course Policies and Resources

### Attendance Verification

**IMPORTANT**- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.



### Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

### Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

## Late Policy:

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx  
Late Quizzes/Exams: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx  
Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx  
Late XXXXXXXX: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx

## Academic Misconduct

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with

other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other.

Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## □ Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic



illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

## Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used

only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:  
[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance:  
<https://www.westga.edu/police/campus-carry.php>  
(<https://www.westga.edu/police/campus-carry.php>)

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a

student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## [ Additional Items

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### Student Services

#### Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

#### Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information:

<https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the

eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

## Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:  
<https://emajor.usg.edu/current-students/accessibility-services.php>.

# CRJU - 3800 - Race, Ethnicity, and Criminal Justice

2021-2022 Undergraduate New Course Request

## Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursing course?\*

Yes  No

485/806

Is this a College of  ...  ...

Is this a college or  
Education course?\*  Yes  No

Is this a Department  
of Mass  
Communications  
course?\*  Yes  
 No

Is this an Honors  
College course?\*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?\*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 3800

Course Title\* Race, Ethnicity, and Criminal Justice

Long Course Title

Course Type\*

Criminal Justice

Catalog Course  
Description\*

This course addresses the racial impact of criminal laws enacted by the people's elected representatives, the actions and policies of law enforcement agencies, the courts, correctional institutions, the juvenile justice system, and the death penalty. Raises awareness and promotes critical thinking about the problems that exist in our system, how those problems originated and evolved, and possible solutions for these problems.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*

Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately

Yes  
 No

486/806

If yes, indicate  
maximum number  
of credit hours n/a

...ing department,  
toward graduation? \*

... credit hours  
counted toward  
graduation. \*

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?\***  Yes  No

**If yes, which area(s) (check all that apply):**

- Area A
- Area B
- Area C
- Area D
- Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

Undergraduate Standard Letter

## Justification and Assessment

**Rationale\*** Students seeking a B.S in Criminal Justice can choose: General Concentration requiring 39 hours (13 courses) of general CJUS electives; Law Enforcement Concentration which requires 30 hours (10 courses) of law enforcement specific CJUS electives in addition to 9 hours (3 courses) of general CJUS electives; or Social Justice Concentration which requires 12 hours of SJUS courses in addition to 27 hours of CJUS electives.


Students in the General Concentration may choose 39 hours courses out of the available 15 courses in this area (Law Enforcement concentration may choose 9 hours; Social Justice concentration may choose 27 hours from the list): CRJU 3350 Drugs in America; CRJU 3400 Juvenile Delinquency & Justice; CRJU 3500 Criminal Investigation; CRJU 3501 Criminal Investigation II; CRJU 3710 Special Topics Mass Violence; CRJU 3800 Race, Ethnicity, and Criminal Justice; CRJU 3810 Victimology; CRJU 4300 Community Correction; CRJU 4350 Family Violence; CRJU 3250 Crime and Media; CRJU 4000 Internship in Criminal Justice; and CRJU 4500 Management of Forensics (Additional electives PSYC 3850 – Forensic Psychology; POLS 3100 – Constitutional Law; and SOCI 3800 – Development of Criminal Behavior are already in Banner system entered via eCampus).

This course is one of the electives. (See <https://emajor.usg.edu/degrees/criminal-justice>)

**Student Learning Outcomes - Please provide these in a numbered list format. \***

1. Students will demonstrate the ability to identify and understand key concepts in the study of race, ethnicity, and criminal justice;
2. Students will demonstrate the ability to identify and understand how class, race, and gender intersect and affect patterns of crime and victimization;
3. Students will demonstrate the ability to articulate and analyze how disadvantage influences patterns of crime and victimization and how discrimination develops and affects the administration of justice in our society.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>)

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

**Planning Info\***  Library Resources are Adequate




**Present or Projected Annual Enrollment\*** 25-30

**Will this course have special fees or tuition required?\***  Yes  No

**If yes, what will the fee be?\*** n/a

**Fee Justification**

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# Race, Ethnicity, and Criminal Justice

CRJU- 3800

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

## □ Description

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This course addresses the racial impact of criminal laws enacted by the people's elected representatives, the actions and policies of law enforcement agencies, the courts, correctional institutions, the juvenile justice system, and the death penalty. Raises awareness and promotes critical thinking about the problems that exist in our system, how those problems originated and evolved, and possible solutions for these problems.

### Prerequisites:

- CRJU 1100 - Introduction to Criminal Justice

## Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Materials

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Investigating Difference: Human and Cultural Relations in Criminal Justice

**Author:** The Criminology and Criminal Justice Collective Northern Arizona

**Publisher:** Prentice Hall

**Edition:** 2nd

**ISBN:** 978 - 0205610211

**Availability:** The University Bookstore

## Privilege, Power, & Difference

**Author:** Allan G. Johnson

**Publisher:** McGraw Hill

**Edition:** 2006

**ISBN:** 978 - 0072874891

**Availability:** The University Bookstore

## The New Jim Crow: Mass Incarceration in the Age of Colorblindness

**Author:** Michelle Alexander

**Publisher:** The New Press

**Edition:** 2012

**ISBN:** 978 - 1595586438

**Availability:** The University Bookstore

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Outcomes

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This course should enable students to

1. Students will demonstrate the ability to identify and understand key concepts in the study of race, ethnicity, and criminal justice;
2. Students will demonstrate the ability to identify and understand how class, race, and gender intersect and affect patterns of crime and victimization;
3. Students will demonstrate the ability to articulate and analyze how disadvantage influences patterns of crime and victimization and how discrimination develops and affects the administration of justice in our society.

## Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

716 - 800 points	90% - 100%	A
636 - 715 points	80% - 89%	B
556 - 635 points	70% - 79%	C
476 - 555 points	60% - 69%	D
Below 475 points	< 60%	F

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

### Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An “A” student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An “B” student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the

ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An “C” student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An “D” student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

## Assignments

### Grade Breakdown:

<b>GRADED ACTIVITY</b>	<b>WEIGHT</b>	<b>BRIEF DESCRIPTION</b>
<b>Mandatory Attendance Quiz</b>	30 points	This quiz is to make sure you read the Syllabus from start to finish and that you understand all that is expected from you in this course.
<b>Online Introduction Discussion</b>	30 points	As this is an online course, it is important that we have an element of interaction and classroom community to get to know each other.
<b>Homework Assignments</b>	120 points	See details below for more information.
<b>Exams</b>	3 x 100pts) 300 points total	There will be 3 exams in the format of multiple choice, true/false, and short answer. The exams will encompass all material covered in your readings, lectures, class discussions, films, etc. Each exam is worth 100 points, for a total of 300 points of your final grade.
<b>6 Reflection papers for “The New Jim Crow”</b>	(6 x 25pts) 150 points total	See details below for more information.
<b>5 Reflection papers for “Privilege, Power, &amp; Difference”</b>	(5 x 20pts) 100 points total	See details below for more information.
<b>4 Discussion Forums</b>	(4 x 30pts) 120 points total	As this is an online course, it is important that we have an element of interaction and classroom community.

TOTAL	850 points	
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## **Course Requirements (Instructional Methods):**

I have video recorded all of my lectures for this course and they will be posted for your viewing. This is so that you may have the experience of having a face-to-face class without having to “be in class.” You are REQUIRED to watch ALL posted video lectures to be successful in this course. The PowerPoints are also posted with each accompanying lecture so that you may follow along. You are also required to read each corresponding chapter. Failing to watch lectures, take notes, and read the chapter will almost certainly result in the failure of the class.

### **Attendance Verification: Mandatory Attendance Quiz**

You will be required to take an Orientation/Attendance quiz (worth 30pts) which will be due by XX. This quiz is to make sure you read the Syllabus from start to finish and that you understand all that is expected from you in this course.

### **Attendance Verification: Ice-Breaker/Introduction Discussion**

As this is an online course, it is important that we have an element of interaction and classroom community. There will be one Ice-Breaker/Introduction Discussion (worth 30 points) and due XXX.

### **Optional Discussion Forums**

Discussion forums (optional) are open in each Module so that you may post any questions or concerns that you may have after viewing the lectures (so long as they do not violate the code of conduct). This will be to allow you the chance to be engaged in the material in a manner similar to students in my face-to-face course. Any questions/comment posed may be answered by any classmate or by me. You are also welcome to post any relevant news articles regarding what we are talking about. I strongly encourage this dialogue. Engaging in non-required activities shows me that you are going above and beyond and may be considered in your final grade.

### **REQUIRED Discussion Forums**

There will be 4 required discussion forums throughout this semester (1 for every 2 modules; e.g. Discussion Forum 1 will be over Modules 1 & 2), which will include questions that I would normally have students do individually and/or with a partner in a face-to-face class do “in-class” and then we would discuss as a class. These required discussion forums will act similarly. Each is worth 30 points for a total of 120 points. See the course schedule for Discussion timeline.

## **Exams**

You will be given 3 exams in this class. Each exam is worth 100 points for a total of 300 points. Exam questions will be based on assigned readings, learning modules, discussions, and films/documentaries. Exams will be administered online and are in the format of multiple choice, true/false, and short answer and given in a 90-minute time period (15 minutes longer than my

face-to-face class). **You may only move forward in the exam. You will not be allowed to skip a question and go back to it at the end; once you see a question you must answer it.** Moving forward only in an exam frustrates many students. This is why I tell you about this policy from the beginning. **If you anticipate this or the limited time on the exam being an issue for you, please drop this class.** I want every student to do well, but I likewise put some clear integrity measures into the online exam system. The time you are given is the same time students in a Tuesday/Thursday section would be given for an exam. You should have more than enough time to complete the exam. **Please think carefully before remaining in this class if the moving forward only will cause you undo pressure or angst. Once you start the exam, you must complete it. You can't pause it and come back to it later.** If something goes wrong during the exam (technical difficulties with GoVIEW are the only allowed excuse), you must have official documentation that you contacted and received help with GoVIEW. See the above section of the syllabus for contact details for GoVIEW. You will be given a two-day window to take exams. The exam period will start at 12:01am on the first day of the exam period and end at 11:59pm on the following day. Remember, you are only allowed 90 minutes to take the exam, so be sure you don't wait too late the second night to take the exam. For example, if you begin at 11:15pm the second day of the exam, the exam will no longer be available after 11:59pm. **See Academic Honesty section of the syllabus regarding sanctions for cheating on exams.**

**Missed Exams:** Exams cannot be made up. In the case of a legitimate university approved excuse and prior approval, a makeup exam will be given at the end of the semester and will be an objective comprehensive exam (covering the whole course) to be scheduled with the professor.

**The FINAL EXAM MUST BE TAKEN AT THE DESIGNATED TIME. NO MAKE-UPS WILL BE GIVEN.**

## Homework Assignments

There are 8 homework assignments throughout this course that are directly related to course material covered in the video lectures and documentaries/films required to watch (all together worth a total of 120 points). See the course schedule and each module for directions for each assignment AND for the corresponding due dates. **NOTE: Pay close attention to due dates as most assignments are NOT due at the end of each module. It is up to YOU to be responsible and keep up with due dates/deadlines.**

## Reflection Papers: "The New Jim Crow" AND "Privilege, Power, and Difference"

Aside from your main textbook, you will have 2 books to read and write reflection papers over: 1.) "Privilege, Power, & Difference" by Allan Johnson and 2.) The New Jim Crow: Mass Incarceration in the Age of Colorblindness" by Michelle Alexander. You will write 5 reflection papers over the first book (20pts each/100pts total). You will write 6 reflection papers over the second book (25pts each/150pts total). See the course schedule for due dates and see guidelines explaining the directions for reflection papers.

## ? Schedule

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**NOTE:** Schedule is tentative and may be subject to change.

DATE	Reading Assignments	ACTIVITIES – What’s Due?
<b>Syllabus &amp; Start Items</b>  x/x - x/x	Introduction, Syllabus, & Course Orientation  During this time period you will be responsible for familiarizing yourself with the course, specifically making sure you’ve read and understand the syllabus, as well as all of the information presented in the “Syllabus & Start Items” Module.  <b>You are required to complete 2 assignments (Mandatory Attendance Quiz and Ice- Breaker/Introduction Discussion)</b>	<b>Mandatory Attendance Quiz</b>  <b>Ice-Breaker/Introduction Discussion</b>
<b>Module 1</b>  x/x - x/x	<b>Lecture topic: Breaking the ice, learning how to talk about race/ethnicity &amp; an introduction to race and CJ</b>  ID: Ch. 1 & 3  <b>Johnson text:</b> Introduction: pg. vii-xii  Ch. 1: Rodney King’s Question  Ch. 2: Privilege, Oppression, and Difference  <i>Online article: Omi &amp; Winant’s Racial Formations (1986)</i>	<i>Film: Race—The Power of an Illusion, episode 1: The Difference Between Us (Writing Assignment <b>Homework 1</b>)</i>  <i>Film: Race—The Power of an Illusion, episode 3: The House we Live in (Writing Assignment <b>Homework 2</b>)</i>  <i>Film: A Class Divided (Writing Assignment <b>Homework 3</b>)</i>  <b>Reflection Paper 1</b> over <b>Johnson text:</b> introduction, Ch. 1, & Ch. 2
<b>Module 2</b>  x/x - x/x	<b>Lecture topic: Race relations, the Media, and their consequences</b>  ID: Ch. 2	<i>News article assignment (<b>Homework 4</b>)</i>  <b>Reflection Paper 1</b> over <b>Alexander text:</b> introduction & Ch. 1  Discussion 1 over Modules 1 & 2
<b>Module 3</b>  x/x - x/x	<b>Lecture topic: Race, Ethnicity, Social Structure, and Crime (with extra attention given to theoretical frameworks to understanding race and crime) PART 1</b>  ID: Ch. 5, 6, & 9  <i>Online article: Jeffrey Reiman: The Rich get Richer and the Poor get Prison</i>	<i>Films: 1.) Waiting for the World to Change and 2.) Freedom Writers (Writing Assignment <b>Homework 5</b>)</i>  <b>Reflection Paper 2</b> over <b>Johnson text:</b> Ch. 3 & Ch. 4



	<p><i>Online article:</i>  <i>Kaufman et al (2008) A general strain theory of racial differences in criminal offending</i></p> <p><b>Johnson text:</b>  Ch. 3: Capitalism, Class, and the Matrix of Domination</p> <p>Ch. 4: Making Privilege Happen</p>	
<p><b>Exam 1</b>  x/x – x/x</p>		
<p><b>Module 4</b>  x/x - x/x</p>	<p><b>Lecture topic: Race, Ethnicity, Social Structure, and Crime (with extra attention given to theoretical frameworks to understanding race and crime) PART 2</b></p> <p>ID: Ch. 8</p> <p><b>Johnson text:</b>  Ch. 5: The trouble with the trouble  Ch. 6: What it all has to do with us</p>	<p><b>Reflection Paper 3 over Johnson text:</b>  Ch. 5 &amp; Ch. 6</p> <p>Discussion 2 over Modules 3 &amp; 4</p>
<p><b>Module 5</b>  x/x - x/x</p>	<p><b>Lecture topic: Race &amp; Policing</b></p> <p>No reading from main textbook; refer to ppts, notes, and handouts</p>	<p><b>Reflection Paper 2 over Alexander text:</b> Ch. 2</p> <p><i>“What black parents tell their black sons about the police” Homework 6</i></p>
<p><b>Module 6</b>  x/x - x/x</p>	<p><b>Lecture topic: Race &amp; the Courts</b></p> <p>ID: Ch. 18</p> <p><b>Johnson text:</b>  Ch. 7: How systems of privilege work  Ch. 8: Getting off the hook: Denial and Resistance  Ch. 9: What can we do?</p>	<p><i>Film: American Violet (Writing Assignment Homework 7)</i></p> <p><b>Reflection Paper 4 over Johnson text:</b> Ch. 7 &amp; Ch. 8</p> <p><b>Reflection Paper 3 over Alexander text:</b> Ch. 3</p> <p><b>Reflection Paper 5 over Johnson text:</b> Ch. 9</p> <p>Discussion 3 over Modules 5 &amp; 6</p>
<p><b>Exam 2</b>  x/x – x/x</p>		
<p><b>Module 7</b>  x/x – x/x</p>	<p><b>Lecture topic: Race and Sentencing</b></p> <p>ID: Ch. 19</p>	<p><b>Reflection Paper 4 over Alexander text:</b> Ch. 4</p>

		<b>Reflection Paper 5 over Alexander text: Ch. 5</b>  <i>Film: After Innocence (Writing Assignment Homework 8)</i>
<b>Module 8</b> <b>x/x – x/x</b>	<b>Lecture topic: The color of corrections and death: Race, Prison &amp; the Death Penalty</b>  No textbook reading; refer to ppts, notes, and handouts posted online	<b>Reflection Paper 6 over Alexander text: Ch. 6</b>  Discussion 4 over Modules 7 & 8
<b>Final Exam Period</b> <b>x/x – x/x</b>		

## **i** Course Policies and Resources

### Attendance Verification

**IMPORTANT**- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

The screenshot shows a course management system interface. At the top, there is a navigation bar with links for Course Home, Syllabus, Content, Assessments, Communication, Resources, Library, Design, and SMART THINKING. Below the navigation bar is a search box and a 'START HERE' dropdown menu. A progress bar indicates 66.67% completion (4 of 6 topics complete). The main content area lists several items: Welcome, eMajor Course Syllabus, Attendance Requirements & Academic Honesty, Mandatory Attendance Quiz, and Introduction Discussion. The 'START HERE' folder is highlighted in red, and red arrows point from it to the 'Mandatory Attendance Quiz' and 'Introduction Discussion' items. The 'Introduction Discussion' item includes instructions to write a brief paragraph introducing oneself and to participate in the discussion activity.

## Attendance and Late Policy



In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection system are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, “crib sheets,” websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one’s own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one’s own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other.

Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an

eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## □ Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

### Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

### Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are

not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## **UWG Email Policy**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## **Credit Hour Policy**

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## **HB 280 (Campus Carry)**

UWG follows University System of Georgia (USG) guidance:  
[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
[http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information)

You may also visit our website for help with USG Guidance:  
<https://www.westga.edu/police/campus-carry.php>  
<https://www.westga.edu/police/campus-carry.php>

## **Mental Health Support**

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the

Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](#) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## Additional Items

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### Student Services

Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).



In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

## Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information:

<https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

## Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:  
<https://emajor.usg.edu/current-students/accessibility-services.php>.

# CRJU - 3810 - Victimology

## 2021-2022 Undergraduate New Course Request

### Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

### Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursina course?\*

Yes  No

506/806

Is this a College of  ...  ...

Is this a College or  
Education course?\*  Yes  No

Is this a Department  
of Mass  
Communications  
course?\*  Yes  
 No

Is this an Honors  
College course?\*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?\*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 3810

Course Title\* Victimology

Long Course Title

Course Type\*

Criminal Justice

Catalog Course  
Description\*

Addresses the physical, emotional, and financial impact of crime victimization; the relationship between victims and offenders; how the criminal justice systems interacts with crime victims; and the policies designed by the government to offer assistance to individuals who are victimized by crime. Raises awareness and promotes critical thinking and problem solving about the most effective strategies for interaction with crime victims, the measurement of crime victimization, and victim trends.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  Yes  
 No

507/806

If yes, indicate  
maximum number  
of credit hours n/a

...ing department,  
toward graduation? \*

... credit hours  
counted toward  
graduation. \*

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?\***  Yes  No

**If yes, which area(s) (check all that apply):**

- Area A
- Area B
- Area C
- Area D
- Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

Undergraduate Standard Letter

## Justification and Assessment

**Rationale\*** Students seeking a B.S in Criminal Justice can choose: General Concentration requiring 39 hours (13 courses) of general CJUS electives; Law Enforcement Concentration which requires 30 hours (10 courses) of law enforcement specific CJUS electives in addition to 9 hours (3 courses) of general CJUS electives; or Social Justice Concentration which requires 12 hours of SJUS courses in addition to 27 hours of CJUS electives.

Students in the General Concentration may choose 39 hours courses out of the available 15 courses in this area (Law Enforcement concentration may choose 9 hours; Social Justice concentration may choose 27 hours from the list): CRJU 3350 Drugs in America; CRJU 3400 Juvenile Delinquency & Justice; CRJU 3500 Criminal Investigation; CRJU 3501 Criminal Investigation II; CRJU 3710 Special Topics Mass Violence; CRJU 3800 Race, Ethnicity, and Criminal Justice; CRJU 3810 Victimology; CRJU 4300 Community Correction; CRJU 4350 Family Violence; CRJU 3250 Crime and Media; CRJU 4000 Internship in Criminal Justice; and CRJU 4500 Management of Forensics (Additional electives PSYC 3850 – Forensic Psychology; POLS 3100 – Constitutional Law; and SOCI 3800 – Development of Criminal Behavior are already in Banner system entered via eCampus).

This course is one of the electives. (See <https://emajor.usg.edu/degrees/criminal-justice>)

**Student Learning Outcomes - Please provide these in a numbered list format. \***

1. Students will demonstrate a sound general knowledge of the criminological sciences as applied to the area of victimology;
2. Students will demonstrate the ability to identify and understand how some victims contribute to their own victimization;
3. Students will demonstrate the ability to identify, understand, and articulate what victims of various types of crimes endure— particularly how various victims of the same types of crimes cope with their victimization differently;
4. Students will demonstrate the ability to identify, understand, and articulate the treatment of victims of various types of crimes by the Criminal Justice system.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

**Planning Info\***


- Library Resources are Adequate
- Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25-30

**Will this course have special fees or tuition required?\***  Yes  No

**If yes, what will the fee be?\*** n/a

**Fee Justification**

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# Victimology

CRJU- 3810

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

## □ Description

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Addresses the physical, emotional, and financial impact of crime victimization; the relationship between victims and offenders; how the criminal justice systems interacts with crime victims; and the policies designed by the government to offer assistance to individuals who are victimized by crime. Raises awareness and promotes critical thinking and problem solving about the most effective strategies for interaction with crime victims, the measurement of crime victimization, and victim trends.

### Prerequisites:

- CRJU 1100 - Introduction to Criminal Justice

## Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Materials

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Victimology: The Essentials

**Author:** Leah Daigle

**Publisher:** SAGE Publications

**Edition:** 1<sup>st</sup>

**ISBN:** 978-1452258393

**Availability:** The University Bookstore

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Outcomes

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This course should enable students to:

1. Students will demonstrate a sound general knowledge of the criminological sciences as applied to the area of victimology;
2. Students will demonstrate the ability to identify and understand how some victims contribute to their own victimization;
3. Students will demonstrate the ability to identify, understand, and articulate what victims of various types of crimes endure— particularly how various victims of the same types of crimes cope with their victimization differently;
4. Students will demonstrate the ability to identify, understand, and articulate the treatment of victims of various types of crimes by the Criminal Justice system.

## Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

xxx - xxx points	90% - 100%	A
xxx - xxx points	80% - 89%	B
xxx - xxx points	70% - 79%	C
xxx - xxx points	60% - 69%	D



Below xxx points	< 60%	F
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**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

**Expectations and Standards:**

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An “A” student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An “B” student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An “C” student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An “D” student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

 **Assignments**

**Grade Breakdown:**

<b>GRADED ACTIVITY</b>	<b>POINTS</b>	<b>BRIEF DESCRIPTION</b>
<b>Discussions</b>	120	12 discussions at 10 points each (original post=5 points, peer response posts=5 points)
<b>Quizzes</b>	550	11 quizzes at 50 points each

<b>Assignments</b>	130	Two Short Papers at 65 points each
<b>Exams</b>	200	Midterm and Final Exams at 100 points each

## Course Requirements (Instructional Methods):

1. 12 module discussions
2. 11 module quizzes
3. 2 short papers
4. 2 exams (midterm and final)

## ? Schedule

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<b>DATE</b>	<b>Reading Assignments</b>	<b>ACTIVITIES – What's Due?</b>
<b>Module 1</b> x/x - x/x	Start Module  Course Syllabus	Mandatory Attendance Quiz  Introduction Discussion
<b>Module 2</b> x/x - x/x	Chapter 1  "Why Do We Blame Victims?" (article)	Module 2 Discussion  Module 2 Quiz
<b>Module 3</b> x/x - x/x	Chapter 2	Module 3 Discussion  Module 3 Quiz
<b>Module 4</b> x/x - x/x	Chapter 3	Module 4 Discussion  Module 4 Quiz
<b>Module 5</b> x/x - x/x	Chapter 4	Module 5 Discussion  Module 5 Quiz  Short Paper #1
<b>Module 6</b> x/x - x/x	Chapter 5	Module 6 Discussion
<b>Module 7</b> x/x - x/x	NONE	<b>MIDTERM EXAM</b>
<b>Module 8</b> x/x - x/x	Chapter 6	Module 8 Discussion  Module 8 Quiz

<b>Module 9</b> x/x - x/x	Chapter 7	Module 9 Discussion Module 9 Quiz
<b>Module 10</b> x/x - x/x	<i>no textbook chapter assigned</i> Stalking Lecture (included in course content)	Module 10 Discussion Module 10 Quiz
<b>Module 11</b> x/x - x/x	Chapter 8	Module 11 Discussion Module 11 Quiz
<b>Module 12</b> x/x - x/x	Chapter 9	Module 12 Discussion Module 12 Quiz
<b>Module 13</b> x/x - x/x	Chapter 10 CPTED Lecture (included in course content)	Module 13 Discussion Module 13 Quiz Short Paper #2
<b>Module 14</b> x/x - x/x	Chapter 11	Module 14 Discussion Module 14 Quiz
<b>Module 15</b> x/x - x/x	Chapter 2	<i>none (prepare for final exam)</i>
<b>Module 16</b> x/x - x/x	NONE	<b>FINAL EXAM</b>

## **i** Course Policies and Resources

### Attendance Verification

**IMPORTANT**- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

The screenshot shows a course management system interface. At the top, there is a navigation menu with links for Course Home, Syllabus, Content, Assessments, Communication, Resources, Library, Design, and SMART THINKING. Below the menu is a search bar and a 'START HERE' dropdown menu. A progress bar indicates that 66.67% (4 of 6 topics) are completed, with a score of 515/806. There are also buttons for 'Download' and 'Print', and a 'Welcome!' message.

## Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

## Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

## Late Policy:

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxx

Late Quizzes/Exams: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx  
Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx  
Late XXXXXXX: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx

## Academic Misconduct

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE:** Plagiarism detection system are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## **Cheating on Examinations**

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## **Unauthorized Collaboration**

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## **Falsification**

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## **Multiple Submissions**

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## **Evidence and Burden of Proof**

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## □ Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

### Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online](#)

[\(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide](http://uwgonline.westga.edu/online-student-guide.php) (<http://uwgonline.westga.edu/online-student-guide.php>).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares](http://www.westga.edu/UWGCares/) (<http://www.westga.edu/UWGCares/>) site. [Online counseling](https://www.westga.edu/student-services/counseling/index.php) (<https://www.westga.edu/student-services/counseling/index.php>) is also available for online students.

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php) (<https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php>).

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above



(e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance:

<https://www.westga.edu/police/campus-carry.php>  
(<https://www.westga.edu/police/campus-carry.php>)

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](#)  
(<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student>)

## [ Additional Items

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### Student Services

#### Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

#### Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information:

<https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

#### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:  
<https://emajor.usg.edu/current-students/accessibility-services.php>.

# CRJU - 4000 - Internship in Criminal Justice

2021-2022 Undergraduate New Course Request

## Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursing course?\*

Yes  No

523/806

Is this a College of  ...  ...

Is this a College of  
Education course? \*  Yes  No

Is this a Department  
of Mass  
Communications  
course? \*  Yes  
 No

Is this an Honors  
College course? \*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses? \*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 4000

Course Title\* Internship in Criminal Justice

Long Course Title

Course Type\*

Criminal Justice

Catalog Course  
Description\*

Supervised, practical experience in an appropriate criminal justice agency. This allows students the opportunity to discover the integration between theory and practice. This course may be taken three times for a total of nine hours of credit

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course? \*  Yes  No

Lec Hrs\* 3-9

Lab Hrs\* 0

Credit Hrs\* 3-9

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation?  
\*  Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\* 9

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100; Permission of instructor and 12 credit hours of upper-level CRJU courses

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?\***  Yes  No

**If yes, which area(s) (check all that apply):**

- Area A
- Area B
- Area C
- Area D
- Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

Undergraduate Standard Letter

**Justification and Assessment**

**Rationale\*** Students seeking a B.S in Criminal Justice can choose: General Concentration requiring 39 hours (13 courses) of general CJUS electives; Law Enforcement Concentration which requires 30 hours (10 courses) of law enforcement specific CJUS electives in addition to 9 hours (3 courses) of general CJUS electives; or Social Justice Concentration which requires 12 hours of SJUS courses in addition to 27 hours of CJUS electives.


Students in the General Concentration may choose 39 hours courses out of the available 15 courses in this area (Law Enforcement concentration may choose 9 hours; Social Justice concentration may choose 27 hours from the list): CRJU 3350 Drugs in America; CRJU 3400 Juvenile Delinquency & Justice; CRJU 3500 Criminal Investigation; CRJU 3501 Criminal Investigation II; CRJU 3710 Special Topics Mass Violence; CRJU 3800 Race, Ethnicity, and Criminal Justice; CRJU 3810 Victimology; CRJU 4300 Community Correction; CRJU 4350 Family Violence; CRJU 3250 Crime and Media; CRJU 4000 Internship in Criminal Justice; and CRJU 4500 Management of Forensics (Additional electives PSYC 3850 – Forensic Psychology; POLS 3100 – Constitutional Law; and SOCI 3800 – Development of Criminal Behavior are already in Banner system entered via eCampus).

This course is one of the electives. (See <https://emajor.usg.edu/degrees/criminal-justice>)

**Student Learning Outcomes - Please provide these in a numbered list format.\***

Outcomes will vary according to the site, internship requirements, and faculty member overseeing the student's internship

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25-30

Will this course  
have special fees or  
tuition required?\*


Yes

No

If yes, what will the  
fee be?\*

n/a

### Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# Internship in Criminal Justice

CRJU- 4000

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

## □ Description

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Supervised, practical experience in an appropriate criminal justice agency. This allows students the opportunity to discover the integration between theory and practice. This course may be taken three times for a total of nine hours of credit

### Prerequisites:

- CRJU 1100 - Introduction to Criminal Justice
- Permission of Instructor & 12 credit hours of upper-level CRJU courses

## Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Materials

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All required reading material are provided within the course

### E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here:



<https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Outcomes

Outcomes will vary according to the site, internship requirements, and faculty member overseeing the student's internship

## Evaluation

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

xxx - xxx points	90% - 100%	A
xxx - xxx points	80% - 89%	B
xxx - xxx points	70% - 79%	C
xxx - xxx points	60% - 69%	D
Below xxx points	< 60%	F

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

### Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An "B" student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will

demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An “C” student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An “D” student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

## Assignments

### Grade Breakdown:

GRADED ACTIVITY	WEIGHT	BRIEF DESCRIPTION
<b>Experiential Learning Hours</b>	25%	The hours the student works at the designated internship location provide the basis of the experiential learning hours. Students are required to work <u>10 hours weekly unpaid</u> with the exception of the first and last week of class. Additionally., <u>institutional holidays are excluded.</u>  <b>Please note:</b> The student is responsible for keeping track of their work hours each week. Student must submit a ‘time sheet’ to the Instructor each week.
<b>Weekly Journals</b>	20%	Student must write a weekly reflection journal discussion their internship. This should include items such as: a description of the work, disappointments and successes, hopes, and goals for the following week, etc.
<b>Discussion Board</b>	20%	Instructor will post a question or writing prompt for the student to answer. This facilitates discussion between the Instructor and the students about the internship experience
<b>Supervisor Evaluation</b>	10%	Near the end of the semester, the Internship Site Supervisor will complete an evaluation of the student.
<b>Final Reflection Essay</b>	25%	Student will submit an essay discussing the Internship experience

### Course Requirements (Instructional Methods):

The bulk of this course will occur at the internship facility. Assignments designed to assist the students with the final reflective analysis will occur throughout the semester. In addition, there are methods incorporated within the course to ensure that students and supervisors are completing the required paperwork to demonstrate experiential learning.

## ? Schedule

DATE	Reading Assignments	ACTIVITIES – What’s Due?
<b>Module 1 Orientation</b> x/x - x/x	Read Course Syllabus  Complete Module 1 Activities  <b>*Contact internship site to schedule internship hours for next week</b>	<u>Mandatory Attendance Quiz</u> due Sunday (xx/xx) by 11:59 pm  <u>Introduction Discussion</u> due Sunday (xx/xx) by 11:59 pm
<b>Module 2</b> x/x - x/x	Complete 10 required hours of internship (unpaid)  Complete Module 2 Activities	<u>Weekly Time Sheet</u> due Sunday (xx/xx) by 11:59 pm  <u>Refection Journal</u> due Sunday (xx/xx) by 11:59 pm
<b>Module 3</b> x/x - x/x	Complete 10 required hours of internship (unpaid)  Complete Module 3 Activities	<u>Module 3 Discussion</u> due Sunday (xx/xx) by 11:59 pm  <u>Weekly Time Sheet</u> due Sunday (xx/xx) by 11:59 pm  <u>Refection Journal</u> due Sunday (xx/xx) by 11:59 pm
<b>Module 4</b> x/x - x/x	Complete 10 required hours of internship (unpaid)  Complete Module 4 Activities	<u>Weekly Time Sheet</u> due Sunday (xx/xx) by 11:59 pm  <u>Refection Journal</u> due Sunday (xx/xx) by 11:59 pm
<b>Module 5</b> x/x - x/x	Complete 10 required hours of internship (unpaid)  Complete Module 5 Activities	<u>Module 5 Discussion</u> due Sunday (xx/xx) by 11:59 pm  <u>Weekly Time Sheet</u> due Sunday (xx/xx) by 11:59 pm  <u>Refection Journal</u> due Sunday (xx/xx) by 11:59 pm
<b>Module 6</b> x/x - x/x	Complete 10 required hours of internship (unpaid)  Complete Module 6 Activities	<u>Weekly Time Sheet</u> due Sunday (xx/xx) by 11:59 pm  <u>Refection Journal</u> due Sunday (xx/xx) by 11:59 pm

<b>Module 7</b> <b>x/x - x/x</b>	Complete 10 required hours of internship (unpaid)  Complete Module 7 Activities	<u>Module 7 Discussion</u> due Sunday (xx/xx) by 11:59 pm  <u>Weekly Time Sheet</u> due Sunday (xx/xx) by 11:59 pm  <u>Refection Journal</u> due Sunday (xx/xx) by 11:59 pm
<b>Module 8</b> <b>x/x - x/x</b>	Complete 10 required hours of internship (unpaid)  Complete Module 8 Activities  <b>Last week of hours</b>	<u>Weekly Time Sheet</u> due Sunday (xx/xx) by 11:59 pm  <u>Refection Journal</u> due Sunday (xx/xx) by 11:59 pm
<b>Module 9</b> <b>x/x - x/x</b>	Complete 10 required hours of internship (unpaid)  Complete Module 9 Activities	<u>Weekly Time Sheet</u> due Sunday (xx/xx) by 11:59 pm  <u>Refection Journal</u> due Sunday (xx/xx) by 11:59 pm
<b>Module 10</b> <b>x/x - x/x</b>	Complete 10 required hours of internship (unpaid)  Complete Module 10 Activities	<u>Weekly Time Sheet</u> due Sunday (xx/xx) by 11:59 pm  <u>Refection Journal</u> due Sunday (xx/xx) by 11:59 pm
<b>Module 11</b> <b>x/x - x/x</b>	Complete 10 required hours of internship (unpaid)  Complete Module 11 Activities	<u>Weekly Time Sheet</u> due Sunday (xx/xx) by 11:59 pm  <u>Refection Journal</u> due Sunday (xx/xx) by 11:59 pm
<b>Module 12</b> <b>x/x - x/x</b>	Complete 10 required hours of internship (unpaid)  Complete Module 12 Activities	<u>Weekly Time Sheet</u> due Sunday (xx/xx) by 11:59 pm  <u>Refection Journal</u> due Sunday (xx/xx) by 11:59 pm
<b>Module 13</b> <b>x/x - x/x</b>	Complete 10 required hours of internship (unpaid)  Complete Module 13 Activities	<u>Weekly Time Sheet</u> due Sunday (xx/xx) by 11:59 pm  <u>Refection Journal</u> due Sunday (xx/xx) by 11:59 pm
<b>Module 14</b> <b>x/x - x/x</b>	Complete 10 required hours of internship (unpaid)  Complete Module 14 Activities  <b>**Inform site supervisor that next week is last week of working hours</b>	<u>Weekly Time Sheet</u> due Sunday (xx/xx) by 11:59 pm  <u>Refection Journal</u> due Sunday (xx/xx) by 11:59 pm
<b>Module 15</b> <b>x/x - x/x</b>	Complete 10 required hours of internship (unpaid)  <b>**Last week of internship hours</b>	<u>Weekly Time Sheet</u> due Sunday (xx/xx) by 11:59 pm

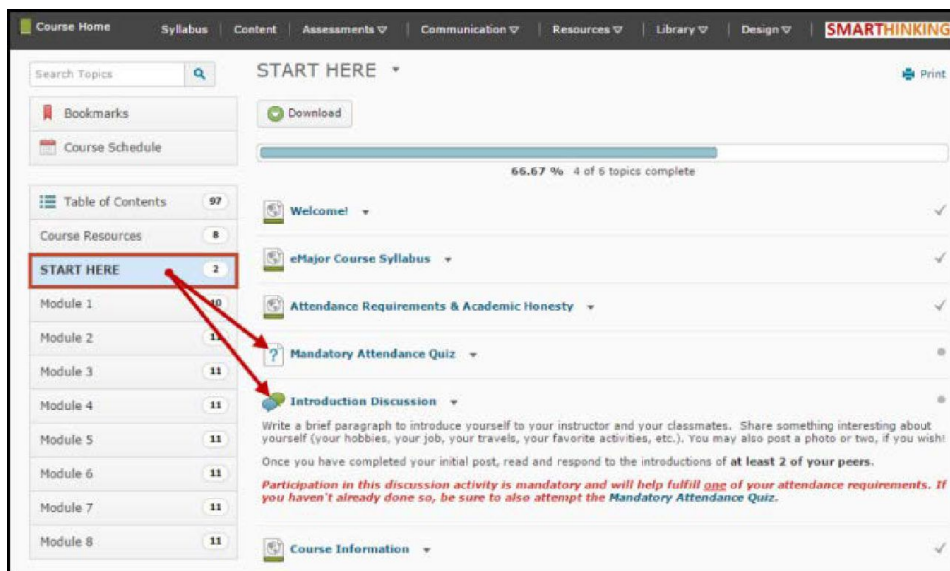
	<b>Prepare Final Reflection Essay</b>	<u>Reflection Journal</u> due Sunday (xx/xx) by 11:59 pm
<b>Module 16</b> x/x - x/x	Final Reflection Essay	<u>Final Reflection Essay</u> due Sunday (xx/xx) by 11:59 pm

## **i** Course Policies and Resources

### Attendance Verification

**IMPORTANT-** In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.



### Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

## Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

## Late Policy:

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

Late Quizzes/Exams: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

Late XXXXXXXX: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

## Academic Misconduct

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at

<http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other.

Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to



accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

## Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:  
[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance:  
<https://www.westga.edu/police/campus-carry.php>  
(<https://www.westga.edu/police/campus-carry.php>)

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGCares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored

environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## Additional Items

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### Student Services

#### Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

#### Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information:

<https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:  
<https://emajor.usg.edu/current-students/accessibility-services.php>.

# CRJU - 4110 - Law of Criminal Evidence

2021-2022 Undergraduate New Course Request

## Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursing course?\*

Yes  No

541/806

Is this a College of ...

Is this a College of  
Education course?\*  Yes  No

Is this a Department  
of Mass  
Communications  
course?\*  Yes  
 No

Is this an Honors  
College course?\*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?\*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 4110

Course Title\* Law of Criminal Evidence

Long Course Title

Course Type\*

Criminal Justice

Catalog Course  
Description\*

An examination of the rules evidence used in criminal prosecutions, including burden of proof, presumptions, inferences and stipulation, relevancy of evidence and competency of witness, expert testimony, hearsay, and constitutional limitations.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation?  
\*

Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\* n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?\***  Yes  No

**If yes, which area(s) (check all that apply):**

- Area A
- Area B
- Area C
- Area D
- Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

Undergraduate Standard Letter

**Justification and Assessment**

**Rationale\*** Students seeking a B.S in Criminal Justice with a Law Enforcement Concentration requires 30 hours (10 courses) of law enforcement specific CJUS electives in addition to 9 hours (3 courses) of general CJUS electives. (The Law Enforcement concentration shares the following courses with the General concentration: CRJU 3350 Drugs in America; CRJU 3400 Juvenile Delinquency & Justice; CRJU 3500 Criminal Investigation; CRJU 3501 Criminal Investigation II; CRJU 3710 Special Topic Mass Violence; CRJU 3800 Race, Ethnicity, and Criminal Justice; CRJU 3810 Victimology; CRJU 4300 Community Correction; CRJU 4350 Family Violence)


Students in the General Concentration or Social Justice Track may also take these courses to count towards their electives.

This course is one of the courses specific to the Law Enforcement Concentration—CRIM 3600, 4110, 4200, 4210, and 4600. (See <https://emajor.usg.edu/degrees/criminal-justice>)

**Student Learning Outcomes - Please provide these in a numbered list format. \***

1. Understand the historical and constitutional rights and limitations relating to the admission and/or exclusion of criminal evidence.
2. Understand the historical and constitutional rules and procedures governing the rights and limitation of defendants in federal and state criminal courts in America.
3. Brief material cases defining the rights and limitation relating to the admission and/or exclusion of criminal evidence and procedure.

### REQUIRED ATTACHMENTS

**ATTACH** any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>)

**Syllabus\***  I have attached the REQUIRED syllabus.

### Resources and Funding

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25-30

**Will this course**  Yes




have special fees or  
tuition required?\*

No

If yes, what will the  
fee be?\*

n/a

### Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# Law of Criminal Evidence

CRJU- 4110

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

## □ Description

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An examination of the rules evidence used in criminal prosecutions, including burden of proof, presumptions, inferences and stipulation, relevancy of evidence and competency of witness, expert testimony, hearsay, and constitutional limitations.

### Prerequisites:

- CRJU 1100 - Introduction to Criminal Justice

## Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Materials

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Criminal Evidence: Principles and Cases

**Author:** Thomas J. Gardner and Terry M. Anderson

**Publisher:** Cengage Learning

**Edition:** 9th

**ISBN:** 978- 1285459004

**Availability:** The University Bookstore

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Materials and Resources:

Supreme Court Cases: Specific Supreme Court Cases will be assigned with representative chapters in the textbook. For those unavailable, they will be made available online by your instructor and assigned by topic.

## Outcomes

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This course should enable students to:

1. Understand the historical and constitutional rights and limitations relating to the admission and/or exclusion of criminal evidence.
2. Understand the historical and constitutional rules and procedures governing the rights and limitation of defendants in federal and state criminal courts in America.
3. Brief material cases defining the rights and limitation relating to the admission and/or exclusion of criminal evidence and procedure.

## Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

xxx - xxx points	90% - 100%	A
xxx - xxx points	80% - 89%	B
xxx - xxx points	70% - 79%	C
xxx - xxx points	60% - 69%	D
Below xxx points	< 60%	F

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

### **Expectations and Standards:**

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An "B" student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An "D" student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An "F" student has not performed in the manner satisfactory to the standards of the class.

## **Assignments**

### Grade Breakdown:

GRADED ACTIVITY	WEIGHTS	BRIEF DESCRIPTION
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Reading Quizzes	160 points (8@20 points each)	Each quiz corresponds to the assigned reading material and resources for the units in the course. Failure to complete a quiz during the allowed time will result in a grade of zero for that quiz. These quizzes will assess your mastery of the major course related issues and other important aspects of laws regarding criminal evidence. They will consist of multiple choice and true/false questions based on the readings from each lesson.
Discussions	160 points (8@ 20 points each)	Discussion questions relevant to each week's reading and will be a key element of this course. Students will be required to complete an initial post and respond to at least two of the peers.
Case Briefs	100 points (2 @ 50 points each)	In addition to the reading assignments, student is required to submit written briefs for specific Supreme Court cases assigned throughout the semester. The briefs must be written in the proper format and submitted online by the said due date. Refer to the "how to brief cases" document which can be found under the content button Go View.
Exams	300 points Midterm @ 150 Final Exam @150	Student will take a midterm and final exam. Midterm exam is worth 150 points. Final exam is worth 150 points and will be taken online. Exams will consist of multiple choice, short answer, and essay questions derived from the reading assignments associated with each lesson.

### Course Requirements (Instructional Methods):

1. Case Briefs
2. Discussions
3. Exams
4. Quizzes

**? Schedule**

Note: Schedule is tentative and may be subject to change.

DATE	Reading Assignments	ACTIVITIES – What’s Due?
<b>Week 1</b> x/x - x/x	Chapter 1: History and the Development of the Law of Criminal Justice  Online Resources: Hamdi v. Rumsfeld and NBC News article	Attendance Quiz  Introduction Discussion  Module 1 Quiz due by 11: 59 pm on x/x  Module 1 Discussion
<b>Week 2</b> x/x - x/x	Chapter 2: Important Aspects of the American Criminal Justice System  Case Brief: Fry v. Pliler	Module 2 Discussion  Module 2 Assignment Case Brief  Module 2 Quiz due by 11: 59 pm on x/x
<b>Week 3</b> x/x - x/x	Chapter 3: Using Evidence to Determine Guilt or Innocence	Module 3 Discussion  Module 3 Quiz due by 11: 59 pm on x/x
<b>Week 4</b> x/x - x/x	Chapter 4 Direct and Circumstantial Evidence and the Use of Inferences  Kaley vs. United States 134 s. CT. 1090	Module 4 Discussion  Module 4 Quiz due by 11: 59 pm on x/x  Midterm Exam due by 11: 59 pm on x/x
<b>Week 5</b> x/x - x/x	Chapter 7: The Use of Hearsay in the Courtroom  Chapter 9: The Exclusionary Rule	Module 5 Discussion  Module 5 Quiz due by 11: 59 pm on x/x
<b>Week 6</b> x/x - x/x	Chapter 12: Obtaining Statements and Confession for Use of Evidence  Online Content: United States v. Williams FindLaw	Module 6 Discussion  Module 6 Quiz due by 11: 59 pm on x/x
<b>Week 7</b> x/x - x/x	Chapter 14: Obtaining Physical and Other Evidence  Online Content: State v. Campbell FindLaw	Module 7 Discussion  Module 7 Assignment Case Brief by 11: 59 pm on x/x  Module 7 Quiz due by 11: 59 pm on x/x

<b>Week 8</b> x/x - x/x	<b>Module 8: Final Project Period</b> <ul style="list-style-type: none"> <li><b>No readings</b></li> </ul>	Module 8 Discussion  Module 8 Quiz due by 11: 59 pm on x/x  Final Exam
<b>Final Exam Period</b> x/x – x/x	Students must take the Final Exam during this time period.	

## **i** Course Policies and Resources

### Attendance Verification

**IMPORTANT**- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

The screenshot shows a course management system interface. On the left sidebar, the 'START HERE' folder is highlighted with a red box. Two red arrows point from this folder to the 'Mandatory Attendance Quiz' and 'Introduction Discussion' items in the main content area. The main content area shows a progress bar at 66.67% (4 of 6 topics complete) and a list of items: Welcome!, eMajor Course Syllabus, Attendance Requirements & Academic Honesty, Mandatory Attendance Quiz, Introduction Discussion, and Course Information. The 'Introduction Discussion' item has a question mark icon and a description: 'Write a brief paragraph to introduce yourself to your instructor and your classmates. Share something interesting about yourself (your hobbies, your job, your travels, your favorite activities, etc.). You may also post a photo or two, if you wish! Once you have completed your initial post, read and respond to the introductions of at least 2 of your peers. Participation in this discussion activity is mandatory and will help fulfill 00g of your attendance requirements. If you haven't already done so, be sure to also attempt the Mandatory Attendance Quiz.'

### Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If





and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, “crib sheets,” websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one’s own examination and forbidden collaboration before or after an examination.

## **Unauthorized Collaboration**

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one’s own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## **Falsification**

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## **Multiple Submissions**

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## **Evidence and Burden of Proof**

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## **Discover an Error?**

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## □ Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

### Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

### Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or

threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## **UWG Email Policy**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## **Credit Hour Policy**

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## **HB 280 (Campus Carry)**

UWG follows University System of Georgia (USG) guidance:  
[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance:  
<https://www.westga.edu/police/campus-carry.php>  
(<https://www.westga.edu/police/campus-carry.php>)

## **Mental Health Support**

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to

[UWGcares.](#)

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](#) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## Additional Items

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### Student Services

Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirement for hardware and software.

Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

### Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information:

<https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:  
<https://emajor.usg.edu/current-students/accessibility-services.php>.

# CRJU - 4200 - Profiling the Serial Offender

2021-2022 Undergraduate New Course Request

## Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursing course?\*

Yes  No

559/806

Is this a College of  ...  ...

Is this a College or  
Education course?  Yes  No

Is this a Department  
of Mass  
Communications  
course?  Yes  
 No

Is this an Honors  
College course?  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 4200

Course Title\* Profiling the Serial Offender

Long Course Title

Course Type\*

Criminal Justice

Catalog Course  
Description\*

An examination of the type and patterns of crimes committed by serial offenders and the process by which profiles are developed to solve these crimes. This course is designed for those students interested in developing the insight necessary to understand serial criminal offending. Students will learn why studying serial offenders is important, the history of crime profiling, and the process associated with developing a criminal profile. Students will also be exposed to theoretical perspectives that help explain how one becomes a serial offender, and the various types of serial offenders (e.g., serial killers, mass murderers, cult killers, rapist, stalkers, etc.). Students will learn about the various offender typologies and will analyze actual cases throughout the course.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

560/806



Can a student take this course multiple times, each attempt counting separately toward graduation?  Yes  No \*

If yes, indicate maximum number of credit hours counted toward graduation.\* n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

Is this a General Education course? \*  Yes  No

If yes, which area(s) (check all that apply):  Area A  Area B  Area C  Area D  Area E

**Status** \*  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)** \*  Carrollton or Newnan Campus: Face-to-Face  Entirely Online  Hybrid  Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading** \* Undergraduate Standard Letter

**Justification and Assessment**

**Rationale\*** Students seeking a B.S in Criminal Justice with a Law Enforcement Concentration requires 30 hours (10 courses) of law enforcement specific CJUS electives in addition to 9 hours (3 courses) of general CJUS electives. (The Law Enforcement concentration shares the following courses with the General concentration: CRJU 3350 Drugs in America; CRJU 3400 Juvenile Delinquency & Justice; CRJU 3500 Criminal Investigation; CRJU 3501 Criminal Investigation II; CRJU 3710 Special Topic Mass Violence; CRJU 3800 Race, Ethnicity, and Criminal Justice; CRJU 3810 Victimology; CRJU 4300 Community Correction; CRJU 4350 Family Violence)

Students in the General Concentration or Social Justice Track may also take these courses to count towards their electives.

This course is one of the courses specific to the Law Enforcement Concentration—CRIM 3600, 4110, 4200, 4210, and 4600. (See <https://emajor.usg.edu/degrees/criminal-justice>)

**Student Learning Outcomes - Please provide these in a numbered list format. \***

1. Students will demonstrate a sound general knowledge of the criminological sciences as applied to the area of profiling.
2. Students will demonstrate the ability to examine specific cases of individual profiles of criminal offenders.
3. Students will demonstrate the ability to identify, understand, and articulate criminological theories, which appropriately apply to profiling
4. Students will demonstrate the ability to identify and understand the legal and ethical contexts surrounding the use of profiling, as well as to be able to articulate the challenge of applying profiles for intelligence and investigative use.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the REQUIRED syllabus.

### Resources and Funding

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment\*


Will this course have special fees or tuition required?\*

Yes  
 No

If yes, what will the fee be?\*

n/a

### Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# Profiling the Serial Offender

CRJU- 4200

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

## □ Description

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An examination of the type and patterns of crimes committed by serial offenders and the process by which profiles are developed to solve these crimes. This course is designed for those students interested in developing the insight necessary to understand serial criminal offending. Students will learn why studying serial offenders is important, the history of crime profiling, and the process associated with developing a criminal profile. Students will also be exposed to theoretical perspectives that help explain how one becomes a serial offender, and the various types of serial offenders (e.g., serial killers, mass murderers, cult killers, rapist, stalkers, etc.). Students will learn about the various offender typologies and will analyze actual cases throughout the course.

### Prerequisites:

- CRJU 1100 - Introduction to Criminal Justice

## Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Materials

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## Serial Offenders: Theory and Practice

**Author:** K. Borgeson and K. Kuehnle

**Publisher:** Jones and Bartlett

**Edition:** 2012

**ISBN:** 9780763777302

**Availability:** The University Bookstore

## Crime Classification Manual

**Author:** J.E. Douglas, A.W. Burgess, and R.K. Ressler

**Publisher:** Wiley Sones

**Edition:** 3rd

**ISBN:** 9781118305058

**Availability:** The University Bookstore

## The Ice Man

**Author:** P. Carlo

**Publisher:** St. Martin's Press

**Edition:** 2006

**ISBN:** 9780312374655

**Availability:** The University Bookstore

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Outcomes

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This course should enable students to:

1. Students will demonstrate a sound general knowledge of the criminological sciences as applied to the area of profiling.
2. Students will demonstrate the ability to examine specific cases of individual profiles of criminal offenders.
3. Students will demonstrate the ability to identify, understand, and articulate criminological theories, which appropriately apply to profiling
4. Students will demonstrate the ability to identify and understand the legal and ethical contexts surrounding the use of profiling, as well as to be able to articulate the challenge of applying profiles for intelligence and investigative use.

## Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

540 - 600 points	90% - 100%	A
480 - 539 points	80% - 89%	B
420 – 479 points	70% - 79%	C
360 – 419 points	60% - 69%	D
Below 359 points	< 60%	F

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

### Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her

course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An “B” student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An “C” student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An “D” student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

## Assignments

### Grade Breakdown:

GRADED ACTIVITY	POINTS	BRIEF DESCRIPTION
Exams (3 reviews x 100 points each)	300	There will be 3 exams in short answer format. The final exam is not comprehensive. The exams will cover all material that coincide with the lesson we're covering at that particular period (e.g. readings, lectures, class discussion, films, etc.). Each exam is worth 100 points, for a total of 300 points of your final grade.
Investigation Reports (2 reports x 50 points each)	100	Each student is required to investigate 2 serial offenders using “YouTube” as your main search engine (50 points each; 100 points total). These assignments will be good practice for your final semester project. You will choose one serial offender of your choice for the first assignment (no one can use the same offender for the first assignment) and everyone will do the second assignment on the Zodiac killer. However, you may not use the same serial offender (or the Zodiac killer) for your semester paper. Richard Kuklinski (The Ice Man) is not allowed for any YouTube assignment or final semester project. Signing up for your first YouTube assignment and for the Semester project are on a ‘first come, first serve’ basis. Simply email me who you would like for your assignment. I will let you know if you they have been taken or not. See the handouts for full instructions

		<ul style="list-style-type: none"> <li>• All serial offenders for YouTube assignment 1 must be approved by me by xx and due by 11:59 pm on xx/xx via assignment drobox</li> <li>• All student s will 'profile' the Zodiac killer for the second assignment; due by 11:59 pm on xx/xx via assignment drobox</li> </ul>
Book Analysis	100	<p>Each student is required to write a book analysis of the following book: The Ice Man: Confession of a Mafia Contract Killer by Philip Carlo, published 2006 (see required test on the first page for citation)</p> <p>The book analysis is due via assignment drobox by 11:59 pm EST on XX/XX (see handout for guidelines on the Book Analysis located in the 'content' area of our course).</p> <p>You can always submit the assignment early, but late papers will not be accepted. You will also be required to submit three questions that should be answered about the book for this assignment that are different than those question I ask of you. These questions are to be submitted to me via the assignment folder by 11:59 pm EST on XX/XX in a Microsoft Word document with your name on it.</p>
Assignments	40	Given that this is an online class, there will be a number of assignments based off of assigned readings and films watched. Assignments will be posted in each module, along with an assignment folder to turn the min (and will have designated due dates). Discussion are posted
Discussions	60	Given that is an online class, discussions are an important component. Discussions are posted in lesion 2, 5, 6, and 7 and require responses to peers.

## Course Requirements (Instructional Methods):

1. 3 Exams
2. 2 Investigation Reports
3. 1 Book Analysis
4. 3 Assignments
5. 5 Discussion questions

**? Schedule**



DATE	Reading Assignments	ACTIVITIES – What’s Due?
<b>Lesson 1</b> x/x - x/x	Serial Offenders (SO): Chapter 1  Crime Classification Manual (CCM): Preface	<ul style="list-style-type: none"> <li>● Course Introductions</li> <li>● Attendance verification</li> <li>● Review Lesson PPTS</li> </ul>
<b>Lesson 2</b> x/x - x/x	Serial Offenders: <ul style="list-style-type: none"> <li>● Chapter 9</li> <li>● Chapter 12</li> </ul> Crime Classification Manual: <ul style="list-style-type: none"> <li>● Chapters 1, 2 &amp; 3</li> <li>● Chapter 6 (pgs. 111 – 118 only)</li> </ul>	<ul style="list-style-type: none"> <li>● Review Lesson PPTS</li> <li>● Discussion Responses to 48HRS and DC Sniper documentaries</li> <li>● Book analysis assignment questions</li> <li>● YouTube assignment #1</li> </ul>
<b>Lesson 3</b> x/x - x/x	Serial Offenders: <ul style="list-style-type: none"> <li>● Chapter 2</li> </ul>	<ul style="list-style-type: none"> <li>● Review Lesson PPTS</li> <li>● Homework assignment: The Ice Man and Psychiatrist documentary questions</li> </ul>
<b>Lesson 4</b> x/x - x/x	Crime Classification Manual: <ul style="list-style-type: none"> <li>● Chapter 6 (pgs. 119 – 124 only)</li> <li>● Chapter 16 (pgs. 481 – 489 only)</li> <li>● Chapter 9 (pgs. 251 – 261)</li> </ul>	<ul style="list-style-type: none"> <li>● Review Lesson PPTS</li> <li>● Ice Man book analysis</li> <li>● Assignment: Richard Ramirez documentary analyses</li> <li>● <b>Exam 1: Covers information from Lesson 1 -3</b></li> </ul>
<b>Lesson 5</b> x/x - x/x	Crime Classification Manual: <ul style="list-style-type: none"> <li>● Chapter 16 (pgs. 471 – 481 only)</li> </ul>	<ul style="list-style-type: none"> <li>● Review Lesson PPTS</li> <li>● Charles Witman discussion participation assignment</li> </ul>
<b>Lesson 6</b> x/x - x/x	Crime Classification Manual: <ul style="list-style-type: none"> <li>● Chapter 10</li> </ul>	<ul style="list-style-type: none"> <li>● Review Lesson PPTS</li> <li>● Discussion assignment Cults</li> <li>● YouTube assignment #2</li> </ul>
<b>Lesson 7</b> x/x - x/x	Serial Offenders: <ul style="list-style-type: none"> <li>● Chapter 3, 4, &amp; 5</li> </ul> Crime Classification Manual <ul style="list-style-type: none"> <li>● Chapter 12</li> </ul>	<ul style="list-style-type: none"> <li>● Review Lesson PPTS</li> <li>● Discussion: Serial Rapist</li> <li>● <b>Exam 2: Covers information from Lesson 4 - 6</b></li> </ul>
<b>Lesson 8</b> x/x - x/x	Serial Offenders: <ul style="list-style-type: none"> <li>● Chapter 6</li> </ul> Crime Classification Manual: <ul style="list-style-type: none"> <li>● Chapter 13 (pgs. 375 – 387 only)</li> </ul>	<ul style="list-style-type: none"> <li>● Review Lesson PPTS</li> </ul>
<b>Lesson 9</b> x/x - x/x	Serial Offenders: <ul style="list-style-type: none"> <li>● Chapter 6</li> </ul>	<ul style="list-style-type: none"> <li>● Review Lesson PPTS</li> </ul>

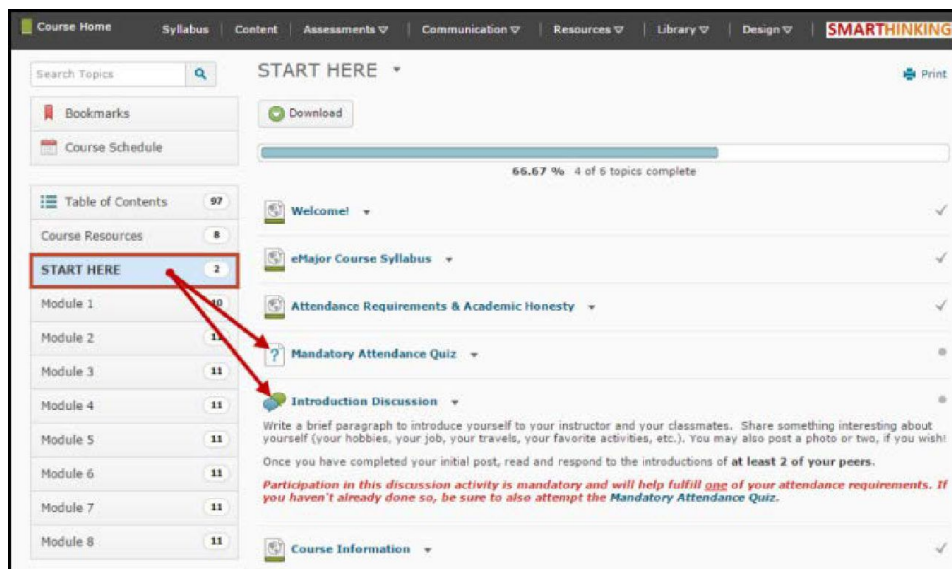
	<b>Crime Classification Manual:</b> <ul style="list-style-type: none"> <li>Chapter 13 (pgs. 375 -387 only)</li> </ul>	
<b>Final Exam Period</b> <b>x/x – x/x</b>	<b>Exam 3: Covers information from Lesson 7-9</b>  Students must take the Final Exam During this period	

## **i** Course Policies and Resources

### Attendance Verification

**IMPORTANT**- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.



### Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor

know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

## Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

## Late Policy:

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx  
Late Quizzes/Exams: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx  
Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx  
Late XXXXXXXX: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx

## Academic Misconduct

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with

another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## Institutional Policies

## Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

## Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the

course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:  
[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance:  
<https://www.westga.edu/police/campus-carry.php>  
(<https://www.westga.edu/police/campus-carry.php>)

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## Additional Items

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### Student Services

#### Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

#### Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the



[Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information:  
<https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:  
<https://emajor.usg.edu/current-students/accessibility-services.php>.

# CRJU - 4210 - Terrorism and Criminal Justice System

2021-2022 Undergraduate New Course Request

## Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursing course?\*

Yes  No

578/806

Is this a College of ...

Is this a college or  
Education course?\*  Yes  No

Is this a Department  
of Mass  
Communications  
course?\*  Yes  
 No

Is this an Honors  
College course?\*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?\*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 4210

Course Title\* Terrorism and Criminal Justice System

Long Course Title

Course Type\*

Criminal Justice

**Catalog Course Description\*** An examination of the motives and actions of terrorist, the governmental response to terrorism, especially in the wake of 9/11, and the legal and constitutional restraints on the government. Included will be issues such as surveillance of American citizens, detention of suspected terrorists, enemy combatants, limits on the methods of interrogation, and use of military tribunals.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation?  Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward n/a

\*

graduation.\*

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?\***  Yes  No

**If yes, which area(s) (check all that apply):**

- Area A
- Area B
- Area C
- Area D
- Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

Undergraduate Standard Letter

**Justification and Assessment**

**Rationale\*** Students seeking a B.S in Criminal Justice with a Law Enforcement Concentration requires 30 hours (10 courses) of law enforcement specific CJUS electives in addition to 9 hours (3 courses) of general CJUS electives. (The Law Enforcement concentration shares the following courses with the General concentration: CRJU 3350 Drugs in America; CRJU 3400 Juvenile Delinquency & Justice; CRJU 3500 Criminal Investigation; CRJU 3501 Criminal Investigation II; CRJU 3710 Special Topic Mass Violence; CRJU 3800 Race, Ethnicity, and Criminal Justice; CRJU 3810 Victimology; CRJU 4300 Community Correction; CRJU 4350 Family Violence)


Students in the General Concentration or Social Justice Track may also take these courses to count towards their electives.

This course is one of the courses specific to the Law Enforcement Concentration—CRIM 3600, 4110, 4200, 4210, and 4600. (See <https://emajor.usg.edu/degrees/criminal-justice>)

**Student Learning Outcomes - Please provide these in a numbered list format. \***

1. Students will demonstrate an understanding of terrorism and its history, including international and domestic terrorism, the role of the media, women, and technology in terrorism, and counterterrorism.
2. Students will demonstrate an understanding of the ethical surrounding terrorism and counterterrorism
3. Students will, in a written project, integrate and when possible, apply class material to address counterterrorism in a particular setting.

### REQUIRED ATTACHMENTS

**ATTACH** any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the REQUIRED syllabus.

### Resources and Funding

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25-30

**Will this course**  Yes


have special fees or  
tuition required?\*

No

If yes, what will the  
fee be?\*

n/a

### Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

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# Terrorism & Criminal Justice System

CRJU- 4210

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

## □ Description

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An examination of the motives and actions of terrorist, the governmental response to terrorism, especially in the wake of 9/11, and the legal and constitutional restraints on the government. Included will be issues such as surveillance of American citizens, detention of suspected terrorists, enemy combatants, limits on the methods of interrogation, and use of military tribunals.

### Prerequisites:

- CRJU 1100 - Introduction to Criminal Justice

## Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Materials

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Essential of Terrorism: Concepts and Controversies

**Author:** Gus Martin

**Publisher:** SAGE Publications

**Edition:** 4th

**ISBN:** 13 – 978-1506330976

10 - 1506330975

**Availability:** The University Bookstore

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Materials and Resources:

Supplemental materials are provided within the course.

## Outcomes

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This course should enable students to:

1. Students will demonstrate an understanding of terrorism and its history, including international and domestic terrorism, the role of the media, women, and technology in terrorism, and counterterrorism.
2. Students will demonstrate an understanding of the ethical surrounding terrorism and counterterrorism
3. Students will, in a written project, integrate and when possible, apply class material to address counterterrorism in a particular setting.

## Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

360 - 400 points	90% - 100%	A
320 - 359 points	80% - 89%	B
280 - 319 points	70% - 79%	C



237 - 279 points	60% - 69%	D
Below 236 points	< 60%	F

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

**Expectations and Standards:**

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An “A” student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An “B” student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An “C” student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An “D” student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

 **Assignments**

Grade Breakdown:

GRADED ACTIVITY	POINTS	BRIEF DESCRIPTION
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<b>(5) Discussions Boards</b>	50	You will have 5 discussion worth 10 points each. Please refer to the Discussion Grading Rubric in your Course Resources folder for details on how you will be evaluated
<b>(5) Module Quizzes</b>	150	You will have 5 quizzes worth 30 points each. Each quiz will cover course material from the included textbook chapters and (when applicable) supplemental material articles.
<b>(2) Short Papers</b>	100	You will have 2 short papers worth 50 points each. Please refer to the Short Paper Instruction Sheets and Grading Rubric in your Course Resources folder for detailed how you will be evaluated.
<b>(2) Exams</b>	100	You will have 2 exams worth 50 points each. The exams are not cumulative

## Course Requirements (Instructional Methods):

1. Discussion Boards (5)
2. Module Quizzes (5)
3. Short Papers (2)
4. Exams (2)

## ? Schedule

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NOTE: Schedule is tentative and may be subject to change.

DATE	Reading Assignments	ACTIVITIES – What’s Due?
<b>Module 1</b> x/x - x/x	<b>Module 1: Defining Terrorism and Historical Perspectives</b>  Syllabus  Textbook Chapter 1 & 2  PowerPoints for Chapter 1 & 2 (Optional)	Introduction Discussion due  Mandatory Attendance Quiz Due  Module 1 Quiz due  Module 1 Discussion <ul style="list-style-type: none"> <li>● Original Post due</li> <li>● Response Posts due</li> </ul>
<b>Module 2</b> x/x - x/x	<b>Module 2: Causes of Terrorism Violence and the Role of the Media</b>  Textbook Chapter 34 &  PowerPoints for Chapter 3 & 4 (Optional)	Module 2 Discussion  Module 2 Quiz due

	Prepare for Exam 1 Short Paper I Instructions	
<b>Module 3</b> x/x - x/x	<b>Module 3: Terrorism by the State and by the Dissidents</b>  Textbook Chapter 5 & 6  PowerPoints for Chapter 5 & 6 (Optional)  Lone-Wolf Terrorism in America (article)  Short Paper I Instructions	Exam I due  Short Paper I due
<b>Module 4</b> x/x - x/x	<b>Module 4: Religious and International Terrorism</b>  Textbook Chapter 7 & 8  PowerPoints for Chapter 7 & 8 (Optional)	Module 4 Discussion <ul style="list-style-type: none"> <li>● Original Post due</li> <li>● Response Posts due</li> <li>●</li> </ul> Module 4 Quiz due
<b>Module 5</b> x/x - x/x	<b>Module 5: Domestic Terrorism and Counterterrorism in the United States</b>  Textbook Chapter 9 & 10  PowerPoints for Chapter 9 & 10 (Optional)  SLATT Program – Threats to Law Enforcement Officers from Extremists (article)  NYPD Bulletin – the Sovereign Citizens Movement, pages 3 -26 (article)	Module 5 Discussion <ul style="list-style-type: none"> <li>● Original Post due</li> <li>● Response Posts due</li> <li>●</li> </ul> Module 5 Quiz due
<b>Module 6</b> x/x - x/x	<b>Module 6: Homeland Security in the United States</b>  Textbook Chapter 11  PowerPoints for Chapter 11 (Optional)  Congressional Research Service bulletin: Cyberwarfare and Cyberterrorism (article)	Module 6 Discussion <ul style="list-style-type: none"> <li>● Original Post due</li> <li>● Response Posts due</li> <li>●</li> </ul> Module 6 Quiz due

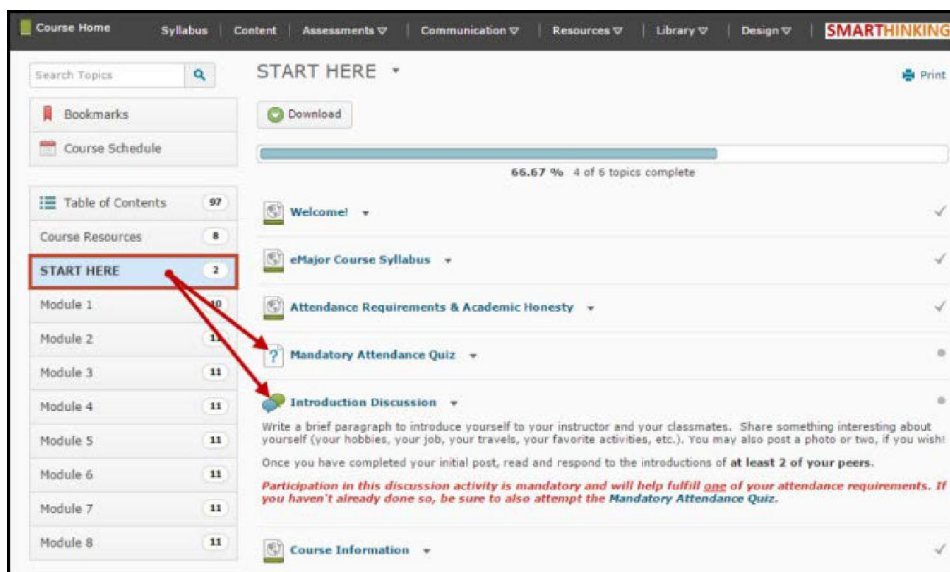
<b>Module 7</b> <b>x/x - x/x</b>	<b>Module 7: Future Trends and Projections</b>  Textbook Chapter 12  PowerPoints for Chapter 12 (Optional)  Prepare for Exam II  Short Paper II Instructions	NONE
<b>Module 8</b> <b>x/x - x/x</b>	<b>Module 8: Final Exam Period</b>  Short Paper II Instructions	Exam II due  Short Paper II due

## **i** Course Policies and Resources

### Attendance Verification

**IMPORTANT**- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.



### Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If



and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, “crib sheets,” websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one’s own examination and forbidden collaboration before or after an examination.

## **Unauthorized Collaboration**

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one’s own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## **Falsification**

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## **Multiple Submissions**

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## **Evidence and Burden of Proof**

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## **Discover an Error?**

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## □ Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

### Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

### Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or



threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## **UWG Email Policy**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## **Credit Hour Policy**

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## **HB 280 (Campus Carry)**

UWG follows University System of Georgia (USG) guidance:  
[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance:  
<https://www.westga.edu/police/campus-carry.php>  
(<https://www.westga.edu/police/campus-carry.php>)

## **Mental Health Support**

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to

[UWGcares.](#)

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](#) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## Additional Items

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### Student Services

Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirement for hardware and software.

Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

### Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information:

<https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:

<https://emajor.usg.edu/current-students/accessibility-services.php>.

# CRJU - 4300 - Community Correction

2021-2022 Undergraduate New Course Request

## Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursing course?\*

Yes  No

596/806

Is this a College of  ...  ...

Is this a College of  
Education course? \*  Yes  No

Is this a Department  
of Mass  
Communications  
course? \*  Yes  
 No

Is this an Honors  
College course? \*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses? \*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 4300

Course Title\* Community Correction

Long Course Title

Course Type\*

Criminal Justice

**Catalog Course Description\*** An examination of alternatives to incarceration. Special emphasis will be given to the issues of probation and parole, as well as diversion, community service, electronic monitoring, and various treatment programs.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course? \*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation?  
\*  Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\* n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100; CRJU 3300

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?\***  Yes  No

**If yes, which area(s) (check all that apply):**

- Area A
- Area B
- Area C
- Area D
- Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

Undergraduate Standard Letter

**Justification and Assessment**

**Rationale\*** Students seeking a B.S in Criminal Justice can choose: General Concentration requiring 39 hours (13 courses) of general CJUS electives; Law Enforcement Concentration which requires 30 hours (10 courses) of law enforcement specific CJUS electives in addition to 9 hours (3 courses) of general CJUS electives; or Social Justice Concentration which requires 12 hours of SJUS courses in addition to 27 hours of CJUS electives.


Students in the General Concentration may choose 39 hours courses out of the available 15 courses in this area (Law Enforcement concentration may choose 9 hours; Social Justice concentration may choose 27 hours from the list): CRJU 3350 Drugs in America; CRJU 3400 Juvenile Delinquency & Justice; CRJU 3500 Criminal Investigation; CRJU 3501 Criminal Investigation II; CRJU 3710 Special Topics Mass Violence; CRJU 3800 Race, Ethnicity, and Criminal Justice; CRJU 3810 Victimology; CRJU 4300 Community Correction; CRJU 4350 Family Violence; CRJU 3250 Crime and Media; CRJU 4000 Internship in Criminal Justice; and CRJU 4500 Management of Forensics (Additional electives PSYC 3850 – Forensic Psychology; POLS 3100 – Constitutional Law; and SOCI 3800 – Development of Criminal Behavior are already in Banner system entered via eCampus).

This course is one of the electives. (See <https://emajor.usg.edu/degrees/criminal-justice>)

**Student Learning Outcomes - Please provide these in a numbered list format. \***

1. Demonstrate an understanding of the different forms of alternatives to incarceration.
2. Demonstrate understanding of the process of probation and parole.
3. Demonstrate understanding of the use of community corrections.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement


**Present or Projected Annual Enrollment\*** 25-30

599/806

**Will this course have special fees or tuition required?\***  Yes  No

**If yes, what will the fee be?\*** n/a

### Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.



# Community Correction

CRJU- 4300

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

## □ Description

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An examination of alternatives to incarceration. Special emphasis will be given to the issues of probation and parole, as well as diversion, community service, electronic monitoring, and various treatment programs.

### Prerequisites:

- CRJU 1100 - Introduction to Criminal Justice
- CRJU 3300 - Corrections

## Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Materials

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Community Corrections

**Author:** Robert D. Hanser

**Publisher:** SAGE Publications

**Edition:** 2nd

**ISBN:** 97811483344942

**Ebook Access:** <https://us.sagepub.com/enus/nam/community-corrections/book235729>

**Availability:** The University Bookstore

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Outcomes

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This course should enable students to:

1. Demonstrate an understanding of the different forms of alternatives to incarceration.
2. Demonstrate understanding of the process of probation and parole.
3. Demonstrate understanding of the use of community corrections.

## Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

612 - 680 points	90% - 100%	A
544 - 611 points	80% - 89%	B
476 - 543 points	70% - 79%	C
408 - 475 points	60% - 69%	D
Below 407 points	< 60%	F

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances

beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

**Expectations and Standards:**

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An “A” student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An “B” student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An “C” student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An “D” student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

 **Assignments**

Grade Breakdown:

GRADED ACTIVITY	POINTS	BRIEF DESCRIPTION
Practical Project	200	XXXXXXXXXXXXXXXXXX
Dropbox Assignments	200	XXXXXXXXXXXXXXXXXX
Discussion	80	XXXXXXXXXXXXXXXXXX
Midterm	100	XXXXXXXXXXXXXXXXXX
Final	100	XXXXXXXXXXXXXXXXXX

## Course Requirements (Instructional Methods):

1. XXXXXXXX
2. XXXXXXXX
3. XXXXXXXX

## ? Schedule

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DATE	Reading Assignments	ACTIVITIES – What’s Due?
<b>Week 1</b> x/x - x/x	Chapter 1: Definitions, History, and Development of Community Corrections  Chapter 2: Community Corrections: Public Safety is Job One  Module 1 Power Point Presentation  Probation Officer Traits handout	Module 1 Discussion  Module 1 Dropbox Assignment  Practical Project #1
<b>Week 2</b> x/x - x/x	Chapter 3: Assessment and Risk Prediction  Module 2 Power Point Presentation  Review the Wisconsin Risk Assessment Tool on p. 100 in the text.  Read the “Example of a PSI Report” in the Module 2 Readings section of this course.	Module 2 Discussion  Module 2 Dropbox Assignment  Practical Project #2  Practical Project #3
<b>Week 3</b> x/x - x/x	Chapter 3: The Role of the Practitioner  Module 3 Power Point Presentation  The list of stressors for community supervision officers on p. 138	Module 3 Discussion  Module 3 Dropbox Assignment
<b>Week 4</b> x/x - x/x	Chapter 5: Legal Liabilities and Risk Management  Module 4 Power Point Presentation	Module 4 Discussion  Module 4 Dropbox Assignment

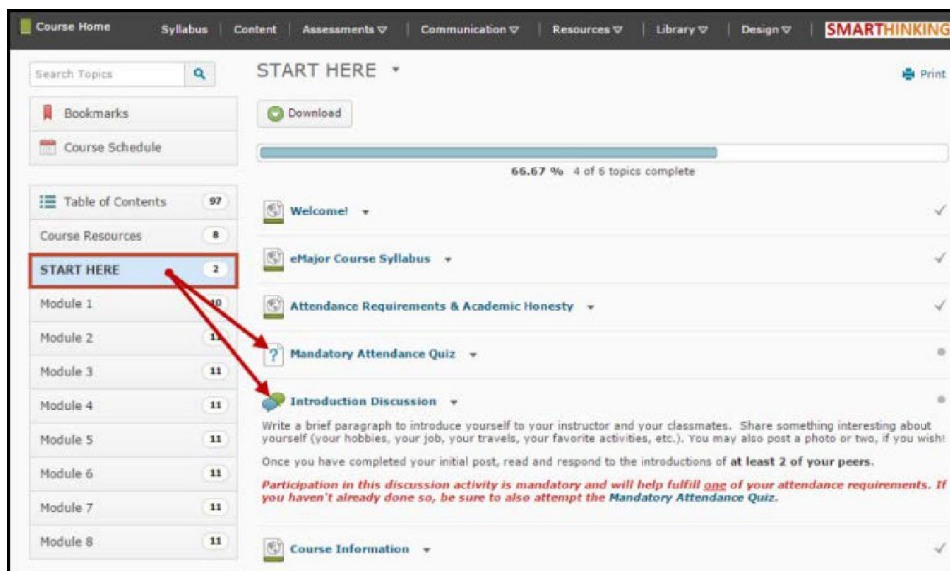
<p><b>Week 5</b> <b>x/x - x/x</b></p>	<p>Chapter 6: Specific Aspects Related to Probation</p> <p>Chapter 7: Specific Aspects Related to Parole Module 5 Power Point Presentation Review “Interpreting Recidivism” on p. 229 in your text</p> <p>Read the “Probation Conditions” handout located in the Module 5 Required Readings</p>	<p>Module 5 Discussion</p> <p>Module 5 Dropbox Assignment</p>
<p><b>Week 6</b> <b>x/x - x/x</b></p>	<p>Chapter 8: Needs-Based Case Management and Case Planning</p> <p>Chapter 10: Community Based Residential Treatment Facilities</p> <p>Module 6 Power Point Presentation</p> <p>Review “The Role of a Case Manager” on p. 284 in your text</p> <p>Review Focus Topics 10.2 (p. 369) and 10.3 (p.371) in your text.</p> <p>Read the article on the Gwinnett County Jail Work Release program and watch the accompanying video.</p>	<p>Module 6 Discussion</p> <p>Module 6 Dropbox Assignment</p> <p>Practical Project #4</p>
<p><b>Week 7</b> <b>x/x - x/x</b></p>	<p>Chapter 11: Intermediate Sanctions</p> <p>Chapter 12: Restorative Justice</p> <p>Module 7 Power Point Presentation</p> <p>Teen Court content located in the Module 7 Required Readings section of this course</p>	<p>Module 7 Discussion</p> <p>Module 7 Dropbox Assignment</p>
<p><b>Week 8</b> <b>x/x - x/x</b></p>	<p>Chapter 13: Juvenile Offenders</p> <p>Chapter 14: Specialized and Problematic Offender Typologies</p> <p>Pages 538-543 of Chapter 15 of your text on Geriatric Offenders</p> <p>Module 8 Power Point Presentation</p>	<p>Module 8 Discussion</p> <p>Module 8 Dropbox Assignment</p>
<p><b>FINAL EXAM PERIOD</b> <b>x/x - x/x</b></p>	<p><b>Students must take the Final Exam during this time period.</b></p>	

## **i** Course Policies and Resources

### Attendance Verification

**IMPORTANT**- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.



### Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

### Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

## Late Policy:

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx  
Late Quizzes/Exams: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx  
Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx  
Late XXXXXXXX: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx

## Academic Misconduct

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with



other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other.

Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## □ Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to

accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

## Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:  
[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance:  
<https://www.westga.edu/police/campus-carry.php>  
(<https://www.westga.edu/police/campus-carry.php>)

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGCares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored

environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## Additional Items

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### Student Services

#### Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

#### Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information:

<https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:  
<https://emajor.usg.edu/current-students/accessibility-services.php>.

# CRJU - 4350 - Family Violence

## 2021-2022 Undergraduate New Course Request

### Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

### Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursing course?\*

Yes  No

614/806

Is this a College of  ...  ...

Is this a college or  
Education course? \*  Yes  No

Is this a Department  
of Mass  
Communications  
course? \*  Yes  
 No

Is this an Honors  
College course? \*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses? \*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 4350

Course Title\* Family Violence

Long Course Title

Course Type\*

Criminal Justice

Catalog Course  
Description\*

Explores a range of crimes that occur in the family setting, including violence between intimate partners, child abuse, and neglect. Theoretical factors, as well as how the criminal justice system responds to both victims and perpetrators of family violence, will be examined.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course? \*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation?  
\*  Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\* n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100; CRJU 3300

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?\***  Yes  No

**If yes, which area(s) (check all that apply):**

- Area A
- Area B
- Area C
- Area D
- Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

Undergraduate Standard Letter

**Justification and Assessment**




**Rationale\*** Students seeking a B.S in Criminal Justice can choose between General Concentration requiring 39 hours (13 courses) of general CJUS electives or Law Enforcement Concentration which requires 30 hours (10 courses) of law enforcement specific CJUS electives in addition to 9 hours (3 courses) of general CJUS electives. Students in the General Concentration may choose 39 hours courses out of the available 15 courses in this area (Law Enforcement concentration may choose 9 hours from this list): CRJU 3350 Drugs in America; CRJU 3400 Juvenile Delinquency & Justice; CRJU 3500 Criminal Investigation; CRJU 3501 Criminal Investigation II; CRJU 3710 Special Topics Mass Violence; CRJU 3800 Race, Ethnicity, and Criminal Justice; CRJU 3810 Victimology; CRJU 4300 Community Correction; CRJU 4350 Family Violence; CRJU 3250 Crime and Media; CRJU 4000 Internship in Criminal Justice; and CRJU 4500 Management of Forensics (Additional electives PSYC 3850 – Forensic Psychology; POLS 3100 – Constitutional Law; and SOCI 3800 – Development of Criminal Behavior are already in Banner system entered via eCampus).

This course is one of the electives. (See <https://emajor.usg.edu/degrees/criminal-justice>)

**Student Learning Outcomes - Please provide these in a numbered list format.\***

1. Students will demonstrate a sound general knowledge of the criminological sciences as applied to the area of family violence.
2. Students will demonstrate competence in written communication, producing well-organized writing on family violence that meets conventional standards of correctness, exhibits appropriate style and awareness of audience, and presents substantial material.
3. Students will demonstrate understanding of the structural forces behind family violence.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>)

**Syllabus\***  I have attached the REQUIRED syllabus.

### Resources and Funding

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25-30

617/806

Will this course have special fees or tuition required?\*


Yes

No

If yes, what will the fee be?\*

n/a

### Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# Family Violence

CRJU- 4350

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

## □ Description

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Explores a range of crimes that occur in the family setting, including violence between intimate partners, child abuse, and neglect. Theoretical factors, as well as how the criminal justice system responds to both victims and perpetrators of family violence, will be examined.

### Prerequisites:

- CRJU 1100 - Introduction to Criminal Justice
- CRJU 3300 - Corrections

## Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Materials

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Heavy Hands: An Introduction to the Crimes of Intimate and Family Violence

**Author:** Denise Kindschi Gosselin

**Publisher:** Pearson

**Edition:** 5th

**ISBN:** 9780133008609

**Availability:** The University Bookstore

**Amazon:** <https://www.amazon.com/Heavy-Hands-Introduction-Intimate-Counseling/dp/0133008606>

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Outcomes

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This course should enable students to:

1. Students will demonstrate a sound general knowledge of the criminological sciences as applied to the area of family violence.
2. Students will demonstrate competence in written communication, producing well-organized writing on family violence that meets conventional standards of correctness, exhibits appropriate style and awareness of audience, and presents substantial material.
3. Students will demonstrate understanding of the structural forces behind family violence.

## Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

630 - 700 points	90% - 100%	A
560 - 629 points	80% - 89%	B
490 - 559 points	70% - 79%	C
420 - 489 points	60% - 69%	D
Below 419 points	< 60%	F

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

**Expectations and Standards:**

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An “A” student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An “B” student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An “C” student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An “D” student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

 **Assignments**

Grade Breakdown:

GRADED ACTIVITY	POINTS	BRIEF DESCRIPTION
<b>Discussions Boards</b>	130	Welcome and Introduction Discussion - 10 pts 12 required Chapter Discussions - 10 pts each (12 x 10 pts = 120 pts)
<b>Quizzes</b>	70	Mandatory Attendance Quiz - 0 pts 7 Chapter Quizzes - 10 pts each (7 x 10 pts = 70 pts)

<b>Dropbox Assignments</b>	200	4 Dropbox Assignments - 50 pts each (4 x 50 pts = 200 pts)
<b>Exams</b>	300	3 Exams - 100 pts each (4 x 100 pts = 300 pts)

## Course Requirements (Instructional Methods):

1. XXXXXXXXXXXX
2. XXXXXXXXXXXX
3. XXXXXXXXX

## ? Schedule

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**NOTE: Schedule is tentative and may be subject to change.**

<b>DATE</b>	<b>Reading Assignments</b>	<b>ACTIVITIES – What's Due?</b>
<b>WEEK 1</b>  <b>Course Overview</b>  <b>Module 1 - History of Family Violence</b> <b>x/x- x/x</b>	Course Syllabus  Chapter 2: History of Violence in the Family  Chapter 2 Power Point Presentation  Video: Domestic Violence History	Introduction Discussion  Chapter 2 Discussion  Chapter 2 Quiz
<b>WEEK 2</b>  <b>Module 2 - Research and Theory</b> <b>x/x - x/x</b>	Chapter 3 - Focus on Research and Theory  Chapter 3 Power Point Presentation  Video: Urie Bronfenbrenner Ecological Theory	Chapter 3 Discussion  Chapter 3 Quiz
<b>WEEK 3</b>  <b>Module 3 - Child Abuse</b> <b>x/x - x/x</b>	Chapter 4 - Child Abuse  Chapter 5 - Investigating Child Abuse  Chapter 4 Power Point Presentation  Chapter 5 Power Point Presentation  Western Kansas Mobile CAC Manual  Video: The GreenHouse	Chapter 4 Discussion  Chapter 5 Discussion  Dropbox Assignment #1  Exam #1 (Modules 1-3)

	<p>Video: National Children's Advocacy Center Promo</p> <p>Video: Forensic Interviews</p> <p>Video: Child Abuse Investigations</p>	
<p><b>WEEK 4</b></p> <p><b>Module 4 - Intimate Partner Violence</b> x/x - x/x</p>	<p>Chapter 7 - Intimate Partner Violence</p> <p>Chapter 8 - Gay and Lesbian Partner Abuse</p> <p>Chapter 1 - Global Violence Against Women</p> <p>Chapter 7 Power Point Presentation</p> <p>Chapter 8 Power Point Presentation</p> <p>Tips for First Responders – Domestic Violence Victims</p> <p>Video: Teen Dating Violence - (@katiecouric)</p> <p>Video: Domestic Abuse - LGBT Victim</p>	<p>Chapter 7 Discussion</p> <p>Chapter 8 Discussion</p> <p>Chapter 7 Quiz</p> <p>Chapter 8 Quiz</p> <p>Dropbox Assignment #2</p>
<p><b>WEEK 5</b></p> <p><b>Module 5 - Family Violence Perpetrators</b> x/x - x/x</p>	<p>Chapter 10 - Adult Perpetrators</p> <p>Chapter 6 - Adolescent Perpetrators</p> <p>Chapter 10 Power Point Presentation</p> <p>Chapter 6 Power Point Presentation</p> <p>Video: Domestic Violence Psychology of Abusers</p>	<p>Chapter 10 Discussion</p> <p>Chapter 6 Discussion</p> <p>Dropbox Assignment #3</p> <p>Exam #2 (Modules 4-5)</p>
<p><b>WEEK 6</b></p> <p><b>Module 6 - Elder Abuse</b> x/x - x/x</p>	<p>Chapter 9 - Abuse in Later Life</p> <p>Chapter 9 Power Point Presentation</p> <p>Tips for First Responders - Older Victims</p> <p>Elder Abuse Case Scenario</p> <p>Video: An Age for Justice: Confronting Elder Abuse in America</p> <p>Video: Elder Abuse - Learn the Signs and Break the Silence</p>	<p>Chapter 9 Discussion</p> <p>Chapter 9 Quiz</p>
<p><b>WEEK 7</b></p> <p><b>Module 7 - The CJ System's Response to Intimate</b></p>	<p>Chapter 11- The Police Response to Intimate Partner Violence</p> <p>Chapter 13 - The Court Response to intimate Partner Violence</p>	<p>Chapter 11 Discussion</p> <p>Chapter 13 Discussion</p> <p>Chapter 11 Quiz</p>

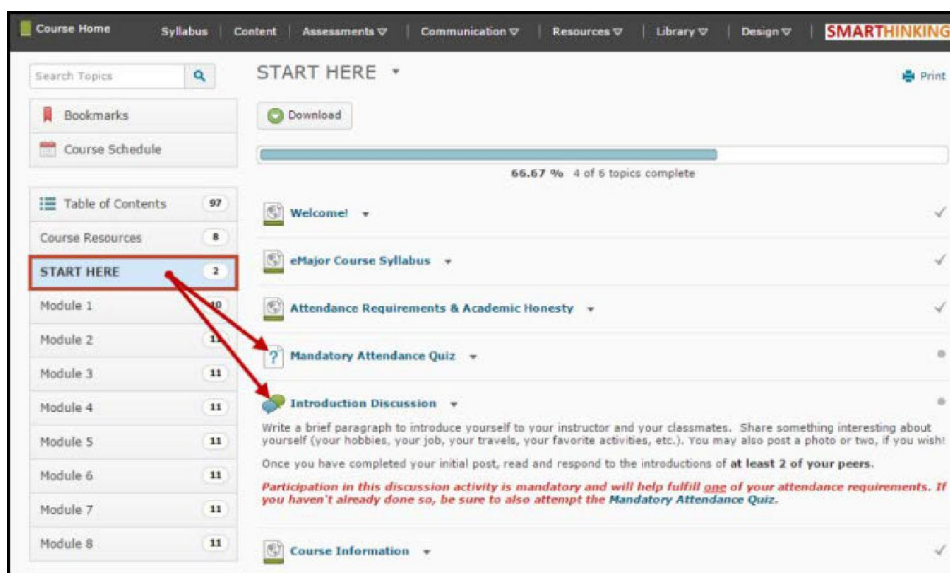
<b>Partner Violence</b> <b>x/x - x/x</b>	Chapter 11 Power Point Presentation Chapter 13 Power Point Presentation Video: Identifying and Preventing Gender Bias in Law Enforcement Response to Sexual Assault and Domestic Violence Video: An Integrated Approach: A Court's Innovative Response to Domestic and Sexual Violence	Chapter 13 Quiz
<b>WEEK 8</b> <b>Module 8 - Stalking and Homicide</b> <b>x/x - x/x</b>	Chapter 12 - Stalking and Homicide Chapter 12 Power Point Presentation Video: Stalking: Real Fear, Real Crime	Chapter 12 Discussion Dropbox Assignment #4 Exam #3 (Modules 6-8)

## Course Policies and Resources

### Attendance Verification

**IMPORTANT**- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.



## Attendance and Late Policy



"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

## Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

## Late Policy:

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx  
Late Quizzes/Exams: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx  
Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx  
Late XXXXXXXX: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx

## Academic Misconduct

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection system are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, “crib sheets,” websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one’s own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one’s own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other.

Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an

eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## □ Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

### Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

### Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are

not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## **UWG Email Policy**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## **Credit Hour Policy**

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## **HB 280 (Campus Carry)**

UWG follows University System of Georgia (USG) guidance:

[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance:

<https://www.westga.edu/police/campus-carry.php>  
(<https://www.westga.edu/police/campus-carry.php>)

## **Mental Health Support**

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the

Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](#) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## [ Additional Items

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### Student Services

Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure

that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

### Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information:

<https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:  
<https://emajor.usg.edu/current-students/accessibility-services.php>.

# CRJU - 4500 - Management of Forensics

2021-2022 Undergraduate New Course Request

## Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursing course?\*

Yes

No

632/806

Is this a College of

...

...



Is this a College or  
Education course?\*  Yes  No

Is this a Department  
of Mass  
Communications  
course?\*  Yes  
 No

Is this an Honors  
College course?\*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?\*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 4500

Course Title\* Management of Forensics

Long Course Title

Course Type\*

Criminal Justice

Catalog Course  
Description\* The scientific investigation of crime with emphasis on the collection, analysis,  
comparison, and identification of physical evidence.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation? \*  
 Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\* n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100; CRJU 3500

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?\***  Yes  No

**If yes, which area(s) (check all that apply):**

- Area A
- Area B
- Area C
- Area D
- Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

Undergraduate Standard Letter

**Justification and Assessment**

**Rationale\*** Students seeking a B.S in Criminal Justice can choose: General Concentration requiring 39 hours (13 courses) of general CJUS electives; Law Enforcement Concentration which requires 30 hours (10 courses) of law enforcement specific CJUS electives in addition to 9 hours (3 courses) of general CJUS electives; or Social Justice Concentration which requires 12 hours of SJUS courses in addition to 27 hours of CJUS electives.


Students in the General Concentration may choose 39 hours courses out of the available 15 courses in this area (Law Enforcement concentration may choose 9 hours; Social Justice concentration may choose 27 hours from the list): CRJU 3350 Drugs in America; CRJU 3400 Juvenile Delinquency & Justice; CRJU 3500 Criminal Investigation; CRJU 3501 Criminal Investigation II; CRJU 3710 Special Topics Mass Violence; CRJU 3800 Race, Ethnicity, and Criminal Justice; CRJU 3810 Victimology; CRJU 4300 Community Correction; CRJU 4350 Family Violence; CRJU 3250 Crime and Media; CRJU 4000 Internship in Criminal Justice; and CRJU 4500 Management of Forensics (Additional electives PSYC 3850 – Forensic Psychology; POLS 3100 – Constitutional Law; and SOCI 3800 – Development of Criminal Behavior are already in Banner system entered via eCampus).

This course is one of the electives. (See <https://emajor.usg.edu/degrees/criminal-justice>)

**Student Learning Outcomes - Please provide these in a numbered list format. \***

1. Explain the goal of physical evidence in the criminal justice system.
2. Specify what the field of criminalistics encompasses.
3. Identify the capabilities of crime laboratories with regard to the examination and analysis of various types of physical evidence.
4. Understand the limitations of crime laboratories with regard to various types of physical evidence.
5. Distinguish criminalistics from the other areas of forensic science.
6. Recognize the inter-relationships between criminalistics and criminal investigation

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>)

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

**Planning Info\***  Library Resources are Adequate


- Library Resources are Adequate
- Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25-30

**Will this course have special fees or tuition required?\***  Yes  No

**If yes, what will the fee be?\*** n/a

### Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# Management of Forensics

CRJU- 4500

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

## □ Description

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The scientific investigation of crime with emphasis on the collection, analysis, comparison, and identification of physical evidence.

### Prerequisites:

- CRJU 1100 - Introduction to Criminal Justice
- CRJU 3500 – Criminal Investigation

## Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Materials

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Forensic Science: Fundamentals and Investigations

**Author:** Anthony J. Bertino and Patricia Bertino

**Publisher:** Cengage

**Edition:** 2nd

**ISBN:** 1305077113

**Availability:** The University Bookstore

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Outcomes

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This course should enable students to:

1. Explain the goal of physical evidence in the criminal justice system.
2. Specify what the field of criminalistics encompasses.
3. Identify the capabilities of crime laboratories with regard to the examination and analysis of various types of physical evidence.
4. Understand the limitations of crime laboratories with regard to various types of physical evidence.
5. Distinguish criminalistics from the other areas of forensic science.
6. Recognize the inter-relationships between criminalistics and criminal investigation

## Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

XXX - XXX points	90% - 100%	A
XXX - XXX points	80% - 89%	B
XXX - XXX points	70% - 79%	C
XXX - XXX points	60% - 69%	D

Below XXX points	< 60%	F
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**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

**Expectations and Standards:**

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An “A” student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An “B” student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An “C” student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An “D” student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

 **Assignments**

Grade Breakdown:

GRADED ACTIVITY	WEIGHT	BRIEF DESCRIPTION
Quizzes (9 quizzes x 50 points each)	45%	Students will complete 9 lesson quizzes worth 50 points each. Each quiz contains 25 questions (multiple choice & true/false) covering material from the required reading assignments. Students will be allowed 60

		minutes to complete each quiz attempt, with only 1 attempt allowed per assessment.
<b>Assignments (7 assignments x 25 points each)</b>	35%	Individual assignments designed to aid in student comprehension of relevant lesson materials.
<b>Discussions (2 discussions x 15 points each)</b>	20%	Discussion assignments designed to measure comprehension of related lesson materials.

## Course Requirements (Instructional Methods):

1. 9 Quizzes
2. 7 Assignments
3. 2 Discussions

## ? Schedule

**NOTE: Schedule is tentative and may be subject to change.**

DATE	Reading Assignments	ACTIVITIES – What’s Due?
<b>Week 1</b> x/x - x/x	<b>Lesson 1: Observational Skills</b>  Chapter 1 in the textbook	Review lesson PPTs and supplemental videos  <b>Complete Assignment #1- Case #2: Canine Caper</b>
<b>Week 2</b> x/x - x/x	<b>Lesson 2: Investigation and Evidence Examination</b>  Chapter 2 in the textbook	Review lesson PPTs and supplemental videos  Complete <b>Assignment #2 -</b>
<b>Week 3</b> x/x - x/x	<b>Lesson 3: the study of Hair, Fibers, and Fabrics</b>  Chapters 3 and 4 in the textbook	Review lesson PPTs and supplemental videos  Complete <b>Assignment #3 - Quiz 1 (covers L1 - L2 materials)</b>
<b>Week 4</b> x/x - x/x	<b>Lesson 4: Forensic Botany and Fingerprinting</b>  Chapters 5 and 6 in the textbook	Review lesson PPTs and supplemental videos  <b>Quiz 2 (covers L3 materials)</b>
<b>Week 5</b> x/x - x/x	<b>Lesson 5: DNA Profiling, Blood and Blood Spatter Analysis, and Forensic Toxicology</b>  Chapters 7, 8, and 9 in the textbook	Review lesson PPTs and supplemental videos  <b>Begin working on Assignment #4</b>



<b>Week 6</b> x/x - x/x	<b>Lesson 5: DNA Profiling, Blood and Blood Spatter Analysis, and Forensic Toxicology</b>  Chapters 7, 8, and 9 in the textbook	Review lesson PPTs and supplemental videos  <b>Assignment #4</b>  <i>Quiz 3 (covers L4 materials)</i>
<b>Week 7</b> x/x - x/x	<b>Lesson 6: Forensic Entomology, Handwriting Analysis, Forgery, and Counterfeiting</b>  Chapters 10 and 11 in the textbook	Review lesson PPTs and supplemental videos  <b>Complete Discussion #1: DNA Profiling</b>  <i>Quiz 4 (covers L5 materials)</i>
<b>Week 8</b> x/x - x/x	<b>Lesson 7: Death Analysis</b>  Chapter 12 in the textbook	Review lesson PPTs and supplemental videos  <b>Begin working on Assignment #5</b>
<b>Week 9</b> x/x - x/x	<b>Lesson 7: Death Analysis</b>  Chapter 12 in the textbook	Review lesson PPTs and supplemental videos  <b>Complete Assignment #5</b>  <i>Quiz 5 (covers L6 materials)</i>
<b>Week 10</b> x/x - x/x	<b>Lesson 8: Forensic Anthropology and Soil Impressions</b>  Chapters 13 and 14 in the textbook	Review lesson PPTs and supplemental videos
<b>Week 11</b> x/x - x/x	<b>Lesson 8: Forensic Anthropology and Soil Impressions</b>  Chapters 13 and 14 in the textbook	Review lesson PPTs and supplemental videos  <i>Quiz 6 (covers L7 materials)</i>
<b>Week 12</b> x/x - x/x	<b>Lesson 9: Glass Evidence, Casts, and Impressions</b>  Chapters 15 and 16 in the textbook	Review lesson PPTs and supplemental videos  <b>Complete Discussion #2: Forensic Anthropology</b>  <i>Quiz 7 (covers L8 materials)</i>
<b>Week 13</b> x/x - x/x	<b>Lesson 10: Tool Mark Analysis</b>  Chapter 17 in the textbook	Review lesson PPTs and supplemental videos  <b>Complete Assignment #6</b>  <i>Quiz 8 (covers L9 materials)</i>
<b>Week 14</b> x/x - x/x	<b>Lesson 11: Ballistics Analysis</b>  Chapter 18 in the textbook	Review lesson PPTs and supplemental videos  <b>Begin working on Assignment #7</b>

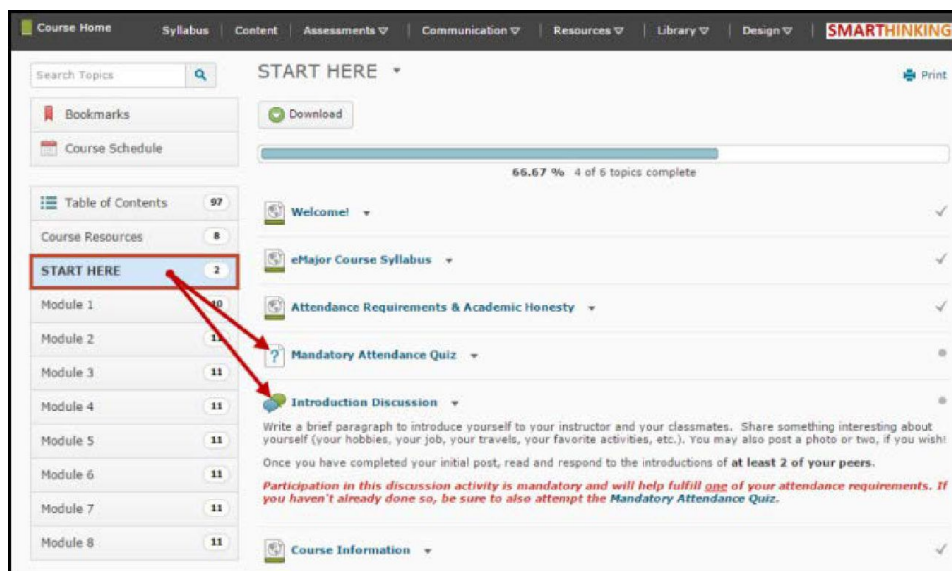
<b>Week 15</b> <b>x/x - x/x</b>	<b>Lesson 11: Ballistics Analysis</b> Chapter 18 in the textbook	Review lesson PPTs and supplemental videos <b>Complete Assignment #7</b>
<b>FINAL EXAM PERIOD</b> <b>x/x - x/x</b>	<b>Students must take the Final Exam during this time period.</b> <b>Quiz 9 (Covers L10 and L11 materials)</b>	

## **i** Course Policies and Resources

### Attendance Verification

**IMPORTANT**- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.



### Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be



Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with

another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other.

Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## Institutional Policies

## Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

## Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the

course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## **UWG Email Policy**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## **Credit Hour Policy**

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## **HB 280 (Campus Carry)**

UWG follows University System of Georgia (USG) guidance:  
[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance:  
<https://www.westga.edu/police/campus-carry.php>  
(<https://www.westga.edu/police/campus-carry.php>)

## **Mental Health Support**

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## **ELL Resources**

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## Additional Items

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### Student Services

#### Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

#### Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the



[Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information:  
<https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:  
<https://emajor.usg.edu/current-students/accessibility-services.php>.

# CRJU - 4600 - Police Problems and Practices

2021-2022 Undergraduate New Course Request

## Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursing course?\*

Yes  No

650/806

Is this a College of ...

Is this a College of  
Education course?\*  Yes  No

Is this a Department  
of Mass  
Communications  
course?\*  Yes  
 No

Is this an Honors  
College course?\*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?\*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 4600

Course Title\* Police Problems and Practices

Long Course Title

Course Type\*

Criminal Justice

Catalog Course Description\* An advanced examination of policing, exploring topics including the police subculture, the police use of discretion, the broken-windows approach, community policing, and problem-solving approaches.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation? \*  
 Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\* n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?\***  Yes  No

**If yes, which area(s) (check all that apply):**

- Area A
- Area B
- Area C
- Area D
- Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

Undergraduate Standard Letter

**Justification and Assessment**

**Rationale\*** Students seeking a B.S in Criminal Justice with a Law Enforcement Concentration requires 30 hours (10 courses) of law enforcement specific CJUS electives in addition to 9 hours (3 courses) of general CJUS electives. (The Law Enforcement concentration shares the following courses with the General concentration: CRJU 3350 Drugs in America; CRJU 3400 Juvenile Delinquency & Justice; CRJU 3500 Criminal Investigation; CRJU 3501 Criminal Investigation II; CRJU 3710 Special Topic Mass Violence; CRJU 3800 Race, Ethnicity, and Criminal Justice; CRJU 3810 Victimology; CRJU 4300 Community Correction; CRJU 4350 Family Violence)

Students in the General Concentration or Social Justice Track may also take these courses to count towards their electives.

This course is one of the courses specific to the Law Enforcement Concentration—CRIM 3600, 4110, 4200, 4210, and 4600. (See <https://emajor.usg.edu/degrees/criminal-justice>)

**Student Learning Outcomes - Please provide these in a numbered list format. \***

1. Students will be able to comprehend major forces, events, influences and ideas that have shaped the practice of policing.
2. Students will be able to analyze and understand issues important to the relationships among the police, other institutions, and the public, including police discretion and accountability.
3. Students will be able to demonstrate an understanding of issues of concern to law enforcement, including police culture and use of force.
4. Students will demonstrate competence in written communication on issues involving policing, producing well-organized writing that meets conventional standards of correctness.

### **REQUIRED ATTACHMENTS**

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the REQUIRED syllabus.

### **Resources and Funding**

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment\*


Will this course have special fees or tuition required?\*

Yes  
 No

If yes, what will the fee be?\*

n/a

### Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# Police Problems and Practices

CRJU- 4600

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

## □ Description

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An advanced examination of policing, exploring topics including the police subculture, the police use of discretion, the broken-windows approach, community policing, and problem-solving approaches.

### Prerequisites:

- CRJU 1100 - Introduction to Criminal Justice

## Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Materials

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### Critical Issues in Policing: Contemporary Readings

**Author:** Dunham, R. & Alpert, G.

**Publisher:** Waveland Press

**Edition:** 7<sup>th</sup>

**ISBN:** 9781478622871

**Availability:** The University Bookstore

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Outcomes

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This course should enable students to:

1. Students will be able to comprehend major forces, events, influences and ideas that have shaped the practice of policing.
2. Students will be able to analyze and understand issues important to the relationships among the police, other institutions, and the public, including police discretion and accountability.
3. Students will be able to demonstrate an understanding of issues of concern to law enforcement, including police culture and use of force.
4. Students will demonstrate competence in written communication on issues involving policing, producing well-organized writing that meets conventional standards of correctness.

## Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

639 - 710 points	90% - 100%	A
568 - 638 points	80% - 89%	B
497 - 567 points	70% - 79%	C
426 - 498 points	60% - 69%	D
Below 425 points	< 60%	F



**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

### **Expectations and Standards:**

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An "B" student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An "D" student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An "F" student has not performed in the manner satisfactory to the standards of the class.

## **Assignments**

### Grade Breakdown:

<b>GRADED ACTIVITY</b>	<b>WEIGHT</b>	<b>BRIEF DESCRIPTION</b>
<b>Introduction discussion</b>	10 points	Introduction of the student to the instructor and other classmates.
<b>Module 1 discussion</b>	50 points	Discussion of the readings from Module 1.
<b>Module 2 discussion</b>	50 points	Discussion of the readings from Module 2.
<b>Module 3 discussion</b>	50 points	Discussion of the readings from Module 3.
<b>Module 4 discussion</b>	50 points	Discussion of the readings from Module 4.

<b>Module 5 discussion</b>	50 points	Discussion of the readings from Module 5.
<b>Module 6 discussion</b>	50 points	Discussion of the readings from Module 6.
<b>Module 7 discussion</b>	50 points	Discussion of the readings from Module 7.
<b>Module 8 discussion</b>	50 points	Discussion of the readings from Module 8.
<b>Module 1 quiz</b>	20 points	Quiz covering the required readings/video(s).
<b>Module 2 quiz</b>	20 points	Quiz covering the required readings/video(s).
<b>Module 3 quiz</b>	20 points	Quiz covering the required readings/video(s).
<b>Module 4 quiz</b>	20 points	Quiz covering the required readings/video(s).
<b>Module 5 quiz</b>	20 points	Quiz covering the required readings/video(s).
<b>Module 6 quiz</b>	20 points	Quiz covering the required readings/video(s).
<b>Module 7 quiz</b>	20 points	Quiz covering the required readings/video(s).
<b>Final paper research topic</b>	10 points	Submit the topic for your final research paper to the instructor.
<b>Annotated bibliography</b>	100 points	See annotated bibliography assignment for details.
<b>Final research paper</b>	100 points	See final research paper assignment for details.

## Course Requirements (Instructional Methods):

1. Online Discussions
2. Reading quizzes
3. Annotated bibliography

## ? Schedule

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**NOTE: Schedule is tentative and may be subject to change.**

DATE	Reading Assignments	ACTIVITIES – What’s Due?
<b>Week 1</b> x/x - x/x	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>- “The Foundation of Police Role in Society” pg. 3-10</li> <li>- “The Development of the American Police: An Historical Overview” pg. 11- 30</li> <li>- “Requests for Police Assistance, 2011” pg. 31-45</li> <li>-</li> </ul> <p><b>Additional readings:</b> “You can observe a lot by watching:</p>	<p>Module 1 Quiz</p> <p>Module 1 Discussion</p>

	Contributions of systemic social observation to understanding of the police” pg. 46-74	
<b>Week 2</b> x/x - x/x	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>- “Breeding deviant conformity: The ideology and culture of police” pg. 79- 105</li> <li>- “Solidarity and the code of silence” pg.106-121</li> <li>- “Police discretionary behavior: A study of style” pg. 122-142</li> <li>- Watch “Police privilege and code of silence Parts 1 &amp; 2” videos:</li> <li>-</li> </ul> <p><a href="https://www.youtube.com/watch?v=xM9RyVKV9Pk">https://www.youtube.com/watch?v=xM9RyVKV9Pk</a></p> <p><a href="https://www.youtube.com/watch?v=G_9CUac5ds4">https://www.youtube.com/watch?v=G_9CUac5ds4</a></p> <p><b>Additional readings:</b></p> <ul style="list-style-type: none"> <li>- “The asshole” pg. 143-161</li> <li>- “Addressing police misconduct: The role of citizen complaints” pg. 162-182</li> <li>- “Ethics and law enforcement” pg. 183- 216</li> </ul>	<p>Module 2 Quiz</p> <p>Module 2 Discussion</p> <p>Submit final paper topic to instructor via email</p>
<b>Week 3</b> x/x - x/x	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>- “How police supervisory styles influence patrol officer behavior” pg. 219-228</li> <li>- “Introduction to early intervention systems” pg. 244-259</li> <li>- “Evidence-based policing” pg. 260-274</li> <li>- Watch the “Evidence-based policing” video: <a href="https://www.youtube.com/watch?v=cpPx-Jz1sTA">https://www.youtube.com/watch?v=cpPx-Jz1sTA</a></li> </ul> <p><b>Additional readings:</b></p> <ul style="list-style-type: none"> <li>- “Technological innovations in policing” pg. 229-243</li> <li>- “Predictive policing” pg. 275-288</li> <li>- “Geographic information systems: Applications for police” pg. 289-301</li> <li>- “The practice of crime analysis” pg. 302-326</li> </ul>	<p>Module 3 Quiz</p> <p>Module 3 Discussion</p>
<b>Week 4</b> x/x - x/x	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>- “An Afrocentric perspective on policing” pg. 331-355</li> <li>- “Women in law enforcement, 1987- 2008” pg. 355-361</li> <li>- “Gender and police stress: The convergent and divergent impact of the work environment...” pg. 362-384</li> </ul>	<p>Module 4 quiz</p> <p>Module 4 discussion</p> <p>Annotated bibliography</p>

	<ul style="list-style-type: none"> <li>- Watch “Police chiefs discuss race relations” video: <a href="https://www.youtube.com/watch?v=bo0kE6dViPA">https://www.youtube.com/watch?v=bo0kE6dViPA</a></li> </ul> <p><b>Additional readings:</b></p> <ul style="list-style-type: none"> <li>- “Toward an understanding of the physical hazards of police work” pg. 385-400</li> <li>- “Beyond Boston: Applying theory to understand and address sustainability...” pg. 401-420</li> <li>- “Campus policing” pg. 421-434</li> <li>- “Police response to persons with mental illness” pg. 435-452</li> </ul>	
<b>Week 5</b> <b>x/x - x/x</b>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>- “Broken windows” pg. 455-467</li> <li>- “Broken windows and fractured history:</li> <li>- The use and misuse of history...” pg. 468-480</li> <li>- Watch “Broken Windows Theory” video: <a href="https://www.youtube.com/watch?v=yhsVlrqyPGg">https://www.youtube.com/watch?v=yhsVlrqyPGg</a></li> </ul> <p><b>Additional readings:</b></p> <ul style="list-style-type: none"> <li>- “Community policing: Elements and effects” pg. 481-498 “Problem-oriented policing” pg. 499-512</li> </ul>	<p>Module 5 quiz</p> <p>Module 5 discussion</p>
<b>Week 6</b> <b>x/x - x/x</b>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>- “The split-second syndrome and other determinants of police violence” pg. 517-531</li> <li>- “What we know about police use of force” pg. 532-547</li> <li>- Watch “Study: College-educated police use less force” video: <a href="https://youtu.be/3P83Yh8isq0">https://youtu.be/3P83Yh8isq0</a></li> </ul> <p><b>Additional readings:</b></p> <ul style="list-style-type: none"> <li>- “Use of force policy, policy enforcement, and training” pg. 548-566</li> <li>- “State created danger: Should police officers be accountable for reckless...” pg. 567-582</li> </ul>	<p>Module 6 quiz</p> <p>Module 6 discussion</p>
<b>Week 7</b> <b>x/x - x/x</b>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>- “What a good police department looks like: Professional...” pg. 585-595</li> <li>- “The challenge of policing in a democratic society: A personal journey...” pg. 596-610</li> </ul>	<p>Module 7 quiz</p> <p>Final paper due</p>

	- Watch "The future of policing and trust building" video: <a href="https://youtu.be/EomG7NBqApc">https://youtu.be/EomG7NBqApc</a>	
<b>Week 8</b> x/x - x/x	None	Module 8 discussion
<b>FINAL EXAM PERIOD</b> x/x - x/x	<b>There is no Final Exam for this course. The final paper is the final exam.</b>	

## **i** Course Policies and Resources

### Attendance Verification

**IMPORTANT**- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

The screenshot shows a course management system interface. At the top, there are navigation tabs: Course Home, Syllabus, Content, Assessments, Communication, Resources, Library, Design, and SMARTHINKING. Below the navigation is a search bar and a 'START HERE' dropdown menu. A progress bar indicates 66.67% completion (4 of 6 topics complete). The main content area lists several activities: Welcome!, eMajor Course Syllabus, Attendance Requirements & Academic Honesty, Mandatory Attendance Quiz, and Introduction Discussion. The 'START HERE' folder is highlighted in red, and two red arrows point from it to the 'Mandatory Attendance Quiz' and 'Introduction Discussion' activities. The 'Introduction Discussion' activity includes instructions: 'Write a brief paragraph to introduce yourself to your instructor and your classmates. Share something interesting about yourself (your hobbies, your job, your travels, your favorite activities, etc.). You may also post a photo or two, if you wish! Once you have completed your initial post, read and respond to the introductions of at least 2 of your peers. Participation in this discussion activity is mandatory and will help fulfill one of your attendance requirements. If you haven't already done so, be sure to also attempt the Mandatory Attendance Quiz.'

### Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

**Time Commitment:**

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

**Late Policy:**

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx  
 Late Quizzes/Exams: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx  
 Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx  
 Late XXXXXXXX: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx

**Academic Misconduct**

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to

the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examination involves giving or receiving unauthorized help before, during, and

after an examination, Examples of unauthorized help include the use of notes, texts, “crib sheets,” websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one’s own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one’s own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other.

Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report



this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## □ Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

### Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

### Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## **UWG Email Policy**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## **Credit Hour Policy**

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## **HB 280 (Campus Carry)**

UWG follows University System of Georgia (USG) guidance:

[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance:

<https://www.westga.edu/police/campus-carry.php>  
(<https://www.westga.edu/police/campus-carry.php>)

## **Mental Health Support**

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](#) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## [ Additional Items

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### Student Services

Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

### Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information:

<https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:

<https://emajor.usg.edu/current-students/accessibility-services.php>.

# CRJU - 4700 - Ethical Issues in Criminal Justice

2021-2022 Undergraduate New Course Request

## Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursing course?\*

Yes  No

669/806

Is this a College of  ...  ...

Is this a College or  
Education course?\*  Yes  No

Is this a Department  
of Mass  
Communications  
course?\*  Yes  
 No

Is this an Honors  
College course?\*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?\*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 4700

Course Title\* Ethical Issues in Criminal Justice

Long Course Title

Course Type\*

Criminal Justice

Catalog Course  
Description\* An examination of the philosophical theories underlying ethics and how they relate to  
issues involving the police, courts, corrections, law, and principles of justice.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation? \*  
 Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\* n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?\***  Yes  No

**If yes, which area(s) (check all that apply):**

- Area A
- Area B
- Area C
- Area D
- Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

Undergraduate Standard Letter

## Justification and Assessment


**Rationale\*** Students seeking a B.S in Criminal Justice (General Concentration, Law Enforcement Concentration, or Social Justice Concentration) are required to take 21 hours of major core in order to graduate. Students in both General Concentration and Law Enforcement Concentration must complete 21 hours of CRJU Required Upper Division CJ courses. These courses include: CRJU 3100 – Criminal Law; CRJU 3110 – Criminal Procedures; CRJU 3200 – Criminology; CRJU 3300 – Corrections; CRJU 3700- Research Methodology; CRJU 4700 – Ethical Issues in Criminal Justice; and CRJU 4800 – Senior Capstone.

This course is one of seven required CRJU courses Major Course courses – CRJU 3100, 3110, 3200, 3300, 3700, 4700, and 4800. (See <https://emajor.usg.edu/degrees/criminal-justice>)

**Student Learning Outcomes - Please provide these in a numbered list format. \***

1. Demonstrate a sound general knowledge of the criminological sciences as applied to the area of Ethics.
2. Demonstrate the ability to think critically by analyzing and interpreting situations, events, practices, and cases in the field of ethics.
3. Demonstrate the ability to identify, understand, and articulate basic ethical and philosophical tenets and demonstrate the ability to apply philosophical concepts to address criminal justice ethical issues and criminal justice decision-making.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding


**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25-30

**Will this course have special fees or tuition required?\***  Yes  
 No

**If yes, what will the fee be?\*** n/a

### Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.



# Ethical Issues in Criminal Justices

CRJU- 4700

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

## □ Description

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An examination of the philosophical theories underlying ethics and how they relate to issues involving the police, courts, corrections, law, and principles of justice.

### Course Philosophy:

Ethics in Criminal Justice invites students to study ethics and engage in the practice of ethics particularly as it applies to issues of crime, law and justice. The course explores concepts of morality, ethics, values, moral/ethical frameworks and dilemmas. Once the fundamentals are learned, we move to a workshop environment in which you will develop and confront ethical dilemmas, work in small groups to address them, and discuss weekly assignments. The course is designed for citizens who will deal with issues of crime, law and justice in their everyday lives as well as those anticipating or already involved in professions related to these issues. Overall, the aim of the course is to improve your capacities as critical thinkers who confront both issues of right vs. wrong and issues of right vs. right.

Ethics are a part of everyday life. Virtually every decision we make in life is predicated on our own personal moral and ethical reasoning and are the foundations upon which we base our lives. Nowhere is decision-making and the consequences of those decisions more important than in the field of criminal justice. The purpose of this course is to integrate personal morals, ethics, and basic ethical and philosophical tenets with practical criminal justice considerations. To that end, the course will cover the following: basic ethics and philosophy, lying and deception, egoism and abuse of authority, racism, discrimination, and ethical issues in policing, the courts, and corrections. The study of ethics is not so much about finding answers as it is about raising questions. If students leave this course thinking more critically about how and why criminal justice practitioners make decisions, then this course will have fulfilled its primary objective.

### Prerequisites:

- CRJU 1100 - Introduction to Criminal Justice

## Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## ~ Materials

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### Ethical Dilemmas and Decisions in Criminal Justice

**Author:** J.M. Pollock

**Publisher:** Wadsworth Publishing

**Edition:** 8th

**ISBN:** -10: 1285062663

-13: 9781285062662

**Availability:** The University Bookstore

## E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## ~ Outcomes

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This course should enable students to:

1. Demonstrate a sound general knowledge of the criminological sciences as applied to the area of Ethics.
2. Demonstrate the ability to think critically by analyzing and interpreting situations, events, practices, and cases in the field of ethics.
3. Demonstrate the ability to identify, understand, and articulate basic ethical and philosophical tenets and demonstrate the ability to apply philosophical concepts to address criminal justice ethical issues and criminal justice decision-making.

# Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

720 - 800 points	90% - 100%	A
640 - 719 points	80% - 89%	B
560 - 639 points	70% - 79%	C
480 - 559 points	60% - 69%	D
Below 479 points	< 60%	F

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

## Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An "B" student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An "D" student performs below the average in terms of preparation and presentation of assigned work. He/she

will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An “F” student has not performed in the manner satisfactory to the standards of the class.

## Assignments

### Grade Breakdown:

GRADED ACTIVITY	POINTS	BRIEF DESCRIPTION
<b>Mandatory Attendance Quiz</b>	20 Points	You will be required to take an Orientation/Attendance quiz. This quiz is to make sure you read the Syllabus front start to finish and that you understand all that is expected from you in this course.
<b>Introduction Discussion</b>	30 Points	As this is an online course, it is important that we have an element of interaction and classroom community. There will be ONE (1) Introduction Discussion.  There will not be any formal required online discussions during this course. However, each module has a discussion forum that will remain open so that you may post any questions you may have. Any question posed may be answered by any classmate or by your instructor. You are also welcome to post any relevant news articles.
<b>Exams (3)</b>	300 Points Total (100 Points Each)	There will be 3 exams in the format of defining concepts, short answer, and essay. The final exam is not comprehensive. The exams will encompass all material covered in your readings, lectures, class discussions, films, etc. Each exam is worth 100 points, for a total of 300 points of your final grade.
<b>Homework Assignments (5)</b>	250 Points Total (50 Points Each)	There will be 5 homework assignments (50pts each; 250pts total), which will be related to course materials.
<b>Activities (8)</b>	200 Points Total (25 Points Each)	You will complete 8 Activities throughout this course. The Activities are based on the various readings and scenarios presented throughout the videos and readings.

### Course Requirements (Instructional Methods):

1. XXXXXXXXX
2. XXXXXXXXX
3. XXXXXXXXX

## ? Schedule

**NOTE: Schedule is tentative and may be subject to change.**

DATE	Reading Assignments	ACTIVITIES – What’s Due?
<b>SYLLABUS AND START ITEMS</b>	Online Course Syllabus	Mandatory Attendance Quiz Introduction Discussion
<b>MODULE 1</b> x/x - x/x	Online content and web resources provided in Module 1  <b>Chapter 1:</b> Morality, Ethics, and Human Behavior  <b>Rushworth Kidder’s “How good people make tough choices”— Chapter 1</b>  <b>Rushworth Kidder’s “How good people make tough choices”— Chapter 4</b>	Module 1 Discussion Questions (optional)  Module 1 Activity  Module 1 Homework Assignment
<b>MODULE 2</b> x/x - x/x	Online content and web resources provided in Module 2  <b>Chapter 2:</b> Determining Moral Behavior  <b>Chapter 3:</b> Justice and Law	Module 2 Discussion Questions (optional)  Module 2 Activity 1  Module 2 Activity 2  Module 2 Homework Assignment
<b>MODULE 3</b> x/x - x/x	Online content and web resources provided in Module 3  <b>Chapter 4:</b> Becoming an Ethical Professional	Module 3 Discussion Questions (optional)  Module 3 Activity  Exam 1
<b>MODULE 4</b> x/x - x/x	Online content and web resources provided in Module 4  <b>Chapter 5:</b> The Police Role in Society  <b>Chapter 6:</b> Police Discretion and Dilemmas  <b>Chapter 7:</b> Police Corruption and Misconduct	Module 4 Discussion Questions (optional)  Module 4 Activity  Module 4 Homework Assignment

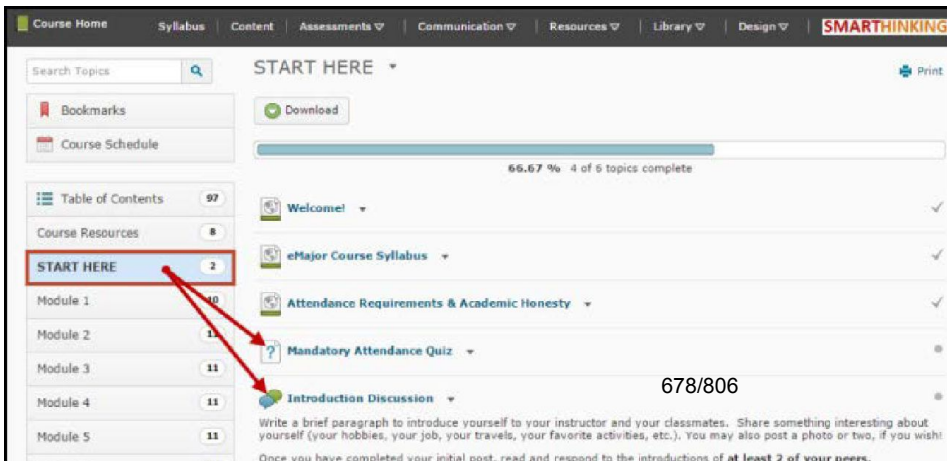
<b>MODULE 5</b> <b>x/x - x/x</b>	Online content and web resources provided in Module 5  <b>Chapter 8:</b> Law and Legal Professionals	Module 5 Discussion Questions (optional)  Module 5 Activity  Exam 2
<b>MODULE 6</b> <b>x/x - x/x</b>	Online content and web resources provided in Module 6  <b>Chapter 9:</b> Discretion and Dilemmas in the Legal Profession  <b>Chapter 10:</b> Ethical Misconduct in the Courts and Responses	Module 6 Discussion Questions (optional)  Module 6 Activity
<b>MODULE 7</b> <b>x/x - x/x</b>	Online content and web resources provided in Module 7  <b>Chapter 11:</b> The Ethics of Punishment and Corrections  <b>Chapter 12:</b> Discretion and Dilemmas in Corrections  <b>Chapter 13:</b> Correctional Professionals: Misconduct and Responses	Module 7 Discussion Questions (optional)  Module 7 Activity  Module 7 Homework Assignment  Exam 3 - Final Exam

## Course Policies and Resources

### Attendance Verification

**IMPORTANT**- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.



The screenshot shows a course management system interface. At the top, there is a navigation bar with links for 'Course Home', 'Syllabus', 'Content', 'Assessments', 'Communication', 'Resources', 'Library', and 'Design'. The 'SMARTHINKING' logo is on the right. Below the navigation bar, there is a search box and a 'START HERE' dropdown menu. A progress bar indicates '66.67 % 4 of 6 topics complete'. On the left side, there is a sidebar menu with 'START HERE' highlighted in red. A red arrow points from the 'START HERE' folder to the 'Mandatory Attendance Quiz' item in the main content area. The main content area lists several items: 'Welcome!', 'eMajor Course Syllabus', 'Attendance Requirements & Academic Honesty', 'Mandatory Attendance Quiz', and 'Introduction Discussion'. The 'Mandatory Attendance Quiz' item has a question mark icon. Below the 'Introduction Discussion' item, there is a text prompt: 'Write a brief paragraph to introduce yourself to your instructor and your classmates. Share something interesting about yourself (your hobbies, your job, your travels, your favorite activities, etc.). You may also post a photo or two, if you wish! Once you have completed your initial post, read and respond to the introductions of at least 2 of your peers.'



As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as



is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## **Cheating on Examinations**

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## **Unauthorized Collaboration**

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## **Falsification**

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## **Multiple Submissions**

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## **Evidence and Burden of Proof**

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a

reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## □ Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

### Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at

the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:  
[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
[http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information)

You may also visit our website for help with USG Guidance:

<https://www.westga.edu/police/campus-carry.php>

(<https://www.westga.edu/police/campus-carry.php>)

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](#) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## Additional Items

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### Student Services

Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

## Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information:

<https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

## Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:  
<https://emajor.usg.edu/current-students/accessibility-services.php>.

# CRJU - 4800 - Senior Capstone Seminar in Criminal Justice

2021-2022 Undergraduate New Course Request

## Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursing course?\*

Yes  No

686/806

Is this a College of  ...  ...

Is this a college or  
Education course?\*  Yes  No

Is this a Department  
of Mass  
Communications  
course?\*  Yes  
 No

Is this an Honors  
College course?\*  Yes  
 No

Is the  
addition/change  
related to core,  
honors, or XIDS  
courses?\*  Yes  
 No

## Course Information

Course Prefix\*

CRJU

Course Number\* 4800

Course Title\* Senior Capstone Seminar in Criminal Justice

Long Course Title

Course Type\*

Criminal Justice

Catalog Course  
Description\*

This course serves as the comprehensive experience in criminal justice utilizing the student's knowledge and academic skills, including pursuing archival research, journal keeping, note taking, and report writing to address a topic or issue of contemporary interest in criminal justice or one of its sub-fields. The course will be taught at the senior level and will focus on criminal justice issues at the national and international levels. In addition to the course requirements, students will complete a major research paper to be submitted at the end of the course. Criminal justice majors must pass with a "C" or better. This course serves as a capstone course for criminal justice majors.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?  Yes  No \*

If yes, indicate maximum number of credit hours counted toward graduation.\* n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** CRJU 1100; CRJU 3700; 45 hours of upper division criminal justice course and senior standing

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

Is this a General Education course?\*  Yes  No

If yes, which area(s) (check all that apply):  Area A  Area B  Area C  Area D  Area E

**Status\***  Active-Visible  Inactive-Hidden

**Type of Delivery (Select all that apply)\***  Carrollton or Newnan Campus: Face-to-Face  Entirely Online  Hybrid  Fully Online

**Frequency - How many semesters per year will this course be offered?**

**Grading\*** Undergraduate Standard Letter

**Justification and Assessment**




**Rationale\*** Students seeking a B.S in Criminal Justice (General Concentration, Law Enforcement Concentration, or Social Justice Concentration) are required to take 21 hours of major core in order to graduate. Students in both General Concentration and Law Enforcement Concentration must complete 21 hours of CRJU Required Upper Division CJ courses. These courses include: CRJU 3100 – Criminal Law; CRJU 3110 – Criminal Procedures; CRJU 3200 – Criminology; CRJU 3300 – Corrections; CRJU 3700- Research Methodology; CRJU 4700 – Ethical Issues in Criminal Justice; and CRJU 4800 – Senior Capstone.

This course is one of seven required CRJU courses Major Course courses – CRJU 3100, 3110, 3200, 3300, 3700, 4700, and 4800. (See <https://emajor.usg.edu/degrees/criminal-justice>)

**Student Learning Outcomes - Please provide these in a numbered list format.\***

1. Demonstrate mastery of the essential content of the criminology core curriculum.
2. Demonstrate the ability to critically analyze major concepts and theoretical perspectives in criminal justice.
3. Demonstrate an understanding of essential elements of academic and professional writing.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>)

**Syllabus\***  I have attached the REQUIRED syllabus.


## Resources and Funding

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25-30

**Will this course have special fees or tuition required?\***  Yes  
 No

**If yes, what will the fee be?\*** n/a

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# Senior Capstone Seminar in Criminal Justice

CRJU- 4800

Fall 2021 Section E01 3 Credits 08/12/2021 to 12/05/2021

## □ Description

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This course serves as the comprehensive experience in criminal justice utilizing the student's knowledge and academic skills, including pursuing archival research, journal keeping, note taking, and report writing to address a topic or issue of contemporary interest in criminal justice or one of its sub-fields. The course will be taught at the senior level and will focus on criminal justice issues at the national and international levels. In addition to the course requirements, students will complete a major research paper to be submitted at the end of the course. Criminal justice majors must pass with a "C" or better. This course serves as a capstone course for criminal justice majors.

### Prerequisites:

- CRJU 1100 - Introduction to Criminal Justice
- CRJU 3700 - Criminal Justice Research Methodology
- 45 hours of upper level criminal justice course and senior standing

## Contact Information

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Instructor Name:

Email:

Office:

Phone:

Office Hours:

During office hours you can contact me via GoView e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided above.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Materials

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### Forty Studies that Changed Criminal Justice

**Author:** Matthew Lippman

**Publisher:** Pearson

**Edition:** 2nd

**ISBN:** 978-0133008654

**Availability:** The University Bookstore

### E-Major Bookstore

Bookstore: The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Outcomes

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This course should enable students to:

1. Demonstrate mastery of the essential content of the criminology core curriculum.
2. Demonstrate the ability to critically analyze major concepts and theoretical perspectives in criminal justice.
3. Demonstrate an understanding of essential elements of academic and professional writing.

## Evaluation

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Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

527 - 575 points	90% - 100%	A
480 - 526 points	80% - 89%	B
432 - 479 points	70% - 79%	C
385 - 431 points	60% - 69%	D

Below 384 points	< 60%	F
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**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

### Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including the ability to process and comprehend complex ideas, and while being able to convey those ideas in a clear, intelligent manner. An "B" student will also go beyond minimum requirements in terms of preparation and presentation assigned work. He/she will demonstrate above average communication skills and the ability to contextualize material.

**C** – For this grade the students must meet the minimum requirements for this course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex idea, while also being able to convey those ideas in a like manner. An "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate in communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. An "D" student performs below the average in terms of preparation and presentation of assigned work. He/she will not be demonstrating adequate communication skills or ability to contextualize material.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments or failure to demonstrate ability or comprehend or convey complex ideas. An "F" student has not performed in the manner satisfactory to the standards of the class.

## Assignments

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### Grade Breakdown:

<b>GRADED ACTIVITY</b>	<b>WEIGHT</b>	<b>BRIEF DESCRIPTION</b>
<b>Chapter Reviews (6 reviews x 50 points each)</b>	300 points	Students will complete 6 chapter reviews worth 50 points each. Each review will require you to critically analyze key issues within the assigned chapters in our textbook.
<b>Intellectual Autobiography</b>	50 points	This fun and stimulating assignment will force you to think about 'post-graduation.' By participating in this self-reflective activity, you can examine how and why you have become the person you are and develop (or modify existing) plans to make yourself more effective both personally and career-wise.
<b>Policy Analysis</b>	25 points	This assignment will require you to research and select a crime and justice policy relevant to your research
<b>Final Research Policy Paper</b>	100 points	Final research policy paper
<b>Portfolio Presentation</b>	100 points	Capstone Portfolio Presentation
<b>TOTAL</b>	<b>575</b>	

## Course Requirements (Instructional Methods):

1. 6 Textbook Chapter Reviews
2. Intellectual Autobiography
3. Policy Analysis
4. Final Research Policy Paper
5. Capstone Portfolio Presentation

## ? Schedule

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**Note: Schedule is tentative and may be subject to change**

<b>DATE</b>	<b>Reading Assignments</b>	<b>ACTIVITIES – What's Due?</b>
<b>Week 1 – Lesson 1</b> x/x - x/x	Chapter 1: Police Behavior Chapter 2: Police Discretion	Intellectual Autobiography
<b>Week 2 – Lesson 1</b> x/x - x/x	Chapter 3: Police Operation Chapter 4: The Police Role	Chapter review #1
<b>Week 3 – Lesson 1</b> x/x - x/x	Chapter 5: Police Use of Force Chapter 6: Female Officers	Chapter review #2

<b>Week 4 – Lesson 2</b> x/x - x/x	Chapter 1: Pre-Conviction Dispositions	Chapter review #3
	Chapter 2: The Guilty Pleas Process	Policy Analysis Assignment
<b>Week 5 – Lesson 2</b> x/x - x/x	Chapter 3: The jury Trial	Chapter review #4
	Chapter 4: Sentencing	
	Chapter 5: Wrongful Convictions	
<b>Week 6 – Lesson 3</b> x/x - x/x	Chapter 1: Correctional Goals	Chapter review #5
	Chapter 2: Community Corrections	
<b>Week 7 – Lesson 3</b> x/x - x/x	Chapter 3: Inmate Subcultures	Chapter review #6
	Chapter 4: Inmate Violence	
<b>Week 8 – Lesson 3</b> x/x - x/x	Chapter 5: Correctional Officers	Final Research Paper & Portfolio
<b>Final Project and Portfolio</b>	<b>Students must submit final project and portfolio by X/X</b>	

## **i** Course Policies and Resources

### Attendance Verification

**IMPORTANT**- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course. Participation dates for the term can be found in the News widget on your course homepage or at the following:

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

The screenshot displays a course management system interface. At the top, there are navigation tabs: Course Home, Syllabus, Content, Assessments, Communication, Resources, Library, Design, and SMARTHINKING. A search bar is located on the left. The main content area is titled 'START HERE' and features a progress bar indicating '66.67 % 4 of 6 topics complete'. Below the progress bar, a list of items is shown, including 'Welcome!', 'eMajor Course Syllabus', 'Attendance Requirements & Academic Honesty', 'Mandatory Attendance Quiz', and 'Introduction Discussion'. The 'START HERE' folder is highlighted with a red box, and red arrows point to the 'Mandatory Attendance Quiz' and 'Introduction Discussion' items. At the bottom, the course number '695/806' is visible.

## Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

## Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

## Late Policy:

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx  
Late Quizzes/Exams: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx  
Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx  
Late XXXXXXXX: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

## Academic Misconduct

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as



a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisors, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <http://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to eMajor Administrative officer for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness and the consequences of violating this responsibility.

## **Cheating on Examinations**

Cheating on examination involves giving or receiving unauthorized help before, during, and after an examination. Examples of unauthorized help include the use of notes, texts, “crib sheets,” websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one’s own examination and forbidden collaboration before or after an examination.

## **Unauthorized Collaboration**

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one’s own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## **Falsification**

It is a violation of academic honesty to misrepresent material or fabricate information in academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the result of experiments or of computer data
- false or misleading information in an academic context in order to gain unfair advantage.

## **Multiple Submissions**

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In the case in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desired, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## **Evidence and Burden of Proof**

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate

use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## □ Institutional Policies

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### Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more [information, please contact Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

### Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:  
[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)  
([http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information))

You may also visit our website for help with USG Guidance:  
<https://www.westga.edu/police/campus-carry.php>  
(<https://www.westga.edu/police/campus-carry.php>)

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

## COVID-19

**Proctored Exams/Online Instruction:** Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

**Face Coverings:** Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

**Student FAQs:** For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](#) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/student-s-faq-return-to-campus.php>).

## [ Additional Items

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### Student Services

Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the

information at <http://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirement for hardware and software. Links to the plug-in (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <http://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM to 5:00PM at 678-839-6400 or Toll Free 1-855- 9EMAJOR (1-855-936-2567)

## Tutoring:

**Smarthinking** is an online tutoring resources for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematic, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course resources or access the following URL for additional Smarthinking technical support information:

<https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

## Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodation, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services officer at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information:

<https://emajor.usg.edu/current-students/accessibility-services.php>.

# Addendum II

# BIOL - 5425 - Fire Ecology

## 2021-2022 Graduate Revise Course Request

### General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

**Proposed Modifications (Check all that apply)\***

- Course Title
- Prerequisites/Co-requisites
- Cross-listing
- Catalog Description
- Credit Hours
- Student Learning Outcomes
- Restrictions
- Frequency of Course Offering
- Grading Structure
- Course Fee
- Repeat for Credit
- Other

If other, please identify.

Desired Effective Semester\*

Fall

Desired Effective Year \*

2021

### Routing Information



## Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department

\*

Is this a School of Nursing course? \*  Yes  No

Is this a College of Education course? \*  Yes  No

Is this a Senate ACTION or INFORMATION item?  Yes  No  
Please refer to the link below.\*

## List of Faculty Senate Action and Information Items

### Course Information

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix\*

BIOL

Course Number\* 5425

Course Title\* Fire Ecology

Long Course Title

Course Type - DO NOT EDIT\*

Biology

Catalog Course Description\*

This is a field-based course in fire ecology concepts and techniques of the Southeast. Hands-on lessons address the use of prescribed fire to benefit ecosystems and cover safety, weather, fuel, firing techniques and smoke management. Students will write a prescribed burn plan and participate in several burn events outside of regular class time.

Prerequisites \*

Instructor permission is required to enroll. Admittance to the class requires a short interview with the instructor. Students must demonstrate they have the maturity and available time to perform the required prescribed fire activities.

Corequisites \*

The student must complete all required forms and waivers as directed by UWG and other groups.

Frequency - How many semesters per year will this course be offered?

1

Grading

Graduate Standard Letter

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal will need to be submitted.

Lec Hrs 3

Credit Hrs 3

Lab Hrs 3

Status\*

Active-Visible  Inactive-Hidden

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing  
Restrictions

706/806

Repeat for Credit

**Cross-listing**

**Restrictions**

Can a student take this course multiple times, each attempt counting separately toward graduation? \*

Yes  
 No

If yes, indicate maximum number of credit hours counted toward graduation. \* 3


**Justification and Assessment**

**What is the rationale for the requested course changes? \***

Several errors were made when entering information on the New Course Request form in Curriculog for BIOL 5425.  
With regard to Frequency, this course is taught once per year and cannot be taken multiple times with each attempt counting separately toward graduation.  
With regard to Grading, graduate standard letter is utilized.  
With regard to Credit Hours, Lab Hours should have been entered as 3 instead of 1 and the overall number of Credit Hours for the course should be changed from 4 to 3, bring this course into alignment with the other graduate level courses offered by the Biology Department.

**If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.**

**REQUIRED ATTACHMENTS**

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the syllabus.  
 N/A

**Resources and Funding**

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 12


**Are you making changes to the special fees or tuition that is required for this course?\***  Yes  
 No

**If yes, what will the fee be?\*** 35.00

**Fee Justification\*** No changes have been made to fees required for this course.

### Administrative Use Only - DO NOT EDIT

**Course ID\*** 16

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# BIOL - 5427 - Conservation Biology

## 2021-2022 Graduate Revise Course Request

### General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

**Proposed Modifications (Check all that apply)\***

- Course Title
- Prerequisites/Co-requisites
- Cross-listing
- Catalog Description
- Credit Hours
- Student Learning Outcomes
- Restrictions
- Frequency of Course Offering
- Grading Structure
- Course Fee
- Repeat for Credit
- Other

If other, please identify.

Desired Effective Semester\*

Fall

Desired Effective Year \*

2021

### Routing Information

## Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department

\* Department of Mathematics, Sciences, and Technology

Is this a School of Nursing course? \*  Yes  No

Is this a College of Education course? \*  Yes  No

Is this a Senate ACTION or INFORMATION item?  Yes  No  
Please refer to the link below.\*

## List of Faculty Senate Action and Information Items

### Course Information

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix\*

BIOL

Course Number\* 5427

Course Title\* Conservation Biology

Long Course Title

Course Type - DO NOT EDIT\*

Biology

**Catalog Course Description\*** Conservation biology is an interdisciplinary field with the main goal of preserving biodiversity. Course topics will cover ecosystem services, major threats, solutions, and policy related to biodiversity and endangered species. Students will apply their knowledge by conducting a local conservation research project and communication their findings.

Prerequisites\* N/A

Corequisites\* N/A

Frequency - How many semesters per year will this course be offered?

1

Grading

Graduate Standard Letter

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal will need to be submitted.

Lec Hrs 3

Credit Hrs 3

Lab Hrs 3

Status\*  Active-Visible  Inactive-Hidden

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing

Restrictions

Repeat for Credit

## Cross-listing

## Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation? \*

- Yes  
 No

If yes, indicate maximum number of credit hours counted toward graduation.\* 3


## Justification and Assessment

### What is the rationale for the requested course changes?\*

Several errors were made when entering information on the New Course Request form in Curriculog for BIOL 5427.  
With regard to Frequency, this course is taught once per year and cannot be taken multiple times with each attempt counting separately toward graduation.  
With regard to Grading, graduate standard letter is utilized.  
With regard to Credit Hours, Lab Hours should have been entered as 3 instead of 1 and the overall number of Credit Hours for the course should be changed from 4 to 3, bring this course into alignment with the other graduate level courses offered by the Biology Department.

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.

## REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus\*  I have attached the syllabus.  
 N/A

## Resources and Funding

Planning Info\*  Library Resources are Adequate 712/806



**Present or Projected Annual Enrollment\*** 24


**Are you making changes to the special fees or tuition that is required for this course?\***  Yes  No

**If yes, what will the fee be?\*** 35.00

**Fee Justification\*** No changes have been made to special fees for this course.

**Administrative Use Only - DO NOT EDIT**

**Course ID\*** 16

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# Master of Professional Accounting, MPAcc

## 2021-2022 Graduate Revise Program Request

### Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

**\*\*CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM\*\***

- Modifications (Check all that apply)\***
- Program Name
  - Track/Concentration
  - Catalog Description
  - Degree Name
  - Program Learning Outcomes
  - Program Curriculum
  - Other

**If other, please identify.**

**Desired Effective Semester\***

Summer

**Desired Effective Year\***

2021

### Routing Information

## Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department  
- DO NOT EDIT\*

Department of Accounting and Finance

Is this a School of  
Nursing Program?\*

Yes  No

Is this a College of  
Education Program?\*

Yes  No

Is this change a  
Senate ACTION  
and/or  
INFORMATION item?  
Please refer to the  
link below.\*

Yes  
 No

## List of Faculty Senate Action and Information Items

### Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program\*

Program  
 Shared Core

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name  
Program Description

**Program Name\*** Master of Professional Accounting, MPAcc

**Program ID - DO** 16  
**NOT EDIT\***

**Program Code - DO**  
**NOT EDIT**

**Program Type\***

Master's

**Degree Type\***

Master of Professional Accounting

**Program Description\***

To obtain a Master of Professional Accounting, a student with a degree in accounting from UWG or an equivalent program must complete ten (10) courses (30 semester hours) beyond the foundation and basic accounting courses.

The program is open to students with undergraduate degrees in accounting as well as students with degrees in fields other than accounting. Foundation and basic accounting courses are required of candidates who have not successfully completed these courses. The Department of Accounting and Finance Graduate Committee will evaluate transcripts of previous academic work to determine the number, if any, of these courses that will be required.

**Status\***

Active-Visible  Inactive-Hidden

**Program Location\***

Carrollton

## Curriculum Information

## **Course Requirements**

To obtain a Master of Professional Accounting, a student with a degree in accounting from UWG or an equivalent program must complete ten (10) courses (30 semester hours) beyond the foundation and basic accounting courses. The program is open to students with undergraduate degrees in accounting as well as students with degrees in fields other than accounting. Foundation and basic accounting courses are required of candidates who have not successfully completed these courses. The Department of Accounting & Finance Graduate Committee will evaluate transcripts of previous academic work to determine the number, if any, of these courses that will be required.

## **Foundation Courses**

(Common body of knowledge) ACCT 2101 - Financial Accounting ACCT 2102 - Managerial Accounting (and) ECON 2105 - Macroeconomics (or) ECON 2106 - Microeconomics (and) ECON 3402 - Statistics for Business and Economics FINC 3511 - Corporate Finance Students without an undergraduate degree in business may complete the foundation courses through self-study modules. Modules are available for each of the five foundation courses; however, students entering the MPAcc program are encouraged to complete ACCT 2101 and ACCT 2102 through classroom instruction.

## **Basic Accounting Courses**

ACCT 3212 - Financial Reporting I ACCT 3213 - Financial Reporting II ACCT 3232 - Managerial Accounting ACCT 3251 - Income Tax Accounting for Individuals ACCT 4241 - Accounting Information Systems ACCT 4261 - Auditing

## **MPAcc Courses**

ACCT 6242 Strategic Information Systems  
ACCT 6216 Seminar in Financial Reporting  
ACCT 6233 Seminar in Cost Accounting  
ACCT 6253 Seminar in Tax Accounting  
ACCT 6263 Seminar in Auditing  
ACCT 6264 Nonprofit Accounting and Auditing  
ECON 6461 International Finance

**And two of the following:**

Only one of MKTG 6681 and MGNT 6675 will be counted as an elective.

**ACCT 5233 Strategic Cost Management**  
**ACCT 5265 Sustainability Accounting and Reporting**

**ABED 6100 Strategic Business Communication**

**CISM 6331 Strategic Management of Information Technology**

**MKTG 6881 Independent Study in Marketing**

**MGNT 6675 Work Practicum**

**Additional Requirements**

A minimum cumulative GPA of a 3.0 is required for all MPAcc students. Only courses in which a student previously earned a grade lower than a "B" may be repeated. Students may repeat no more than two graduate courses. Only one repeat per course is allowed. The new grade will not replace the previously earned grade; instead, the grade received in the second attempt will be averaged into the student's overall GPA calculation. If a student's cumulative GPA drops below a 3.0, the University's policies on academic probation, suspension, and dismissal apply (see Academic Standards in the General Academic Policies section of the catalog). All requirements must be completed within six (6) years from the date of matriculation as a graduate student. Any MPAcc student earning a grade of "F" or "WF" during the course of his or her program of study will be subject to dismissal from the program.

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses


In order to delete courses that you are removing the courses from your program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

### Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab


If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.**

### Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

## Justification and Assessment

**Rationale\*** Two international study abroad programs are being added as electives. The two new electives provide an opportunity for students to experience the culture and business practices of countries outside the USA.

Assessment will not be conducted for these courses because they are electives.

**If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.**

### SACSCOC Substantive Change


Please review the [Policy Summary and Decision Matrix](#)  
Send questions to [cjenks@westga.edu](mailto:cjenks@westga.edu)

**Check all that apply to this program\***

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- None of these apply

### SACSCOC Comments

### REQUIRED ATTACHMENTS

ATTACH the the following required documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as one document.

#### 2.) Assessment Plan

All major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the assessment template from [here](#) complete, and upload.


**Program Map\***

- I have attached the Program Map/Sheet.
- N/A - I am not making changes to the program curriculum.

**Assessment Plan\***

- I have attached the Assessment Plan.
- N/A



LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

**MPAcc COURSES AND  
PREREQUISITES  
Fall 2020**

<b>Course Name</b>	<b>Prerequisites</b>	<b>Semester Offered</b>
<b>Preparatory Classes/Modules</b>		
ACCT 2101		All
ACCT 2102		All
ECON 2105 or ECON 2106		All
ECON 3402		All
FINC 3511		All
<b>Basic Accounting Courses</b>		
ACCT 3212(Financial Rept I)	ACCT 2102	Fall, Spring, Summer-July
ACCT 3213(Financial Rept II)	ACCT 3212 with a minimum grade of C	Fall, Spring, Summer-May
ACCT 3232(Managerial Acct)	ACCT 2102	Fall, Summer-May
ACCT 3251(Inc Tax Acct for Indiv.)	ACCT 2102	Spring, Summer-June
ACCT 4241-D (Acct Info Sys)	ACCT 2102	Spring, Summer-May
ACCT 4261 (Auditing)	ACCT 3213, A4241 (waived this summer)	Fall, Summer-July
<b>MPAcc Courses</b>		
ACCT 6216-Financial Rept.	Acct 3213	Fall
ACCT 6233-Cost Management	Acct 3232 or Acct 6232	Fall
ACCT 6253-Tax Accounting	Acct 3251	Fall
ACCT 6264-Non-Profit Acct/Aud	Acct 4261	Fall
ACCT 6242-Strategic Info Sys	Acct 4241	Spring
ACCT 6263-Assurance Services	Acct 4261	Spring
ECON 6461- Int'l Finance	Finc 3511	Spring-Carrollton
FINC 6532-Financial Mgnt	Finc 3511	Spring-Carrollton
<b>Select Two of the Following:</b>		
ACCT 5233-Strateg Cost Mgnt	Acct 2102	Summer-May online
ACCT 5265-Sustainability Acct	Acct 2102	Summer-June online
ABED 6100-Mgr Comm		Summer-June online
CISM 6331-Mgnt of Info Tech		Summer-June online

**MPAcc COURSES AND  
PREREQUISITES  
Fall 2020**

<b>Course Name</b>	<b>Prerequisites</b>	<b>Semester Offered</b>
--------------------	----------------------	-------------------------

**Preparatory Classes/Modules**

ACCT 2101		All
ACCT 2102		All
ECON 2105 or ECON 2106		All
ECON 3402		All
FINC 3511		All

**Basic Accounting Courses**

ACCT 3212(Financial Rept I)	ACCT 2102	Fall, Spring, Summer-July
ACCT 3213(Financial Rept II)	ACCT 3212 with a minimum grade of C	Fall, Spring, Summer-May
ACCT 3232(Managerial Acct)	ACCT 2102	Fall, Summer-May
ACCT 3251(Inc Tax Acct for Indiv.)	ACCT 2102	Spring, Summer-June
ACCT 4241-D (Acct Info Sys)	ACCT 2102	Spring, Summer-May
ACCT 4261 (Auditing)	ACCT 3213, A4241 (waived this summer)	Fall, Summer-July

**MPAcc Courses**

ACCT 6216-Financial Rept.	Acct 3213	Fall
ACCT 6233-Cost Management	Acct 3232 or Acct 6232	Fall
ACCT 6253-Tax Accounting	Acct 3251	Fall
ACCT 6264-Non-Profit Acct/Aud	Acct 4261	Fall
ACCT 6242-Strategic Info Sys	Acct 4241	Spring
ACCT 6263-Assurance Services	Acct 4261	Spring
ECON 6461- Int'l Finance	Finc 3511	Spring-Carrollton
FINC 6532-Financial Mgnt	Finc 3511	Spring-Carrollton

**Select Two of the Following:**

ACCT 5233-Strateg Cost Mgnt	Acct 2102	Summer-May online
ACCT 5265-Sustainability Acct	Acct 2102	Summer-June online
ABED 6100-Mgr Comm		Summer-June online
CISM 6331-Mgnt of Info Tech		Summer-June online

**MKTG 6881 – Study Abroad\***

**MGNT 6675 – International Work Practicum\***

**\*Only one of these can be used as an elective.**

# ECON - 5475 - Applied Econometrics and Analytics

2021-2022 Graduate New Course Request

## General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Spring

Desired Effective Year\*

2022

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Department of Economics

Is this a School of Nursina or

Yes  No

724/806

Is this a College of  ...  ...

University College  
course?\*

Is this a college or  
Education course? \*  Yes  No

## Course Information

Course Prefix\*

ECON

Course Number\* 5475

Course Title\* Applied Econometrics and Analytics

Course Type\*

Business Administration

Catalog Course  
Description\*

The course emphasis is on applications of econometrics and techniques in business analytics. Topics include methods of data presentation, numerical measures and correlation, estimation, linear/non-linear regression, limited dependent variables, simultaneous equations/instrumental variables, models of duration, and the use of these models in decision making processes. An industry-standard business analytics software will be used in this course.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*

Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation?  
\*

Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\*

3

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites ECON6430

Concurrent  
Prerequisites

Corequisites

Cross-listing ECON4475

725/806

## Restrictions

Status\*  Active-Visible  Inactive-Hidden

Frequency - How many semesters per year will this course be offered?

1

Grading\*

Undergraduate Standard Letter

Type of Delivery (Select all that apply)\*

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

## Justification and Assessment


What is the rationale for adding this course?\*

This course is intended to be one of the courses offered in a new four-course MBA Track and Data and Analytics.

Student Learning Outcomes\*

Learning objectives for the course include communication at a professional level in oral presentations and in writing (LO1), and the effective use of data and industry-standard analytics software to solve business-related problems with data, theory, and methods common in the business environment (LG5).

## REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

<http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus\*  I have attached the REQUIRED syllabus.

## Resources and Funding

Planning Info\*

- Library Resources are Adequate
- Library Resources Need Enhancement

Present or Projected Annual Enrollment\* 10

726/806

Will this course have special fees or tuition required?\*


Yes

No

If yes, what will the fee be?\*

0

### Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

**APPLIED ECONOMETRICS and ANALYTICS**  
**ECON 5475**  
**Dr. Adrian Austin and Dr. William (Joey) Smith**

The course emphasis is on applications of econometrics and techniques in business analytics. Topics include methods of presenting data, numerical measures and correlation, estimation, linear/non-linear regression, limited dependent variables, simultaneous equations/instrumental variables, models of duration, and the use of these models in decision making processes. An industry-standard business analytics software will be used in this course. Students in this course are required to produce an original research paper and project and to present their findings at a local or regional research conference.

Learning objectives for the course include communication at a professional level in oral presentations and in writing (LO1), and the effective use of data and industry-standard analytics software to solve business-related problems with data, theory, and methods common in the business environment (LG5).

Note. A complete list of expected Learning Goals and Objectives can be found at the Richards College of Business web site ([https://www.westga.edu/academics/business/program\\_page.php?program\\_id=59](https://www.westga.edu/academics/business/program_page.php?program_id=59)).

**The Course is split into two sections: Applied (Tuesdays) and Theory (Thursdays)**

**APPLIED ECONOMETRICS**  
**(Thursdays)**  
**Dr. Joey Smith**

**Dr. Joey Smith**  
**1307 Business Building**  
**Phone: (678) 839-4771**  
**E-mail: Use the Desire2Learn mail utility found on the course toolbar for all course related questions. All email will be answered within 1 business day.**  
**E-mail (Emergency Only): [wjsmith@westga.edu](mailto:wjsmith@westga.edu)**

**Office Hours:**

<b>Monday</b>	<b>8:00 – 12:00</b>
<b>Tuesday</b>	<b>3:30 – 5:30</b>
<b>Wednesday</b>	<b>8:00 – 12:00</b>

This is the practical section of the class where you will use econometric techniques to analyze data and then present the results.

**Applied In-Class and Out-of-Class Assignments (25 points):**



There will be about 10 assignments (in class exercises and homework) given throughout the semester. All assignments are equally weighted the lowest two will be dropped when calculating your grade.

## **1. SAS (Thursdays):**

### **a. Data and Cleaning**

This module explains the use of proc sort, proc means, proc freq, and other SAS procedures to detect, identify, and address problem data entries. Emphasis is placed on large datasets and when more direct approaches are infeasible.

### **b. OLS – Ordinary Least Squares Estimation**

This module provides instruction and practice in OLS procedures, its implementation, interpretation, diagnostics, problems, and extensions via functional forms.

### **c. Probit/Logit**

This module explains how limited dependent variables (LDV) violates the assumptions of OLS and it provides instruction and practice in using the Logistic (and Probit) procedure in SAS. It focuses on the issues of using OLS for LDV as well as provides detailed instruction on using Proc Logistic to obtain, interpret, and diagnose estimation issues. This module also provides instruction on how continuous variables may be re-defined to help answer discrete choice questions, like employment participation decisions, customer choice, and marketing conversion.

### **d. Count Models (Poisson, Negative Binomial)**

This module continues to expand the tools available by introducing the students to more data that violate the assumptions of OLS, in that count data are discrete, non-negative, and may have a large number of 0 values, which precludes the use of more familiar estimation procedures. We will focus on the Countreg and Genmod procedures for estimation. Dependent variables that are counts are common in business, but also are often observed in other fields.

### **e. Duration Models**

Duration models (aka survival models) are often used to estimate time-to-failure, an important in business when estimating product longevity, job length, or any other length of time. However, these models are also applicable to health sciences, biology and many other non-business fields. We will focus on the Lifetest, Lifereg, PHreg and model procedures and the functional choices as they relate to the data used in estimation.

### **f. Simultaneous Equations**

This module focuses on data that contain systems of simultaneous equations, such as in the supply/demand pricing model familiar to all economics students. We use the Syslin procedure to develop estimates for two endogenous equations (those

with feed-back), and explain the problems in using more familiar estimation techniques. Particular attention is directed at the identification problems associated with this approach.

**g. Other Topics as time allows**

**Paper and Presentation (25 points):**

You will write a research paper and present it at the College of Business' Annual SAS Day.

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**INTRO TO ECONOMETRIC THEORY**

**Dr. Adrian Austin (Tuesdays)**

**Dr. Adrian Austin**

**1315 Business Building**

**Phone: (678) 839-4773**

**E-mail: Use the Desire2Learn mail utility found on the course toolbar for all course related questions. All email will be answered within 1 business day.**

**E-mail (Emergency Only): [aaustin@westga.edu](mailto:aaustin@westga.edu)**

**Office Hours:**

**Tuesday 9:00 – 11:30 & 3:30 – 5:00**

**Thursday 10:00 – 11:30 & 3:30 – 5:00**

**Topic List**

**2. Review of Probability and Statistics**

Properties of the parameter estimates

Properties of the residuals

Hypothesis testing and CI

**3. Bivariate OLS regression**

Properties of the parameter estimates

Properties of the residuals

Hypothesis testing and CI

Goodness of Fit

Standard Output

**4. MultiVariate OLS Regression**

Properties of the parameter estimates

Properties of the residuals

Hypothesis testing and CI

Testing Multiple Restrictions

Goodness of Fit  
Standard Output

**5. OLS and Method of Moment Estimation**

**6. Gauss-Markov Theorem**

**7. Other properties of OLS regression**

**8. Functional Form, Specification and Identification**

Over/Under Specification  
Heteroskedasticity  
Linear Non-Linear Equations  
Binary Dependent Variables  
Multicollinearity  
Instrumental Variable Regression  
Serial Correlation

**9. Other Topics as time permits**

*This schedule may change as the class progresses. Any changes will be announced in class and on the class website.*

**Theory Exams (35 points):**

There will be a theory midterm (15 points) and a theory final exam (20 points). The final exam is cumulative.

**Theory Assignments (15 points):**

There will be about 10 assignments (homework and quizzes) given throughout the semester. All assignments are equally weighted and I will drop the lowest two when calculating your grade.

**Common Language for Course Syllabi**

**Updated June 21, 2013:**

Students should review the following information each semester, because these statements are updated as federal, state, university, and accreditation standards change. A current version can always be found at

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

**Americans with Disabilities Act**

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. *Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.*

### **UWG Email Policy**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her e-mail.

### **Credit Hour Policy**

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

### **University of West Georgia Honor Code**

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense

and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions.

# MKTG - 6868 - Marketing Models

2021-2022 Graduate New Course Request

## General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Department of Marketing and Real Estate

Is this a School of Nursina or

Yes  No

734/806

Is this a College of  ...  ...

University College  
course?\*

Education course? \*  Yes  No

## Course Information

Course Prefix\*

MKTG

Course Number\* 6868

Course Title\* Marketing Models

Course Type\*

Marketing

Catalog Course  
Description\*

This course will provide students with a methodology to measure and track marketing performance. The course has three primary objectives: Learn and understand key marketing metrics; Employ statistical software to analyze a firm's marketing performance through marketing metrics; Use the resulting analysis to make optimal marketing decisions.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course? \*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation?  
\*  Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\* 3

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites Admission to the MBA program

Concurrent  
Prerequisites

Corequisites

Cross-listing

735/806

Restrictions

## RESTRICTIONS

Status\*  Active-Visible  Inactive-Hidden

Frequency - How many semesters per year will this course be offered?

1

Grading\*

Graduate Standard Letter

Type of Delivery (Select all that apply)\*

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

## Justification and Assessment


What is the rationale for adding this course?\*

The use of data and analytics to track marketing performance and to make better decisions is growing at a very rapid pace. We therefore need a course in the MBA program to cover this topic.

Student Learning Outcomes\*

1. Make students better modelers of marketing phenomenon.
2. Introduce students to statistical and mathematical techniques not likely to be covered in traditional "statistics/multivariate" course sequence.
3. Survey of models in various areas of marketing.
4. Illustrate modeling software.
5. Develop skills and ability to critique marketing literature and define research problems.
6. Survey latest techniques and trends in marketing research methodology.

## REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

<http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus\*  I have attached the REQUIRED syllabus.

## Resources and Funding

Planning Info\*

- Library Resources are Adequate
- Library Resources Need Enhancement




**Present or Projected Annual Enrollment\*** 35

**Will this course have special fees or tuition required?\***  Yes  No

**If yes, what will the fee be?\*** 0

**Fee Justification**

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

## Marketing Models (MKTG 6868)

### Course Description

The Marketing Metrics Course will provide students with a methodology to measure and track marketing performance. The course has three primary objectives: Learn and understand key marketing metrics; Employ statistical software to analyze a firm's marketing performance through marketing metrics; Use the resulting analysis to make optimal marketing decisions.

### Course Objectives

1. Make students better modelers of marketing phenomenon.
2. Introduce students to statistical and mathematical techniques not likely to be covered in traditional "statistics/multivariate" course sequence.
3. Survey of models in various areas of marketing.
4. Illustrate modeling software.
5. Develop skills and ability to critique marketing literature and define research problems.
6. Survey latest techniques and trends in marketing research methodology.

**Text:** There is no required text for the class. All readings will be available online

**Software:** For the assignments, we will be using Microsoft Excel, SPSS (available in the computer labs), and free versions of statistical software.

### Microsoft Office 360

For the class, you will also need to download Microsoft Office 360 (if you do not already have access to a Microsoft Office package). Go to the UWG ITS site at <https://www.westga.edu/its/microsoft-office-365.php> and follow the directions. This is available at no additional costs to UWG students.

### Deadlines

The due dates and times are absolute. Any submissions after the deadline will not be accepted and you (or your team) will be given a zero for the assignment. PLEASE, do not wait until the last moment to submit an assignment only to discover there is an issue. The deadlines are absolute and without exception.

**Grading Policy:** As the instructor, I am the final authority on grades.

#### The grading for this course is:

Presentations 100%

#### The grades will be assigned as follows:

A 90-100

B	80-89
C	70-79
D	60-69
F	59 or below

**Student Rights and Responsibilities:** Please carefully review the information at the following link:

<https://www.westga.edu/UWGSyllabusPolicies/>

The document at this link contains important information pertaining to your rights and responsibilities in this class. It is your responsibility to read and be familiar with this information.

### **UWG Email Policy**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

### **Credit Hour Policy**

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

For approximately fifteen weeks, students in this class will generally spend 150 minutes with direct faculty instruction (either face-to-face or online) and work about 360 minutes outside of the classroom each week. This out-of-class work may include, but is not limited to, readings, assignments, projects, group work, research, and test preparation.

### **University of West Georgia Honor Code**

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. **Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course.** Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG. Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others, or misrepresent or conceal their identities in electronic messages and actions.

### TENTATIVE CLASS SCHEDULE

Date	Topics and Assignments
	<i>Read: Introduction to Multiple Regression</i> <a href="http://www.biddle.com/documents/bcg_comp_chapter4.pdf">(<a href="http://www.biddle.com/documents/bcg_comp_chapter4.pdf">http://www.biddle.com/documents/bcg_comp_chapter4.pdf</a>)</a>
Week 1	<b>Review syllabus</b> <b>Multiple Regression (Excel)</b>
Week 2	Multiple Regression Presentations  <i>Read: Conjoint Analysis</i> <a href="http://www.dobney.com/Conjoint/Conjoint_analysis.htm">(<a href="http://www.dobney.com/Conjoint/Conjoint_analysis.htm">http://www.dobney.com/Conjoint/Conjoint_analysis.htm</a>)</a>
Week 3	<b>Conjoint Analysis (free 3<sup>rd</sup> party software)</b>
Week 4	Conjoint Analysis Presentations  <i>Read: A Brief Introduction to Factor Analysis</i> <a href="http://psy.mq.edu.au/psystat/other/FactorAnalysis.PDF">(<a href="http://psy.mq.edu.au/psystat/other/FactorAnalysis.PDF">http://psy.mq.edu.au/psystat/other/FactorAnalysis.PDF</a>)</a>
Week 5	<b>Factor Analysis (SPSS)</b>
Week 6	Factor Analysis Presentations  <i>Read: Cluster Analysis</i> <a href="http://www.statstutor.ac.uk/resources/uploaded/clusteranalysis.pdf">(<a href="http://www.statstutor.ac.uk/resources/uploaded/clusteranalysis.pdf">http://www.statstutor.ac.uk/resources/uploaded/clusteranalysis.pdf</a>)</a> <i>Read: The 5 Clustering Algorithms Data Scientists Need to Know</i> <a href="https://towardsdatascience.com/the-5-clustering-algorithms-data-scientists-need-to-know-a36d136ef68">(<a href="https://towardsdatascience.com/the-5-clustering-algorithms-data-scientists-need-to-know-a36d136ef68">https://towardsdatascience.com/the-5-clustering-algorithms-data-scientists-need-to-know-a36d136ef68</a>)</a>
Week 7	<b>Cluster Analysis (SPSS)</b>
Week 8	Cluster Analysis Presentations  <i>Read: Multidimensional Scaling</i> <a href="http://www.statsoft.com/Textbook/Multidimensional-Scaling">(<a href="http://www.statsoft.com/Textbook/Multidimensional-Scaling">http://www.statsoft.com/Textbook/Multidimensional-Scaling</a>)</a>
Week 9	<b>Multi-Dimensional Scaling (SPSS)</b>
Week 10	Multi-Dimensional Scaling Presentations  <i>Read: Logistic Regression</i> ( <a href="http://ml-cheatsheet.readthedocs.io/en/latest/logistic_regression.html">http://ml-cheatsheet.readthedocs.io/en/latest/logistic_regression.html</a> )
Week 11	<b>Logistic Regression (SPSS)</b>
Week 12	Logistic Regression Presentations

	<p><i>Read: Diffusion of Innovation</i>  (<a href="https://en.wikipedia.org/wiki/Diffusion_of_innovations">https://en.wikipedia.org/wiki/Diffusion_of_innovations</a>)</p>
Week 13	<b>Diffusion of Innovation (Excel)</b>
Week 14	<p>Diffusion of Innovation Presentations</p> <p><i>Read: Data Envelopment Analysis Explained</i>  (<a href="https://www.springer.com/cda/content/document/cda_downloaddocument/9780387332116-c2.pdf?SGWID=0-0-45-322801-p147613261">https://www.springer.com/cda/content/document/cda_downloaddocument/9780387332116-c2.pdf?SGWID=0-0-45-322801-p147613261</a>)</p> <p><i>Read: Tutorial on How to Run DEA Frontier</i>  (<a href="http://www.deafrontier.net/deafree.html">http://www.deafrontier.net/deafree.html</a>)</p> <p><i>Download: DEA Frontier™ Free Version</i>  (<a href="http://www.deafrontier.net/deafree.html">http://www.deafrontier.net/deafree.html</a>)</p>
Week 15	<b>Data Envelopment Analysis (free 3<sup>rd</sup> party software)</b>
Week 16	Data Envelopment Analysis Presentations

# Sport Management, M.S. Concentrations in Intercollegiate Athletics Administration, Sport Analytics

2021-2022 Graduate Revise Program Request

## Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

**\*\*CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM\*\***

**Modifications (Check all that apply)\***

- Program Name
- Track/Concentration
- Catalog Description
- Degree Name
- Program Learning Outcomes
- Program Curriculum
- Other

**If other, please identify.** Eliminate GRE application requirement for the program.

**Desired Effective Semester\***

Fall

**Desired Effective Year\***

2021

## Routing Information

743/806

## Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculum@westga.edu](mailto:curriculum@westga.edu).

School/ Department \*

College of Education

Department of Sport Management, Wellness, and Physical Education

Is this a School of Nursing Program? \*  Yes  No

Is this a College of Education Program? \*  Yes  No

Is this change a Senate ACTION and/or INFORMATION item?  Yes  No  
Please refer to the link below. \*

## List of Faculty Senate Action and Information Items

### Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program \*  Program  Shared Core

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name

Program Description

744/806



**Program Name\*** Sport Management, M.S. Concentrations in Intercollegiate Athletics Administration,  
Sport Analytics

**Program ID - DO** 16  
**NOT EDIT\***

**Program Code - DO**  
**NOT EDIT**

**Program Type\***

**Degree Type\***

**Program Description\*** The Master of Science with a major in Sport Management aims to (1) increase participant knowledge of administration, leadership, and finance management in sport, (2) prepare students to address critical issues that rest at the intersection of higher education administration and college athletics, and (3) help students develop proficiencies in data-driven decision-making. While the program prepares students to serve in a variety of sectors, students will focus specifically on two emerging areas in the discipline: Intercollegiate Athletics Administration and Sport Analytics.

The concentration in Intercollegiate Athletics Administration will focus on sport administration in a higher education context. Coursework includes compliance and regulatory issues specifically for intercollegiate athletic competition, student-athlete development and welfare, and fundraising and development.

The Sport Analytics concentration prepares students to apply data science to problems facing sport organizations. Sport Analytics involves the application of statistical methods, quantitative analysis, and predictive models to gain insight and help sport organizations make decisions about player and team performance, fan engagement, financial, and marketing strategies.

Admission criteria include the following:

Graduate application

Statement of Purpose

Resume/CV

Two letters of recommendation (i.e. employer, faculty member)

Official university transcripts from all institutions attended

An undergraduate GPA of 2.7 or higher

For international applicants, a minimum score of 69 on the internet-based (IBT) TOEFL or 523 on the paper-based TOEFL examination is required\*\*

\*\*The (IBT) TOEFL is required and cannot be replaced for any length of time in the field or other standardized test. Test scores older than two years will not be accepted. International students who have earned a bachelor's degree from a U.S. institution or from an institution in an English-speaking country are not required to take the TOEFL.

Application Deadline:

Fall: July 1

Summer: April 15th

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\***

## Curriculum Information

## **Required Core Courses: 21 Hours**

**SPMG 6001 Social Issues in Sport**  
**SPMG 6102 Revenue Generation in Sport**  
**SPMG 6110 Sport Law**  
**SPMG 6120 Strat. Management Sport  
Organization**  
**SPMG 6130 Research & Assessment in Sport**  
**SPMG 6140 Strategic Sales & Marketing**  
**SPMG 6150 Applied Communication &  
Technology in Sport**

## **Electives: 12 Hours**

### **Intercollegiate Athletics Administration Electives**

**SPMG 6200 Intercollegiate Athletics  
Management**  
**SPMG 6210 Student Athlete Development**  
**SPMG 6220 Compliance and Eligibility**  
**SPMG 6230 Advanced Event Management &  
Operations**

### **Sport Analytics Electives**

**SPMG 6300 Intro to Sport Analytics**  
**SPMG 6310 Big Data & Stat Analysis Sport**  
**SPMG 6320 Analytics in Sport Business**  
**SPMG 6330 Applied Network Analysis Sport**

### **General Electives**

**SPMG 7685 Special Topics in Sport  
Management**

## Experiential Learning Courses: 3 Hours

SPMG 7100 Sport Management Research  
SPMG 7110 Sport Management Capstone

**Total Program: 36 Hours**

### PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

#### Step 1 - Deleting Courses


In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

#### Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab


If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.**

#### Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

## Justification and Assessment

**Rationale\*** The SPMG faculty have conducted an analysis that clearly shows students who have taken the GRE (and received the minimum admission score) do not perform significantly better in the program than those that have not taken the GRE (due to COVID) or students who have taken the GRE and did not receive the minimum score.

The SPMG faculty would like to take the GRE off of the program admissions. This change not only reflects this national trend, but it will significantly increase enrollment in the program.

**If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.**

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)


Send questions to [cjenks@westga.edu](mailto:cjenks@westga.edu)

**Check all that apply to this program\***

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- None of these apply

### SACSCOC Comments

## REQUIRED ATTACHMENTS

ATTACH the the following required documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

### 1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as one document.

### 2.) Assessment Plan

All major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.


Please download the assessment template from [here](#) complete, and upload.

**Program Map\***

- I have attached the Program Map/Sheet.
- N/A - I am not making changes to the program curriculum.

**Assessment Plan\***

- I have attached the Assessment Plan.
- N/A

**LAUNCH** proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

**FINAL TASK:** After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# **Addendum III**

UWG *Policies and Procedures Manual*  
Modification Proposal for Article IV, Section 2.J.1

**Rationale:** With the restructuring of the University of West Georgia, the Senate has tasked each committee to reexamine their charge and make adjustments as necessary to reflect the work being done in that committee and the membership comprising that committee.

**PROPOSED MODIFIED VERSION**

1. Undergraduate Programs Committee

**Purpose:** to receive and consider requests for modifications to the undergraduate curriculum as specified in the UWG Shared Governance Procedures for Modifications to Academic Programs; ~~and~~ to advise the Provost and Vice President for Academic Affairs on said requests; ~~to recommend policies and procedures concerning undergraduate degrees and academic programs (including majors, concentrations and minors) and individual undergraduate courses;~~ to advise on incorporating diversity and inclusion into curricula as appropriate; as well as to review comprehensive program reviews. ~~The Core, Honors, and Interdisciplinary Programs (CHIP) subcommittee of this committee, consisting of four senators and three representatives, will make recommendations about curricula in the stated areas. The members of this subcommittee will be chosen by the committee as a whole.~~

**Membership:** ten Senators; seven faculty, ~~one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library;~~ one faculty member elected from each of the major academic units (colleges, schools, and the Library); four administrators: the Registrar; ~~and~~ a Provost appointee; ~~will sit on the main committee;~~ the Dean of the Honors College; the Executive Director of Interdisciplinary Programs; ~~and one student, appointed by SGA.~~ (Total: 22)

**PROPOSED REVISED VERSION**

1. Undergraduate Programs Committee

**Purpose:** to receive and consider requests for modifications to the undergraduate curriculum as specified in the [UWG Shared Governance Procedures for Modifications to Academic Programs](#); to advise the Provost and Vice President for Academic Affairs on said requests;



to advise on incorporating diversity and inclusion into curricula as appropriate; as well as to review comprehensive program reviews.

**Membership:** ten senators; one faculty member elected from each of the major academic units (colleges, schools and the library); four administrators: the Registrar; a Provost appointee, the Dean of the Honors College; the Executive Director of Interdisciplinary Programs; and one student, appointed by SGA. (Total: 22)

# Addendum VI

Related Links:

A) Procedures Relating to the Faculty Discussion of Procedure 1002

1) [Procedure 1002](#)

2) [Procedure 1.2.1](#)

3) [Procedure 1.3.1](#)

B) [AAUP Statement on Government of Colleges and Universities](#)

**APPROVED REVISED VERSION**

F. The Executive Committee of the Faculty Senate

The Faculty Senate shall include an Executive Committee with the following functions and composition.

1. Functions. The Executive Committee shall have broad responsibility for:
  - a. Planning and facilitating the activities of the Senate, including the following functions: assign senators to Senate standing committees and subcommittees; create ad hoc Senate committees and assign senators; assign senators to such non-senate university committees, task forces and search committees as may be needed; propose any legislation to the Senate the Executive Committee may deem appropriate.
  - b. Overseeing the election of the officers of the Senate, including receiving nominations, organizing and supervising elections, monitoring compliance, adjudicating challenges, and certifying the results.
  - c. Interviewing candidates for university-wide positions and provide evaluations to the appropriate search committees.
2. Composition. The Executive Committee shall be composed of the chairs of the Senate standing committees, the Chair of the Senate, the Chair-Elect or Past Chair of the Senate, the Executive Secretary, the President of the UWG Chapter of the AAUP, the President of the University, and the Provost of the University.

*Approved by the Faculty Senate on October 16, 2020 with 41 in favor, 4 opposed, and 3 abstentions. See the [Faculty Senate October 16, 2020 Meeting Minutes](#), which were unanimously approved on November 13, 2020.*

**President Kelly's Veto Statement in Response to the Modifications to UWG Policies and Procedures Manual Article IV, Section 2.F. approved on October 16, 2020**

**Committee X: Rules Committee (Angela Branyon, Chair)**

**Action Items:**

A) *UWG Policies and Procedures Manual*

1) Article IV, Section 2.F

Request: Modify

*Item approved with 41 in favor, 4 opposed, and 3 abstentions. Item will be brought to the General Faculty for a vote according to Article IV, Section 3 of the Policies and Procedures Manual. This vote will take place in mid-November 2020.*

Recognizing the importance of shared governance and the importance of Faculty Senate as a representative voice of the faculty in shared governance, it is imperative that the Faculty Senate and any Faculty Senate subcommittee, including the Faculty Senate Executive Committee, consist of members of the faculty who are directly selected by the academic units at the University of West Georgia. Modifying the membership of the Faculty Senate or the Faculty Senate Executive Committee to include others who are selected by means outside of the academic units of UWG may dilute the direct, representative voice and work of the UWG faculty. Consequently, I do not accept this motion.

*See [President Kelly's Response to the October 16, 2020 Faculty Senate Meeting Minutes](#) submitted on January 25, 2021.*

[UWG Policies and Procedures, pp 30, 34:](#)

"Upon receipt of a recommendation from the Senate, the President within thirty (30) days, shall either approve or disapprove the recommendation. The recommendations will become official policy when approved by the President, except when approval by the Chancellor or Board of Regents is required. If a recommendation from the Senate to the President is not accepted, the President shall report in writing to the Senate his or her reasons for rejecting the recommendation and upon two-thirds vote of the Senate the matter shall be referred to the General Faculty for consideration and recommendation...All actions of the General Faculty shall be in the form of recommendations to the President of the University. Should the President approve these actions, he or she shall inform the General Faculty at the next regular or special meeting, of the actions taken to implement these recommendations. If any action of the General Faculty should be vetoed by the President, the President shall, no later than thirty (30) days after the action by the General Faculty, submit to the General Faculty in writing his or her reasons for rejecting the action. If the matter should be approved again by a two-thirds vote of the General Faculty, a quorum being present and voting, the issue shall be submitted by the President to the Chancellor's Office for consultative purposes." - *Policies and Procedures*, pp. 30, 34.

**From:** Anita Levy <[alevy@aaup.org](mailto:alevy@aaup.org)>  
**Subject: RE: Governance challenges at UWG**  
**Date:** February 22, 2021 at 1:44:48 PM PST  
**To:** Matt Franks <[mfranks@westga.edu](mailto:mfranks@westga.edu)>

Dear Matt,

For the sake of clarity, let me explain a little more about our “standard operating procedures.” There are two kinds of letters the AAUP’s staff can write when it receives complaints from individual faculty members or groups of faculty members that appear to involve violations of key AAUP-recommended standards on tenure and/or academic governance. I could write an “advisory letter” to the chapter to explain the AAUP’s position on the issue, which is what I initially offered to do. The chapter could forward that letter to faculty, board, and administration as you see fit. Or, I could write a “case letter” to the president and the board directly concerning the apparent diminution of faculty governance rights.

Advisory letters only address AAUP policy and not the specifics of a given situation. We don’t need specific information from the chapter to write one.

Case letters have four parts. The first part sets out the main facts of the complaint, the second part describes the applicable AAUP standards, the third part explains how the administration’s actions may have violated those standards, and the last part informs the administration about what it would need to do to resolve the situation to the AAUP’s satisfaction.

If you would like us to write a governance case letter at UWG, we will need the following:

1. a concise chronological account of events, in particular concerning the vote of no confidence
2. official administrative statements on handbook/policy changes
3. official chapter statements on handbook/policy changes
4. faculty governance body statements on the policy changes

Regards,

Anita

Anita Levy, Ph.D.  
Senior Program Officer  
Department of Academic Freedom, Tenure, and Governance American Association of University Professors  
1133 19th Street NW, 2nd Floor  
Washington, D.C. 20036

Phone: 202-737-5900 or 800-424-2973  
Fax: 202-737-5526  
E-mail: [alevy@aaup.org](mailto:alevy@aaup.org)

# Faculty Participation in Academic Governance at the University of West Georgia

## A Historical Analysis and Current Evaluation

By **Daniel K. Williams**  
Professor of History  
Chair of the UWG Faculty Senate  
March 2021

**Abstract:** This essay examines the development of faculty governance at West Georgia College between 1933 and 1973, with a focus on two key periods: the 1930s and the 1960s-1970s. The essay argues that a strong tradition of faculty governance at West Georgia College was established during the 1930s, when the college was founded, and that tradition was then strengthened and reshaped during the late 1960s and early 1970s, with the adoption of a new philosophical grounding for shared governance that was borrowed from the AAUP. The college's strong affirmation of faculty participation in the university's shared governance was codified in the university statutes that the faculty created and in the structure of the faculty senate. The essay then examines how recent developments in President Brendan Kelly's administration are eroding the structures that have supported faculty participation in shared governance for the past forty-eight years, and it compares the approach of Procedure 1002 with the approaches of the Townsend, Sethna, and Marrero administrations from the late 1970s to 2016. The essay argues that meaningful participation of the general faculty in shared governance have been almost completely eradicated by Procedure 1002 and other actions of the Kelly administration, and that the participation of the faculty senate in shared governance has been eroded. But the essay concludes by noting that an understanding of the long history and culture of faculty participation in shared governance at UWG may be the first step toward recognizing what is happening and resisting it.

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On January 17, 1934, the president of West Georgia College, a small two-year “junior college” that was less than six months old, gathered the faculty together for yet another business meeting. These all-faculty meetings were frequent occurrences at the fledgling college during its early months of operation. At least three such meetings occurred in January alone, with the January 17<sup>th</sup> meeting coming only four days after the previous all-faculty gathering. Such a high level of faculty involvement in the day-to-day operations of the school was certainly unusual, President Irvine S. Ingram realized, and he wondered what the faculty thought on the arrangement. So, on this January day, he asked the professors in the room what they thought of West Georgia College’s “faculty system of government.”

“Most if not nearly all of the colleges in this state were run by the president instead of by the faculty as is our institution,” Ingram said. But at West Georgia, by contrast, “any ruling going out goes out from the unit as a whole and not from individual members.” Did the faculty like this arrangement, he wanted to know – even if it necessitated frequent meetings and lengthy discussions?

The faculty members at the meeting responded with a unanimous endorsement of the “faculty system of government” at West Georgia College. “A faculty that felt directly responsible for the operation of a school . . . took a greater pride in its successful operation,” Fred Gunn, the college’s dean, declared. English professor Gordon Watson concurred. “The advantages and possibilities of this system were remarkable, he said. After teaching at other institutions with a top-down management style, he had an “appreciation” for a “school run by the faculty instead of by the president.”<sup>1</sup>

Eighty-seven years later, many West Georgia faculty are once again reflecting on this institution’s “system of government,” but this time, their assessments are not so sanguine. In October 2020, the Faculty Senate approved a measure of no confidence in the institution’s current president, Brendan Kelly, and cited his “disregard for the principle of shared governance” and “disrespect for the institution’s past and its people” as reasons for their vote. These issues came up once again at the February 2021 meeting of the Faculty Senate, when a number of faculty senators expressed grave concern about a new policy (Procedure 1002) that barely mentions the Faculty Senate’s role in institutional policymaking and instead places both primary and final responsibility for policymaking in the hands of non-faculty administrators.<sup>2</sup>

As I led the Faculty Senate in these conversations and met with the provost and university counsel to discuss Procedure 1002 and related concerns about the rapid erosion of meaningful shared governance at UWG, I decided that I needed to understand the larger context of what we were debating. The president, the provost, and the university counsel have insisted that there is nothing unusual about Procedure 1002. Is that true? Is it a deviation from previous university policies on shared governance procedures? And, if it is, how much of a deviation is it? What does shared governance mean at the University of West Georgia? What did it mean in the past? And what should it mean today?

I am a historian by training, so for answers to my questions, I turned to the university archives. And there, amid the boxes of yellowed memos and dusty minute books from decades past, I began to piece together a story of shared governance at this institution over nearly a

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<sup>1</sup> Minutes of the general faculty meeting at West Georgia College, 17 January 1934, Folder 1: “Faculty minutes, 1933-1934,” box 1, Faculty Meeting Minutes (UA-0005-44), Special Collections, Ingram Library, University of West Georgia.

<sup>2</sup> UWG Faculty Senate meeting minutes, 16 October 2020 and 19 February 2021, <https://www.westga.edu/administration/vpaa/faculty-senate/faculty-senate-minutes.php>.

century. The story was not always quite what I expected, but in many ways, it proved to be even more fascinating and intriguing than I had guessed. If we are concerned that the president has disregarded historic norms at this institution, we need to have a clear sense of what those norms are and why their preservation is important.

In this essay, I will trace both the development of the tradition of faculty governance at UWG and the ways in which that tradition was tested, modified, and reshaped over the eighty-seven years since the college's founding. After surveying this history, I will examine what the implications of this history are for the present. In particular, I will seek to answer the question: How much (and in what ways) have policies such as Procedure 1002 and the actions of President Kelly in 2020-21 deviated from historic norms of faculty participation in university governance at UWG? And, once we know what the precise deviations are, do we have valid reasons to be concerned? Those are the questions of contemporary relevance that will ultimately guide this study. But in order to answer those questions, we need to know something of a long and complicated history of faculty participation in shared governance at this institution. We especially need to know where this tradition came from and how it was reshaped over time, mainly through the hard work of previous generations of West Georgia faculty.

### **The Beginning: Faculty Governance at West Georgia College in the 1930s**

West Georgia College's original system of faculty governance probably resulted from its deep roots in the community and its origins as a community high school of sorts. Before West Georgia College was a junior college, it was an agricultural and mechanics (A&M) school – a designation that meant it was probably closer to what today would be called a vocational or technical high school than to a community college, let alone a four-year university. For thirteen years before becoming president of West Georgia College, Ingram served as principal of the A&M school on what would become the West Georgia College campus, which meant that his approach to college administration would always bear a distinct resemblance to that of the engaged school principal that he once was. When the newly created University System of Georgia ordered all A&M schools that wanted to be part of the system to become two-year colleges or else disband, Ingram chose to turn the A&M school into a two-year college focused almost entirely on teacher education. He was passionate about this cause anyway, because he had seen firsthand how poorly prepared the high school teachers were in Carrollton. Carrollton's high school had only two teachers and neither of them had more than a high school diploma themselves. (At the time, a single three-credit-hour college course in education was enough to earn teaching certification; no college degree was required). Ingram wanted to raise the standards for teacher education in the rural parts of the state, so in addition to launching West Georgia College as a two-year school (and quickly adding a required third year for those preparing to become teachers), he also created the Rural Education Project, which used Rosenwald funding to bring West Georgia College's courses from the Carrollton campus to more remote outlets in Tallapoosa and elsewhere. Ingram cared about Carrollton and the west Georgia region, because he served as an educational administrator in the town for forty years – first as a

principal of the A&M school from 1920-1933 and then as president of West Georgia College from 1933-1960.<sup>3</sup>

Ingram also believed in the value of his faculty, who were teachers engaged in the same shared enterprise. During the early months of the junior college's operation, he held meetings of all members of the general faculty (there were fewer than twenty of them anyway) not only to discuss the mission of the school but also to reach a group consensus on every matter of school procedure, no matter how seemingly mundane or insignificant. In the college's first semester of operation, meetings of the general faculty decided the hours of the library's operation, the parking regulations on campus, and policies for faculty use of the office telephone (there was apparently only one on campus).<sup>4</sup>

Much of this business was conducted through faculty committees, which then brought recommendations to the general faculty meetings that the president presided over. "The committees," Ingram told the faculty, "set up the policies of the institution and direct the procedure of the operation."<sup>5</sup> The Course of Study Committee, for instance, set standards for the curriculum to ensure that all courses would be accepted for transfer credit at the University of Georgia to enable any student who wished to continue their education there. The Entrance Committee reviewed applications for admission to the college. The Vocational Guidance Committee helped students find a long-term career path and a job after college – which was no easy feat in the midst of the Great Depression. The task proved so immense that the committee asked that its membership be expanded to include every faculty member on campus, and that the faculty meet twice a month to discuss ways in which they could offer personalized vocational guidance for every student on campus. The faculty approved this recommendation, and they seem to have taken their task seriously. In 1937, they surveyed alumni to find out what type of jobs they had been able to secure, and they were pleased to find that nearly 100 percent of the graduates had been able to find some sort of work or had decided to continue their education by pursuing a B.A. degree at another institution.<sup>6</sup>

By 1935, there were twelve faculty committees – almost as many committees as there were instructors at the college, which meant, of course, that most faculty members had to serve on multiple committees, and a few had to chair more than one. Fred Gunn chaired three committees simultaneously – Courses, Discipline, and Religious Activities. The president allowed each committee chair to define the scope and purpose of their committee; this was not dictated by the administration.

In most cases, each committee's recommendations seem to have prevailed in the general faculty meeting, but not invariably. In the first recorded case of a disagreement between a faculty committee and the president, the Rules and Regulations Committee's recommendation in September 1933 that the library remain open until 9pm on weeknights was challenged by both Ingram and Gunn, who suggested that the closing time be moved to 6pm.<sup>7</sup> Why Ingram and

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<sup>3</sup> Irvine S. Ingram, "The World, My Neighbors, and Me," [1971?]; Irvine S. Ingram, History of West Georgia College excerpted from *The College in the Country* by Mildred English (1959), folder 7, box 59, Irvine S. Ingram Papers, Special Collections, Ingram Library.

<sup>4</sup> Minutes of general faculty meetings, West Georgia College, 1933-34, folder 1, box 1, Faculty Meeting Minutes, Special Collections, Ingram Library.

<sup>5</sup> Minutes of general faculty meeting, 21 September 1935, folder 2, box 1, Faculty Meeting Minutes.

<sup>6</sup> Minutes of general faculty meeting, 21 September 1935; Report of Committee on Personnel, Placement, and Guidance, 15 September 1937, folder 3, box 1, Faculty Meeting Minutes.

<sup>7</sup> Minutes of general faculty meeting, 21 September 1933, Folder 1: "Faculty minutes, 1933-1934," box 1, Faculty Meeting Minutes.

Gunn made this motion was not stated, though perhaps they realized that since the campus had only one librarian (Annie Belle Weaver), it might have been unreasonable to require her to remain at her desk until 9pm every night. Perhaps Ingram, who was always a strong proponent of strict regulation of student conduct, worried what would happen if students were allowed to walk around unsupervised on campus as late as 9pm. In any case, his suggestion, which was supported by Gunn, prevailed.

The general faculty meetings discussed curriculum and reviewed course descriptions that included what today might be called learning outcomes, but most of their time was spent in supervising student activities. During the fall 1933, the general faculty meetings decided which sports teams to authorize (“boys” basketball was voted in; “girls” basketball was not). They decided to authorize a student newspaper (which would be supervised by social science professor James C. Bonner). They made decisions on the academic calendar – that is, when Thanksgiving and Christmas breaks would be scheduled and when classes or examination periods would begin and end. And throughout the fall and spring of the first year of the college’s existence, the faculty worked with the president to create the Aims and Objectives of West Georgia College.<sup>8</sup>

All of the faculty seemed to be united in believing that creating both the academic and moral uplift of future teachers in rural Georgia was a primary objective of the college. As a result, the learning outcomes of all courses and all academic programs focused even more strongly on character development than on strictly academic knowledge, because both the faculty and the president believed that this was part of the college’s mission. For example, L.E. Roberts, the chair of the social science department (which included sociology and history), reported to the faculty in 1934: “The major objectives of the Social Science Department at West Georgia College can be classed under two heads: 1) The progressive development of individuals to participate in civic activities and 2) the ability to participate in the intellectual activities. . . . History 2 [Western Civilization since 1500] had as its main object the stimulation of students in civic, intellectual, aesthetic, and religious activities.”<sup>9</sup>

If all of the academic courses at West Georgia College had a practical moral and civic dimension, it is not surprising that the earliest faculty committees had a similar aim as well. One of the first faculty committees was the Religious Activities committee, which adopted as its aim to encourage students to “strive to solve individual and social problems in accordance with the principles exemplified by the life of Jesus.” In addition, there was a Student Affairs Committee to plan general student events (usually dances, which the faculty then had to chaperone), along with more specialized student organizations, such as a Social Science Club and a Literary Society. All of these were led and closely overseen by faculty. Students were also required to attend campus chapel exercises, and various faculty members gave occasional chapel talks – though I found no evidence that there was a formal requirement for this. The college was not fundamentalist; one of the courses in the 1930s attempted to talk students whose parents did not approve of dances into rethinking their own attitude toward dancing, using the principles of health. But it was grounded in a mainline or moderately liberal vaguely ecumenical Protestantism that reflected not only the Methodist faith of its president but also the Baptist, Episcopal, or Methodist convictions of many of the other faculty members. If the general faculty meeting minutes are any guide, it seems that most of the faculty, with only a few exceptions,

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<sup>8</sup> Minutes of general faculty meeting, 15 November 1933; I.S. Ingram to WGC staff, January 1934, folder 1, box 1, Faculty Meeting Minutes.

<sup>9</sup> Report from L. E. Roberts, head of Social Science Department [1934], Folder 1: “Faculty minutes, 1933-1934,” box 1, Faculty Meeting Minutes.

were just as intent on regulating student behavior and directing students' moral choices as the president was.<sup>10</sup>

The school was determined to regulate student behavior partly because it wanted to ensure that the teachers it turned out were morally exemplary – a principle that the president endorsed directly in one of his early speeches to the faculty. The general faculty voted on regulations on student behavior, and a faculty-led Discipline Committee, over which President Ingram met regularly to adjudicate cases and impose penalties on students who violated the rules. The college took its *in loco parentis* role so seriously that in the most extreme cases – such as trials for students who were accused of possessing or using alcohol – the parents were asked to attend. Students who were found guilty of consuming or possessing alcohol would be asked to leave the college. For female students, cigarette smoking resulted in the same penalty. While both male and female students were routinely charged with rules infractions and disciplined, the rules governing female students were considerably stricter than those governing male students. In February 1934, the general faculty approved a rule “that girls be allowed to walk as far as Maple Street on Sunday afternoons.”<sup>11</sup> They were allowed one date per week. When the Rules Committee, chaired by James E. Boyd, recommended in May 1934 that perhaps as a gesture of good will or a celebratory treat to the graduating students during the final week of the term, “the sophomore girls of 1934 be allowed the special privilege of having dates any night next week,” the general faculty did not approve the motion.<sup>12</sup>

After the 1960s, such rules (along with the underlying philosophy that college students were juveniles whose personal lives needed to be tightly regulated) would be unimaginable in most state colleges, but at the time, the extensive faculty attention given to supervising student behavior was part of their responsibility, and an exercise in faculty governance. As the general meeting minutes repeatedly noted, all of these regulations were approved with a vote from the entire faculty – and, in practice, faculty would take the lead in enforcement as well. Over time, the faculty also took the lead in voting to loosen some of the regulations. The prohibition on women smoking was one of the first to be repealed; the faculty voted to change this rule in 1940. The Religious Activities Committee experienced a name change to the “*Voluntary Religious Activities Association*,” but even under this new name, it may not have lasted beyond 1959.<sup>13</sup>

Both Ingram and the faculty – but especially Ingram – believed that the college's mission of moral uplift extended to the community as well. Ingram repeatedly stressed that faculty had a special responsibility to educate not merely the students on campus but the members of the community as well. He himself practiced what he preached by co-founding the Carrollton Rotary Club, teaching Sunday school in local Methodist churches, and, above all, creating a rural education program that brought college courses to people on the outskirts of Carrollton, such as Oak Mountain, or in more remote rural locations in the West Georgia region. Ingram lived on campus (the president's home would not be moved off campus until the early 1960s), so he was

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<sup>10</sup> Religious Activities Committee report [September 1937], folder 3, box 1, Faculty Meeting Minutes; Student Activities Committee report, 15 September 1937, folder 3, box 1, Faculty Meeting Minutes; Reports of various departments on course offerings, 1934, folder 1, box 1, Faculty Meeting Minutes; General regulations of student conduct, [September 1933], folder 1, box 1, Faculty Meeting Minutes.

<sup>11</sup> I.S. Ingram to Mrs. M.E. Stevens, 14 January 1936, folder 2, box 1, Faculty Meeting Minutes; Minutes of the general faculty meeting, 7 February 1934, folder 1, box 1, Faculty Meeting Minutes.

<sup>12</sup> Minutes of the general faculty meeting, 23 May 1934, folder 1, box 1, Faculty Meeting Minutes.

<sup>13</sup> Minutes of general faculty meeting with committee reports, 1 October 1940, folder 4, box 1, Faculty Meeting Minutes; Report of the Activities of the Voluntary Religious Association, 7 February 1939, folder 4, box 1, Faculty Meeting Minutes.

never far from the scene of campus activities.<sup>14</sup> In turn, he expected all professors at the college to be deeply involved in both campus and community life – to chaperone college dances in the evenings, supervise student athletic events on weekends, and give talks in the community in whatever time they could find. The “responsibilities” of a professor to both students and community were a regular topic of conversation that Ingram introduced at general faculty meetings. The college’s academic dean, Fred Gunn, did the same. In January 1934, Gunn led a Wednesday evening program for faculty titled “The Professor and the Community.” But it was billed as a “discussion,” not a lecture.<sup>15</sup> As a proponent of consensus, Ingram wanted faculty to arrive at this conclusion themselves, through reasoned discussion, rather than having it dictated to them from above. And it does seem that faculty sometimes took the initiative in finding out what both the community and students needed from them, even when it extended well beyond their areas of academic training. One female faculty member, for instance, noted that some of the “girls” in her classes had questions about “how to dress,” so the professor brought in five sample outfits to teach them about proper attire for different occasions.<sup>16</sup>

But if the faculty were united in believing that they had a responsibility to help both the students and the community, it was still an open question as to which was their *primary* responsibility. Ingram placed enormous emphasis (at least by later standards) on helping the community, but not all faculty were willing to prioritize the community over the student body. Accordingly, in early 1934, Ingram appointed a faculty committee to make recommendations on a number of important questions of the college’s priorities, including the question of “To what extent does the teacher’s service and responsibility belong to: A. The school; [or] B. The community outside the school?” The number-one question that the committee was charged with addressing concerned admissions standards: Should the college continue to admit every student who applied, regardless of their academic qualifications, in order to offer education to “all the children of all the people,” or should it impose some sort of selective admissions criteria. For the short term, at least, West Georgia College admitted everyone who wanted to attend, but in order to make this work, the faculty had to administer and grade tests for prospective applicants, and then, if the students’ test scores indicated that they were not prepared for college, design a curriculum to enable them to catch up as quickly as possible.<sup>17</sup>

Ingram’s style of decision-making through faculty consensus did not mean that he merely played the part of a neutral observer, waiting for faculty to arrive at conclusions on their own. On the contrary, he regularly pushed for his own priorities, which usually revolved around making West Georgia College an agent in rural uplift in the region. He pushed hard for a new course in “rural sociology,” and he took the initiative in securing the funding from philanthropist Julius Rosenwald’s foundation to support the rural education initiative that eventually became known as “College in the Country.” But Ingram refrained from dictating policies to faculty most of the time. He tended to view himself as, at most, merely first among equals when it came to the faculty. He was a teaching faculty member himself after all. A 1948 report of total student credit hours taught by each faculty member showed that Ingram’s teaching load as a history

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<sup>14</sup> Mouzon Peters, “Unique Programs Build Carrollton,” *Chattanooga Times*, 24 January 1952; Minutes of the general faculty and staff meeting, 30 April 1962, folder 2, box 2, Faculty Meeting Minutes.

<sup>15</sup> I.S. Ingram to WGC staff, [January 1934], folder 1, box 1, Faculty Meeting Minutes.

<sup>16</sup> Minutes of the general faculty meeting, 13 January 1934, folder 1, box 1, Faculty Meeting Minutes.

<sup>17</sup> Record of discussions of teaching philosophy and educational mission of WGC among faculty, [May 1934], folder 1, box 1, Faculty Meeting Minutes; Report of Committee on Entrance and Advanced Standing, [September 1937], folder 3, box 1, Faculty Meeting Minutes.

professor (235 credit hours that quarter) was nearly equal to that of anyone else on the faculty. Nor was his salary very high. In 1939, when the state reduced West Georgia College's funding by 59 percent, Ingram cut salaries by one-third across the board, but, as he noted, faculty should remember that he was suffering the same fate that they were.<sup>18</sup>

Ingram's regional background and level of education (a master's degree in history) was also comparable to that of most of the other faculty members, only one of whom had a Ph.D. when the college opened in 1933. In every case that I have been able to determine, the members of the original faculty had been born in Georgia – usually in a rural town that was at least as small as Carrollton. Gunn, the first administrative dean (who today would be the equivalent of provost), was born in Crawfordville. Boyd, the only faculty person with a Ph.D. in hand when the college opened in 1933, was originally from Tignall, Georgia (a town with a population of less than 600 today). Bonner, who would eventually earn a Ph.D. in history from the University of North Carolina in 1943, had lived in Carrollton in his youth; after growing up in Heard County, he had attended the West Georgia A&M School before matriculating at the University of Georgia.

Perhaps as a result of these deep local ties and relative homogeneity of this small group, it was easier to govern through faculty consensus. In addition to all being Georgia natives, most of the original faculty were male, all were white, and most were relatively young – that is, under 45 years old. Most had master's degrees without a doctorate. None were researchers – or, at least, they were not when they were at West Georgia College. There was no publication requirement or research expectation for the original members of the West Georgia faculty. Ingram did, however, recognize that the college faculty needed the opportunity to continue to learn and grow intellectually. “Faculty study and improvement is always a problem in a small college and a small town,” he said. Unless there were opportunities to engage with people of “equal or superior ability,” they would get in an “awful rut.”<sup>19</sup> He did not have an easy solution to this problem. But he did encourage faculty to give talks in the community, as much for their own benefit and the benefit of their colleagues as for the enlightenment of the area residents who attended.

Faculty burnout may have been a real problem for those who did not like the busy life of a rural teacher and student advisor, with no opportunities for research and scholarship. A few left when they could. Boyd, with his newly acquired Ph.D. in physics from Yale, left West Georgia College after only two years in favor of better research opportunities at Georgia Tech. Bonner, after earning his Ph.D. in history at the University of North Carolina, left West Georgia College for a position as department chair at Georgia State College in Milledgeville.

But others, like Ingram, remained in Carrollton for their entire lives, devoting themselves to the project of rural education and developing deep roots in the community. When Ingram retired from the presidency in 1960, after twenty-seven years as college president, his successor, William Hamilton Row – an internal selection who had been at West Georgia himself for nearly two decades at that point – opened one of his first general faculty meetings by noting that this was a “family-type meeting.”<sup>20</sup> No doubt, it did feel that way to Row. As late as 1960, West Georgia College still had fewer than forty faculty members and slightly less than 1,000 students. Row presumably knew nearly all of the faculty members quite well, just as Ingram had. It was

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<sup>18</sup> List of WGC faculty, salaries, and teaching loads, [fall 1948], folder 7, box 1, Faculty Meeting Minutes; I.S. Ingram, address to faculty and staff at monthly meeting, 4 April 1939, folder 4, box 1, Faculty Meeting Minutes.

<sup>19</sup> Record of discussions of teaching philosophy and educational mission of WGC among faculty, [May 1934], folder 1, box 1, Faculty Meeting Minutes.

<sup>20</sup> Minutes of the general faculty and staff meeting, 4 January 1961, folder 2, box 2, Faculty Meeting Minutes.

still common, in the late 1950s, for a few professors in the general faculty meetings to give updates on their own surgeries or medical procedures for colleagues who had been worried about their health. In other words, the faculty and administrators cared about each other, because they had served alongside each other for many years, often doing similar things. The administrators taught classes, and the faculty engaged in governance – which made it easy to make decisions collaboratively, without any real signs of a rift between the two groups.

### **Assessing Faculty Governance in the 1930s**

By contemporary standards, the degree of faculty governance at West Georgia College in the 1930s was clearly extraordinary. Because Ingram and the West Georgia faculty saw education as a holistic enterprise that included every aspect of students' lives, they did not make any distinction between curricular matters and education related to health (athletics), religion, or moral and civic consciousness. They saw their mission as regional uplift – which meant that they believed they had an obligation to the community as well as to the students on campus. Nearly every aspect of campus life had some bearing on this mission, which is why it seemed natural to both the faculty and the president for faculty to have a say in all matters, from the question of telephone use to the question of whether the college should impose new admissions standards.

While every subsequent generation of West Georgia faculty would seek to retain (and even expand) the college's tradition of allowing faculty to govern their institution, the professors who came to West Georgia College in the 1960s would question two key assumptions of this early experiment in faculty governance: 1) the near-universal belief among the early West Georgia faculty (and certainly the president) that the students were juveniles whose lives outside of the classroom needed to be closely supervised by the faculty to ensure their moral development; and 2) the belief that Christian indoctrination for the purpose of moral development and civic consciousness was appropriate at a state college. They would also insist that, as professional academics, they were researchers as well as teachers. The extraordinary level of service expected of all faculty members in the 1930s would not necessarily work in an era when many faculty believed that scholarship, along with teaching, should be part of their work.

As the college grew and changed, the system of faculty governance would be challenged and, in the end, reshaped. The faculty who arrived in the 1960s knew that a college of 6,000 students and more than 200 faculty members could not govern itself in the same way as the college had in the 1930s, when it had only about 200 students and fewer than 20 faculty members. The question they faced was how they could find a new system of faculty governance that would be appropriate for both a new cultural ethos and a new type of university.

### **The 1960s: A New Model for Faculty Governance**

When Ingram left office, the structure that he had created for faculty governance – the general faculty meeting that could make policy decisions, along with faculty committees that would create policy recommendations – was still in place, but it no longer had the same authority that it did in the 1930s. In the last few years of his term in office, during the late 1950s, Ingram increasingly made many decisions on his own, and then consulted faculty only when he felt he



needed their backing. In 1956, after he received some criticism for his stern disciplinary response to some male students who had raided a women's dormitory in one of the "panty raids" that were ubiquitous in that era, he asked the general faculty for a vote of confidence in his action, and received it. In the 1930s, this sort of disciplinary action would have been the purview of the faculty-led Discipline Committee, but by the mid-1950s, the president apparently made it a practice to respond to student infractions himself and consult faculty only after the fact. Similarly, in 1959, he consulted the general faculty after his decision to invite Ralph McGill, an Atlanta newspaper editor who was a progressive on civil rights, resulted in community calls for the invitation to be rescinded. Again Ingram asked for (and received) a vote of support from the general faculty for the invitation to be honored – though again, he consulted the faculty only after acting and then receiving criticism for his actions.<sup>21</sup>

Thus, though the faculty seemed to respect Ingram's leadership up until his retirement – after all, they gave him votes of confidence whenever he asked for their endorsement of a difficult decision – some were beginning to feel restless. In 1961, several of these restless faculty members created the West Georgia College chapter of the Association of American University Professors (AAUP).

By many measures, the condition of West Georgia College looked excellent in 1961. For perhaps the only time in its history, faculty salaries at WGC were excellent; a study from 1961 showed that average West Georgia College faculty salaries (which were \$6,202 – the equivalent of about \$55,000 today) were higher than those at either Berry College or Emory University.<sup>22</sup> West Georgia College had transitioned to a four-year school four years earlier, and it was already preparing to begin admitting its first graduate students. Because of the Baby Boom and resulting massive increase in the number of college students across the nation, the college was on the cusp of experiencing the most rapid enrollment growth in its history. In 1959, one analyst at WGC had predicted in a general faculty meeting that the college would have 1,000 students by 1965 and experience a "steady increase until 1970," but instead, enrollment surpassed 1,000 by 1961 and exceeded 6,000 by 1970. With an enrollment growth exceeding 600 percent over the course of the decade, the college could barely keep up with the demand for new instructors. In 1961, the college had only 38 faculty members; by the fall of 1969, it would have 218. And those faculty members would, on average, be earning salaries that were nearly double what they had been in 1961 – when salaries had already been comfortable.<sup>23</sup> So, in terms of finances, job security, and enrollment growth, the college was doing well.

But the 17 faculty members (about 45 percent of the total) who joined the newly created WGC AAUP chapter in 1961 were unhappy about the decline in shared governance. The college had adopted its first set of statutes in 1957, the year that WGC became a four-year institution. But the AAUP members wondered whether faculty members had ever even approved the statutes – let alone created them.<sup>24</sup> In fact, the statutes gave the general faculty more "legislative" power (the term used in the statutes) than BOR policy outlined. Although the president was given veto power over all measures approved in general faculty meetings, the statutes declared that the

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<sup>21</sup> Minutes of meeting of the general faculty, 24 February 1956, folder 8, box 1, Faculty Meeting Minutes; Minutes of meeting of the general faculty, 30 April 1959, folder 1, box 2, Faculty Meeting Minutes.

<sup>22</sup> Pay scales at Georgia colleges, [1961], folder 1, box 1, AAUP Records, Special Collections, Ingram Library.

<sup>23</sup> Minutes of general faculty meeting, September 1959, folder 1, box 2, Faculty Meeting Minutes; AAUP National report, "Economic Status of the Profession," 1970, folder 9, box 1, AAUP Records.

<sup>24</sup> Minutes of the Executive Council meeting of the WGC chapter of AAUP, 12 October 1961, folder 1, box 1, AAUP Records.

“College Faculty shall exercise legislative functions touching the general educational policy of the College and shall make such rules and regulations as it may deem necessary or proper for the educational functioning of the College. . . It shall be the function of the College Faculty to consider all questions of educational nature that concern more than one division.” As had been the case ever since the 1930s, the faculty were also given the right and responsibility to “make general regulations regarding students’ conduct and all phases of student life and activities.” The college faculty would also create “By-Laws of the General Faculty” to outline the functions of general faculty meetings and their associated committees, and they could request amendments to the statutes by passing resolutions and sending them to the president.<sup>25</sup>

But in the view of the AAUP, these rights of the faculty had been honored more in the breach than in the observance. General faculty meetings occurred on an irregular schedule. The president assigned faculty members to committees seemingly at random and without regard to their preferences. And general faculty meetings, when they did occur, were often consumed with matters that lacked substance. The faculty did not feel that they had the policymaking powers that the statutes supposedly gave them.

It was also time, the AAUP members believed, for faculty to be given some time in their work schedules for research and scholarship. West Georgia College had come a long way from where it had been in the 1930s, when even the president and the academic dean had lacked PhDs. By the 1960s, one could be hired as an assistant professor at WGC without a terminal degree, but one could not be promoted to associate professor while still lacking one. As the college faculty expanded in the 1960s, the new ranks were filled with young ABDs who were working furiously to finish their doctoral dissertations. The PhDs who were promoted were, in many cases, eager to publish and continue their research, because they all viewed themselves as professionals. They wanted a workload that recognized their need to devote time to scholarship and rewarded them for their work.

The administration was generally supportive of the AAUP’s requests, partly because the college was growing quickly – and thus had both the money and the incentive to attract new faculty members by offering them the professional development resources that the AAUP wanted – and partly because the college was now led by its first president who was a nationally recognized researcher and scholar: James E. Boyd. Boyd was also the first president who was selected by the Board of Regents from outside of West Georgia College, although he had West Georgia roots. When Ingram stepped down from the presidency in 1960, he had told the faculty that he wanted William Hamilton Row, who had been a WGC faculty member since 1946 and had served as WGC’s Academic Dean for the previous ten years, to succeed him. Row accepted the offer, but served in the position for only a few months before dying at the age of 54. At that point, the Board of Regents conducted an external search for a president and selected the 55-year-old Georgia Tech physics professor James E. Boyd.

The Board probably could not have chosen a more ideal candidate. With a Ph.D. from Yale and more than a decade of experience as a researcher at Georgia Tech’s Engineering Research Station, Boyd had been a pioneer in the development of electronics and had secured the funding to develop close partnerships between academia and industry in Atlanta. He was also a progressive thinker. In 1963, while Alabama governor George Wallace was making headlines for standing in a schoolhouse door to block racial integration, Boyd quietly brought the first African American student to West Georgia College without waiting for a court order. The next year, he brought Robert F. Kennedy to campus to dedicate the newly renamed Kennedy Chapel –

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<sup>25</sup> West Georgia College Statutes, 1957, box 9, Ingram Papers.

a move that resulted in community protests from people who opposed Kennedy's liberalism and Catholic faith, but that firmly cemented Boyd's relationship to the progressive politics of the 1960s. Later, when a small but vocal student leftist movement developed on campus, Boyd found ways to negotiate with the students and accede to some of their demands without provoking confrontation. In keeping with his progressive views on civil rights, Boyd supported the faculty's efforts to recruit the first African American professor to campus in 1969.<sup>26</sup>

Boyd was also a Georgia native who understood the culture of West Georgia College. In 1933, when he was 27, he had been one of the original faculty members at the newly incorporated West Georgia College, so he had been in all of the meetings where President Ingram had outlined the college's vision for faculty governance. As chair of the Rules and Regulations Committee, Boyd had advocated (unsuccessfully, as it turned out) for slightly more permissive policies that would allow a few more date nights for the female students on occasion. When Boyd returned to West Georgia College nearly three decades later to become its president, he did not forget his early commitment to faculty governance and student rights.

In Boyd's view, faculty at WGC already exercised a strong role in shaping the college's policies, because the faculty committees that reported to the general faculty meetings exercised "functions" that were "probably close to policymaking." In 1967, for instance, the Curriculum Committee revised the college's core curriculum. It also reviewed new course and degree program proposals, of which there were many during the late 1960s, when the college was rapidly growing. In 1968, the general faculty approved new B.A. programs in art and philosophy, and a B.S. in computer science. In all of these curricular matters, the faculty exercised free rein without any interference from the administration – though Boyd, like his predecessors, presided over all the general faculty meetings and appointed all the members of the faculty committees. The AAUP never expressed disappointment with Boyd per se, and in the constitution for their campus chapter, they pledged "cooperation with the administration" in working toward their goal of "improved collective action" and other measures to "advance the ideals and standards of the profession." Boyd seemed receptive to resolutions passed by the campus AAUP. When the AAUP passed a resolution in 1963 calling for a faculty discount on book purchases from the college bookstore, Boyd negotiated a 15 percent discount for faculty buying paperbacks – a measure that the AAUP celebrated.<sup>27</sup>

The AAUP initially attempted to increase faculty participation in the college's shared governance by calling for more frequent (and regular) general faculty meetings and by asking the president to take into account faculty preferences when assigning faculty to committees. But their effort to increase faculty participation in college governance met with an unexpected obstacle, and it was not the administration; it was the faculty themselves. When the AAUP conducted a campus-wide survey of faculty in 1964 to ask if they wanted more frequent general faculty meetings, the organization received only twenty-one responses: four faculty said they wanted more frequent meetings and seventeen said they did not.<sup>28</sup> It seemed that there was significantly less enthusiasm for increased faculty governance on campus than the AAUP had

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<sup>26</sup> Biographical note, finding aid for the James E. Boyd Papers, Special Collections, Ingram Library, UWG, <https://uwg.galileo.usg.edu/repositories/2/resources/61>; Larry D. Stephens, "The West Georgia Counterculture, 1967-1974" (M.A. thesis, UWG, 2016).

<sup>27</sup> Minutes of meeting of general faculty, 15 November 1967, folder 5, box 2, Faculty Meeting Minutes; Constitution of the West Georgia Chapter of the AAUP, [1961], folder 1, box 1, AAUP Records; WGC AAUP newsletter [April 1964], folder 3, box 1, AAUP Records.

<sup>28</sup> Minutes of WGC AAUP meeting, 22 April 1964, folder 3, box 1, AAUP Records.

expected. Increasing the scope or frequency of the general faculty meetings did not seem to be the path toward more meaningful faculty participation in shared governance, as the AAUP had hoped.

While Boyd continued to rely on general faculty meetings for curricular changes and many other matters, he also increasingly depended on the newly created Executive Council to facilitate more efficient dialogue between faculty and administrators through channels that largely bypassed the unwieldy general faculty meetings. The Executive Council, which was established by the college statutes of 1961 (which were ratified in July, shortly before Boyd became president), consisted of the president, the administrative dean, three other administrators, and two faculty members elected by the faculty for a two-year term. As an advisory body charged with recommending policy to the president, it made recommendations on “rules and regulations . . . to facilitate the administrative functions of the college” – specifically, among other things, policies on teaching loads, faculty salaries, leaves of absence, and tenure guidelines.<sup>29</sup> Most of these policy areas were particular concerns for the campus chapter of the AAUP, which devoted much of its time in the early-to-mid 1960s to distributing national salary studies, advocating for research leave, and promoting the idea of a campus-wide teaching limit of 12 credits per quarter. Perhaps it was not coincidental that a faculty who had just seen the purview over these policies in particular moved to an Executive Council on which administrators could outvote faculty were anxious to secure more faculty governance in these areas.

In addition, the Executive Council also included two subcommittees – the Discipline Committee and the Curriculum Committee. Both of these committees had reported directly to the general faculty for nearly thirty years, and the Curriculum Committee still brought its recommendations to the general faculty for a vote. But the campus AAUP chapter complained in 1965 that the faculty were largely being bypassed in curricular changes. The Curriculum Committee consisted mainly of “division heads” (the equivalent today of department chairs), along with the registrar and the administrative dean, and the AAUP believed that this was not true faculty governance.<sup>30</sup>

The idea of faculty governance was a concept that the West Georgia College AAUP chapter developed in close consultation with the national AAUP, and their thinking on it evolved over the course of the 1960s. When the seventeen charter members of the campus AAUP chapter created their organizational constitution in 1961, they might not have been able to give a firm definition of the concept. The terms “faculty governance” and “shared governance” did not appear in their original constitution, nor was there any discussion of faculty involvement in policymaking on campus. Instead, the constitution focused on the idea that professors were academic professionals whose rights and responsibilities as scholars and teachers needed to be defended and advanced. But as West Georgia AAUP leaders attended regional AAUP conventions and began reading literature from the national AAUP, they soon came in contact with a rapidly developing body of thought from AAUP National on the implications of shared governance for faculty.

When the West Georgia College AAUP chapter formed, the national AAUP was in the process of formulating the principles that would become the foundation for its landmark 1966 “Statement on Governance of Colleges and Universities.”<sup>31</sup> The West Georgia AAUP members

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<sup>29</sup> West Georgia College Statutes, July 1961, folder 2, box 9, Ingram Papers.

<sup>30</sup> West Georgia College Statutes, July 1961.

<sup>31</sup> AAUP, “Statement on Governance of Colleges and Universities,” 1966, <https://www.aaup.org/report/statement-government-colleges-and-universities>.

read an early draft that was released in December 1961, and they continued to follow the development of the statement until its finalization in 1966, and they made its principles a key part of their thinking.<sup>32</sup> It had an enormous influence in reshaping their views on university governance.

West Georgia College's early tradition of faculty governance was based on the principle of faculty as long-term members of a community who would be more invested in the success of the institution and its relationship to the people in the region if they exercised a role in its governance. The AAUP statements on shared governance were based instead on the principle of faculty as professionals who were better qualified than non-expert administrators to police their own affairs and administer their enterprise. Accordingly, the emphasis in what exactly faculty should govern was different. In the 1930s, West Georgia College faculty had been deeply involved (indeed, at times, they might have even taken the lead) in the regulation and punishment of student behavior. But they had not set their own salaries; that was one of the few purviews of the president. By contrast, the AAUP's statement on shared governance said that faculty should exercise governance in determining faculty salaries, but it also asserted that students had the right to "participate responsibly in the government of the institution they attend," a notion that seemed to fly in the face of the long-held West Georgia College faculty belief that students were juveniles who needed to be regulated and monitored by the faculty. Even many of the faculty who had organized the campus chapter of the AAUP assumed as a matter of course that regulation of student behavior was a central prerogative and responsibility of the faculty. Immediately after its formation, the AAUP chapter formed a Student Conduct Committee, which recommended the creation of an etiquette book for students that would caution them against "boy-girl relationships on front campus" and "smoking in classrooms."<sup>33</sup> (Debates over policies on student smoking had, of course, been part of West Georgia College's history since its beginning. By the end of the 1970s, the college student handbook adopted a compromise policy on smoking: Students could smoke in classrooms between class sessions, but once class started, they had to extinguish their cigarettes). The etiquette handbook that the AAUP chapter wanted was probably never created, but after the organization's first year, the campus AAUP dropped this interest in regulating student behavior, and by the end of the decade, it was lobbying for the creation of a new campus governing structure that would give students a voice in policymaking. This was in accordance with the changing mood of the times, but it also reflected the attitudes of the national AAUP.

The national AAUP's December 1961 draft on shared governance, along with the 1966 published statement, asserted that faculty rights in governance began with their status as professional educators with a high degree of training and a unique disciplinary expertise. Accordingly, faculty should be given the right to determine the curriculum themselves. This was equally true of "research policies," the 1961 draft stated. In the 1966 statement, the phrase was shortened to "research," but the idea was the same; the national AAUP was not merely saying that faculty had the right to choose their own research projects but instead was declaring that policies governing research at an institution should be the creation of the faculty. The 1966 statement acknowledged that budget limitations might limit whether a president could act on the faculty's recommendations in this area, but nevertheless, the national AAUP declared that in "such fundamental areas as curriculum, subject matter and methods of instruction, research,

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<sup>32</sup> AAUP National, Statement of Principles of Faculty Participation in College and University Government, 2 December 1961, folder 1, box 1, AAUP Records.

<sup>33</sup> Minutes of WGC AAUP meeting, spring 1962, folder 1, box 1, AAUP Records.

faculty status, and those aspects of student life which relate to the educational process . . . the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board.”<sup>34</sup>

West Georgia College’s record of faculty governance on such matters was generally positive, but it did not go quite as far as the AAUP wanted. Faculty at West Georgia College had always had primary responsibility for curricular matters, but not without significant administrative oversight. In the mid-1960s, curricular changes and proposals for new degree programs went through the Executive Council’s Curriculum Committee, which included several administrators in addition to the department chairs, and only after the Curriculum Committee’s approval could the general faculty vote on a proposal. Research policies were nearly non-existent in the mid-1960s, and there was no formal process for implementing any. Tenure requirements were outlined in the statutes, which the general faculty had the authority to revise through votes in the general faculty meetings, but it was unclear whether faculty had written the original tenure requirements themselves or if – as appears more likely – President Ingram had done so on his own initiative in 1957, after carefully comparing the statutes of several other USG institutions. And on the matter of salaries – another area where the AAUP asserted that faculty should have a say – West Georgia College had never given much authority to faculty. The closest that faculty might have come to determining their own salaries might have been in 1956, when Ingram had asked the faculty in a general meeting whether they wanted to use an unexpected surplus for a salary increase or to hire new faculty. The faculty voted for higher salaries as the first priority, and the president then gave everyone a 5 percent raise.<sup>35</sup> But this had never been the norm.

The AAUP documents on shared governance suggested a faculty senate as one way to increase faculty participation in institutional governance, and this idea appealed to the West Georgia AAUP chapter. As the national AAUP noted in its 1966 statement on shared governance, a faculty participation in university governance should extend well beyond a faculty senate. Faculty in each department had the right to choose their own chair, the AAUP asserted, and they had the primary responsibility for evaluating their colleagues’ applications for tenure. They should even have a voice in the selection of their institution’s president, the AAUP declared.<sup>36</sup> All of these areas of shared governance fell outside the direct actions of a faculty senate. But on matters of institutional policy, a faculty senate could be an effective way to express faculty opinion through representative government.

The West Georgia College AAUP seized on this idea and began to promote it as the best means to ensure “faculty governance” at the college. The 1961 national AAUP had used this term, but the 1966 document was more cautious, employing the term “shared governance” instead. Governance of a college involved a complicated interrelationship between a governing board, a president, and the faculty, the national AAUP noted. And in this relationship, the governing board had all of the legal power. If it chose, it could micromanage an institution and interfere with the freedom of faculty to educate students as they saw fit. But even if it had the legal right to do this, it had a moral obligation to refrain from doing so. Colleges and universities

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<sup>34</sup> AAUP, “Statement on Governance of Colleges and Universities,” 1966.

<sup>35</sup> M. Gordon Brown to Ingram, 28 February 1957, folder 1, box 9, Ingram Papers; Minutes of meeting of general faculty, 5 March 1956, folder 8, box 1, Faculty Meeting Minutes.

<sup>36</sup> AAUP, “Statement on Governance of Colleges and Universities,” 1966.

functioned best, the national AAUP said, when governing boards gave the faculty explicit rights over certain purviews in the institution – especially curriculum, research, regulation of policies affecting students’ educational enterprises, and the right to choose their own direct supervisors (e.g., department chairs), along with some say over budgets and salaries. Faculty did not need to govern every aspect of an institution; the AAUP was not calling for a return to what West Georgia College had practiced in the 1930s, when general faculty meetings had decided almost everything. But as professional educators and scholars, they did need to have primary governing responsibility in the areas related to their own work and their own expertise, while presidents and other administrators could have primary authority over other areas of a university’s function.<sup>37</sup>

The members of the West Georgia chapter of the AAUP shared this view. Faculty should “work *with*, not *under* administration,” they declared at their October 1967 meeting. Each group was “responsible for activities of the institution,” which meant there should be “shared authority and responsibility.” To do that, they needed a faculty senate.<sup>38</sup>

The national AAUP encouraged the AAUP members at West Georgia College to make sure that the faculty senate that they intended to create would have strong policymaking powers. When the West Georgia AAUP chapter drafted a proposed constitution describing the faculty senate as an advisory body, the associate secretary of the national AAUP replied, “I would be inclined to redefine the function of the Academic Senate, indicating that it serves as the legislative body and executive agency of the faculty of the college; its decisions and recommendations are presented to the Administration for comment and for transmission to the governing board as may be necessary.”<sup>39</sup>

The Boyd administration was highly supportive of the AAUP’s call for a faculty senate. The dean of administration, George Walker, attended AAUP meetings on the subject and offered to study faculty senates at other institutions across the United States, so that faculty at West Georgia could select the best features from each model.<sup>40</sup> President Boyd appointed an ad hoc faculty committee to create a proposal for the faculty senate, and he then arranged for the proposal to be reviewed by his Advisory Council (which was an expanded version of the earlier Executive Council, with more administrators and even a few students included alongside faculty members). The faculty committee proposed a senate composed almost entirely of faculty, with only two student representatives, but the Advisory Council proposed what they called a “college senate,” with ten student representatives, three representatives from the clerical staff, and fourteen other staff members alongside the twenty-four faculty – which meant that faculty would be a plurality, but not quite a majority, on the new senate. In turn, the senate’s purview would be considerably expanded. While the faculty committee had envisioned a senate that would oversee “educational matters” (in keeping with the national AAUP’s notion of broadly defined separate spheres for faculty and administrators), the Advisory Council’s “college senate” would instead have policymaking authority on “general campus matters.” In other words, it would be the legislative arm for the entire campus, overseeing policies on almost any matter. This was not what the AAUP chapter had envisioned and some AAUP chapter members (including the chapter president) were opposed to it. But the administration was intrigued, and so were a

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<sup>37</sup> AAUP National, Statement of Principles of Faculty Participation in College and University Government, 2 December 1961; AAUP, “Statement on Governance of Colleges and Universities,” 1966.

<sup>38</sup> Minutes of WGC AAUP meeting, October 1967, folder 7, box 1, AAUP Records.

<sup>39</sup> Louis Joughin to Albert J. Turner, 12 August 1968, folder 8, box 1, AAUP Records.

<sup>40</sup> Minutes of WGC AAUP meeting, October 1967.

number of faculty. After being presented with these two competing proposals, Boyd called a meeting of the general faculty in October 1969 to discuss them and solicit feedback.<sup>41</sup>

Many of the faculty were strongly supportive of the idea of giving students voting representation in college governance – an idea that reflected the changing national mood among faculty after several years of student protests over civil rights and the Vietnam War and a growing conviction among college professors that students were adults who should be full democratic participants in any decisions related to their own lives. By 1969, the West Georgia faculty were almost an entirely different group than they had been in 1962. In 1962, the college had only 38 faculty members; by 1969, it had over 200. And since many of those 38 faculty had left for other jobs or had retired from academia (the AAUP counted five departures among its original 17 members during its first year of operation alone), this meant that probably close to 90 percent or more of the faculty who were at the institution in 1969 had been hired within the past seven years. The vast majority were assistant professors or lecturers, which meant that they were generally young – in most cases, still in their 30s or perhaps even late 20s.<sup>42</sup> Because the college had begun hiring from a national job market, the newcomers included many northern liberals or even radicals who were strong supporters of the rights of students, minorities, and, of course, faculty.

But not everyone was equally enthusiastic about the idea of including students on the senate. While one of the most politically radical of the new faculty members, assistant professor of history Ara Dostourian, suggested expanding student representation even beyond the college proposal and giving half the seats on the senate to students – an idea that several other faculty endorsed in one form or another – a few others expressed caution or even outright opposition to the idea of a “college senate” in which faculty would hold fewer than 50 percent of the seats. While most wanted to see students exercise some degree of governing power at the college, they questioned whether students who were at the college for only a short time really had the same vested interest in institutional affairs as college faculty who might end up staying at the institution for many years. The AAUP president said that the faculty had originally called for a “faculty senate,” not a “college senate,” and that a “college senate” with administrators, staff, and students all voting in the same room would not meet the faculty’s stipulation. It also would not be fair to students, some argued. Since the “college senate” proposal did not give students equal representation with the faculty, would it not be better, they asked, to give the Student Government Association more governing power and allow it to function as a parallel entity with a faculty senate instead of trying to fit both students and faculty into a contorted “college senate” that would leave neither side feeling satisfied. Indeed, two students who spoke at the meeting expressed similar concerns. Ten seats on a 51-seat senate were hardly adequate representation for students, one pointed out.

But while the faculty debated the idea of student representation at length, none of those who spoke at the meeting expressed opposition to the idea of a senate per se. On the contrary, they welcomed the idea, and wanted to make sure that President Boyd would really consider himself bound by some of the limitations on presidential power expressed in the proposed constitution. Would he accept the possibility that the faculty senate could appeal his veto by appealing directly to the chancellor upon a two-thirds vote? Would he present these appeals to the

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<sup>41</sup> Minutes of the West Georgia College Senate Discussion Meeting, 7 October 1969, folder 5, box 1, James E. Boyd Papers, Special Collections, Ingram Library.

<sup>42</sup> AAUP membership reply form, fall 1962, folder 2, box 1, AAUP Records; AAUP National report, “Economic Status of the Profession,” 1970, folder 9, box 1, AAUP Records.



chancellor, even though they went against his wishes? He said he would. He would consider himself “duty bound” to follow the senate constitution on this point.<sup>43</sup>

After several weeks of additional discussion, the general faculty voted in November 1969 to adopt the constitution for a “college senate” that would have broad policymaking oversight over “educational affairs,” “student affairs,” “administrative affairs,” and “general affairs” of the college – in essence, over everything that the college did. The president would preside over the senate as an ex officio member, and he would be joined by eight elected administrators, consisting of vice presidents, department chairs, or deans. Ten students – the SGA president, one student from each of the college’s academic divisions, one graduate student (the college had just launched its first graduate programs in the 1960s), one “minority student,” and two additional students from the SGA – would join the twenty-four elected faculty members on the senate. There was some faculty debate about the use of the term “minority student,” which had been listed as “black student” in the original proposal. Blacks accounted for only 1 percent of the student body at the time, and they felt very beleaguered. At the request of the Black Student Association, the Advisory Council had given the black students a seat on the senate, but when some faculty pointed out that the college might soon begin recruiting students from other racial minorities as well, the general faculty voted to use the term “minority.”<sup>44</sup>

As the new senate constitution declared, it was time for a “cooperation” between governing board, administration, faculty, and students in the creation of policies for the college. The new senate would be the “legislative” arm of the institution, and, “with the concurrence of the president,” its “recommendations . . . shall be College policy to be implemented by the administration, and, where appropriate, shall be incorporated into the statutes.” While acknowledging the possibility of a presidential veto (which could be appealed), the constitution nevertheless vested as much authority in the college senate as possible – not to act against the wishes of the president and the administration, but to act in concert with them, through a discussion of policy that would be led by the president but ultimately decided by representatives from every imaginable constituency on campus.<sup>45</sup> Representative democracy had arrived at West Georgia College in ways that exceeded what the AAUP chapter president had expected or advocated.

But the “college senate” never became a reality, because the Board of Regents rejected the proposal in May 1970. The BOR objected in particular to three features of the proposal: 1) Students voting on the senate; 2) A seat reserved for a member of a racial minority; and 3) The senate receiving the power to appeal a president’s veto. The Committee on Faculty Governance therefore returned to the drawing board and began creating a senate that would be more aligned with the campus AAUP’s original proposal – that is, a senate for faculty (not students).

The result was the creation of the faculty senate that still exists today. Except for a couple of ex officio members from the administration, the new faculty senate would consist entirely of elected faculty representatives, who would have the right to participate in the governance of the college based on the rationale that the national AAUP had given in the 1960s – that is, that they were “professionals” uniquely qualified to administer their own educational enterprise. “Faculty participation in academic government is a necessary corollary to the responsibility to teach conscientiously and to investigate freely,” declared the preamble to the new faculty senate constitution, which was approved by a general faculty vote in November 1972. “Since college

<sup>43</sup> Minutes of the West Georgia College Senate Discussion Meeting, 7 October 1969.

<sup>44</sup> Minutes of the general faculty meeting, 5 December 1969, folder 1, box 3, Faculty Meeting Minutes.

<sup>45</sup> Proposed constitution for a college senate, 25 November 1969, folder 8, box 2, Faculty Meeting Minutes.

professors are professionals, many of them highly specialized, it is imperative that judgments about how scholarship and instruction should be carried on [and] be made by the community of professionals. The development of effective teachers and scholars, and of an effective educational process, occurs best in an atmosphere in which faculty is given responsibility and where there are clearly recognized, specific and effective procedures for its participation in the government of the college.” The newly created faculty senate was the “legislative body and executive agency of the Faculty,” the constitution declared. It would “serve as the official advisory body to the President and the Vice President. Though ultimately subject to the approval of the president and the BOR, its recommendations “shall be the academic policy to be implemented by the Administration.”<sup>46</sup>

The scope of the new faculty senate’s purview was narrower than that of the earlier proposed “college senate,” but its policymaking authority was more firmly laid out. “Subject to review by the President, the Chancellor, and the Board of Regents,” the faculty had “sole authority and legislative power to establish policy and make rules and regulations in all matters concerning curriculum, . . . to conduct and schedule classes and final examinations, to set requirements for graduation, and to specify the educational standards of the College.” Beyond this, the faculty senate would also “participate with the Administration” in the “establishment and maintenance of policies for appointments, promotions, tenure, salaries, dismissals, and discipline of faculty and academic administrators; operation of the library, computer center, and instructional media center; and the preparation of the calendar.” The faculty senate would likewise work with both the administration and student government in the “establishment and maintenance of policies” on “student publications, aid, and housing; intercollegiate athletics; student organizations (including fraternities and sororities); [and] all other student activities and affairs.” This last point upset some students, who made one last pitch for student representation on faculty senate – which the faculty rejected, but which was a moot point anyway, since the chancellor had made it clear that the BOR would not approve a senate constitution that included voting student members.<sup>47</sup> In asserting the right to regulate student affairs, the faculty at West Georgia reclaimed a responsibility that had been central to their work ever since the formation of the college, but in saying that they would do so only in consultation with student government, the faculty implicitly endorsed (at least partially) the new view on student rights that both the AAUP and the West Georgia college faculty had begun to accept in the 1960s.

The president of the college would preside over the faculty senate (this was a BOR mandate until the 1990s), but much of the senate’s day-to-day operations would be conducted by an executive secretary who would be elected from the faculty and would chair senate meetings in the president’s absence. The nine standing committees of the senate, along with additional ad hoc committees, would oversee policy in nearly every area of academic and student affairs, with a few committees – such as General College Matters, which was given the charge to “establish policy and procedures for public relations, convocations, campus security, telephone services,” and other related matters – assigned a much wider sphere of influence.<sup>48</sup> And it negotiated directly with the president, bypassing deans and other academic administrators. President Ward

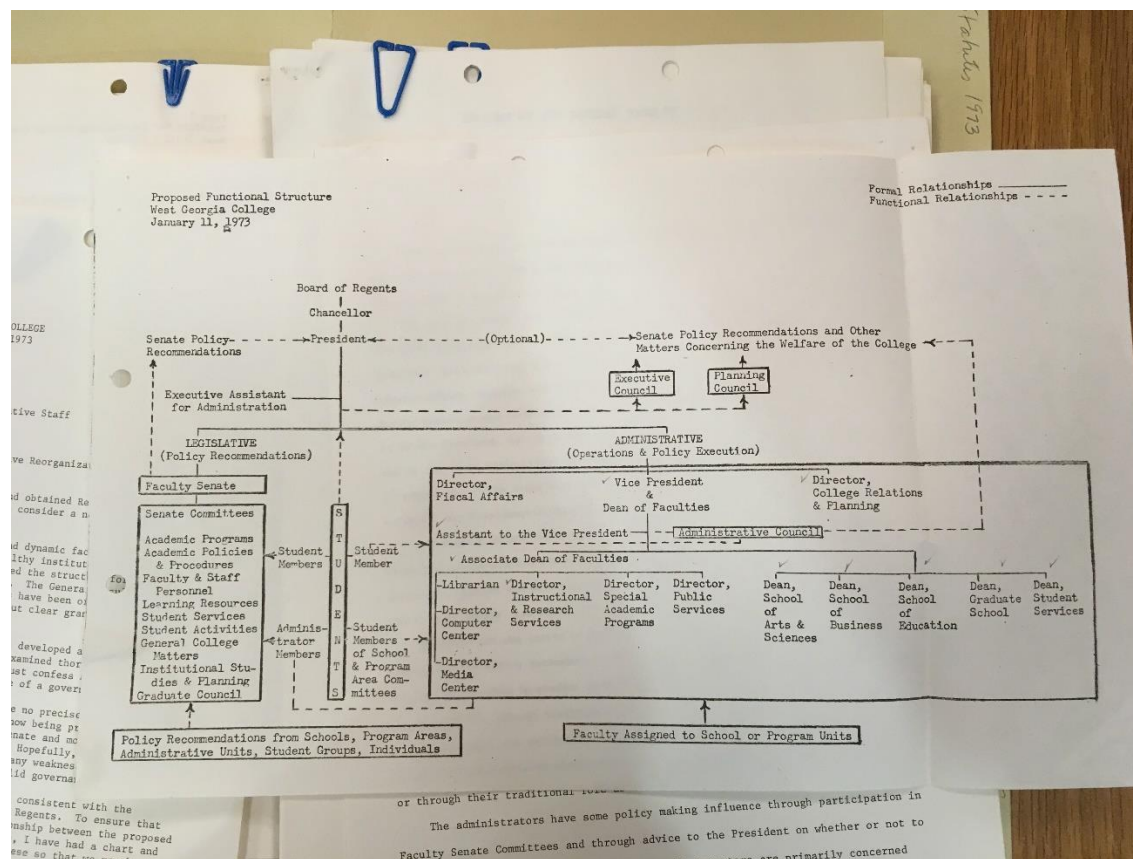
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<sup>46</sup> Faculty Senate constitution, 15 November 1972, folder 4, box 3, Faculty Meeting Minutes.

<sup>47</sup> Faculty Senate constitution, 15 November 1972; Minutes of the general faculty meeting, 7 March 1973, folder 5, box 3, Faculty Meeting Minutes.

<sup>48</sup> Statutes of West Georgia College (including By-Laws of Faculty and Faculty Senate), 14 September 1973, folder 5, box 9, Ingram Papers.

Pafford (who had replaced Boyd in 1971) endorsed this plan, as he signified in an organizational flow chart that he distributed in early 1973:



To comply with the BOR's stipulation that the faculty senate could not override a president's veto, the new constitution said that the faculty senate could refer a presidential veto not directly to the chancellor but to the general faculty. If the general faculty voted to refer the matter to the BOR, it could appeal to the chancellor, not on behalf of the faculty senate alone but on behalf of all the faculty of the college.

Perhaps chastened by the rejection that their first senate proposal had received two years earlier, the faculty included a strong acknowledgment of the Board's authority in their 1972-73 senate constitution. "The Board of Regents is the governing board of the College," they stated. "The powers of the Chancellor, the President, and of the Faculty are delegated in accord with its policies." But they then went on to outline specific powers of governance that the faculty were given "subject to review by the President, the Chancellor, and the Board of Regents" – that is, the policies the faculty senate and the general faculty adopted were subject to approval by these entities. The faculty recognized that without the Board's approval, it could do nothing. The faculty had no legal right to governance, even if, as most of them believed, they had a moral right to do so, as outlined in the AAUP's 1966 statement on shared governance. But the BOR could give them the legal right. And it did so in May 1973, when the Board approved West

<sup>49</sup> Ward Pafford to faculty and administrative staff, 16 January 1973, folder 4, box 9, Ingram Papers.

Georgia College's new set constitution creating a faculty senate.<sup>50</sup> For the first time, West Georgia College was governed by a set of statutes created entirely by faculty, with a faculty senate that exercised substantial and wide-ranging policymaking responsibilities closely modeled on principles outlined by the AAUP.

The newly constituted senate wasted no time in getting started on its work. By the end of the summer, it had met several times and approved policies on parking and traffic, the conversion of Strozier Hall from dorm rooms to office space, and college restructuring. But its major project was creating a new set of statutes that it then sent to the general faculty for a vote. Though based on the existing statutes (which were an update of the ones that Irvine S. Ingram had first sent to the BOR in 1957) and on close consultation of Board of Regents policy, these statutes were entirely a faculty creation, and they were approved by a vote of the general faculty. Covering a wide range of matters of college organization and government, the statutes outlined the powers of the president, the rights of the faculty, and the organization of the schools and academic units comprising the college. Also included at the end was a new section labeled "By-Laws of the General Faculties and Faculty Senate." In addition, the faculty also created a new policy on tenure and promotion.<sup>51</sup>

As President Pafford emphasized in his presentation of the statutes to the general faculty for a vote, the statutes were the creation of the faculty, with some consultation with the Board of Regents. "The Statutes and By-Laws as now presented are the result of many hours of strenuous work by a drafting committee appointed last May, by an ad hoc committee of the Faculty Senate, and by the Senate itself in full session," he noted in a memo to the general faculty in August 1973. "Advice and suggestions from the faculty at large have been solicited, and a number of things have been incorporated as suggested. Advice and directions have also been provided by the Chancellor's office. The West Georgia College Statutes as they have been approved up to now, the *Policies of the Board of Regents*, the statutes of other institutions, the approved administrative organization of West Georgia College, and the administratively approved faculty governance system have been thoroughly studied in the process of formulating the revised Statutes and By-Laws as submitted. It appears to me that the faculty may now be ready to recommend final action regarding these documents by voting to approve or disapprove them as herewith presented."<sup>52</sup>

Some faculty wanted the statutes to go further and give the faculty more direct power to shape the university's environment. The founding documents for the senate emphasized the role that the senate would play in shaping policy, but all of this was subject to the president's approval. Would the president actually follow the will of the faculty? The role that the statutes gave the faculty in the hiring and dismissal of administrators was ambiguous, and some faculty wanted a clearer statement of their authority.

In the end, despite these questions, the faculty approved the statutes by a vote of 177 to 35. A month later, they were approved by the Board of Regents. Pafford breathed a sigh of relief, and commended the faculty for their efforts in creating a constitution that would guide their college for decades to come. "I am most grateful to all members of the faculty, both those who favored the Statutes as proposed and those who did not, for their concern and their contribution

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<sup>50</sup> Constitution of the Faculty Senate, 15 November 1972, folder 4, box 3, Faculty Meeting Minutes; Minutes of the general faculty meeting, 10 May 1973, folder 5, box 3, Faculty Meeting Minutes.

<sup>51</sup> Minutes of the general faculty meeting, 9 August 1973, folder 6, box 3, Faculty Meeting Minutes; John M. Martin to WGC faculty, 22 January 1973, folder 5, box 3, Faculty Meeting Minutes.

<sup>52</sup> Ward Pafford to general faculty, 23 August 1973, folder 5, box 9, Ingram Papers.

during the long period of labor in this matter at last concluded. I have no doubt that we shall all now close ranks in good spirit and proceed to build well on the foundation established by the faculty itself.”<sup>53</sup>

### **Building on the “Foundation Established by the Faculty”: Statutes, Policies, and the Senate from 1973-2021**

The statutes and *Organizational Policies and Procedures* that we have today are updated versions of the 1973 statutes that were created and approved by the West Georgia faculty. From 1973-1996, the general faculty periodically voted to update the statutes, but at each point, the revised statutes closely corresponded to both the structure and spirit of the 1973 statutes. The most significant revision occurred in 1996, when the Board of Regents requested that West Georgia College shorten its statutes. Thus, when the college became the State University of West Georgia, it submitted a considerably abridged set of statutes to the Board and published the excised sections as the *Organizational Policies and Procedures*. Both were equally binding. The difference was that any modifications to the statutes, which outlined the topics that the *Organizational Policies and Procedures* covered in more detail, had to be submitted to the Board of Regents before they could become binding, whereas revisions to the *Organizational Policies and Procedures* could be made through votes of the general faculty, without going to the Board.<sup>54</sup> The general faculty would thus control both the statutes and the *Organizational Policies and Procedures*, while the faculty senate would control the faculty handbook, since it could make modifications to the handbook through a direct vote, without seeking the approval of the general faculty. In practice, most, if not all, of the revisions to the statutes and *Organizational Policies and Procedures* also originated in the faculty senate before they were sent to the general faculty for a vote, although this was not required. But ever since 1973, when the faculty senate had played a critical role in creating the statutes, the faculty senate had exercised significant oversight over the statutes (and, after 1996, the *Organizational Policies and Procedures*) – though never doing so without securing the approval of the general faculty for any revisions that it proposed to these policy documents.

The division between the statutes and the newly created *Organizational Policies and Procedures* was the work of the Statutes Revision Committee (an ad hoc faculty committee), and it was approved in a general faculty vote. As the Statutes Revision Committee explained to the faculty, shortening the statutes by separating out the *Organizational Policies and Procedures* would increase “institutional autonomy,” because it would allow West Georgia faculty to revise many of their policies without consulting the BOR.<sup>55</sup>

Thus, the *Organizational Policies and Procedures* consists almost entirely of material excerpted from the university’s statutes in 1996, and those policies, along with the revised set of statutes, were approved by the general faculty through a series of votes that year. Most of these policies were not new; in many cases, they still retained much of the wording of the 1973 statutes that were created by the general faculty and the faculty senate.

<sup>53</sup> Ward Pafford to general faculty, 17 September 1973, folder 6, box 3, Faculty Meeting Minutes.

<sup>54</sup> Beheruz N. Sethna to Faculty Senate and General Faculty, 9 September 1996, folder 15, box 289, Beheruz N. Sethna Papers, Special Collections, Ingram Library; David Hovey et al. to all faculty, 6 September 1996, folder 15, box 289, Sethna Papers. Both of these documents are reproduced in the appendix.

<sup>55</sup> Hovey et al. to all faculty, 6 September 1996.

Indeed, even the idea of a “general faculty” that acts as a policymaking entity is a product of a faculty governance structure that dates in some form all the way back to the college’s founding in 1933. When the college created a faculty senate in 1973, the faculty retained at least a vestige of their institution’s tradition of direct governance by every faculty member when they approved rules giving the general faculty the sole power of appealing a presidential veto to the chancellor and of modifying the statutes (and after 1996, the *Organizational Policies and Procedures*).

Thus, many the policies that govern us as faculty at the University of West Georgia – including policies related to workload requirements, faculty rights and responsibilities, student rights, and all of the functions of the faculty senate and the voting procedures for general faculty – are revisions of what the faculty senate and the general faculty first approved in 1973. Likewise, the faculty handbook, with its policies on tenure and promotion, compensation, and work responsibilities, is built on a foundation of faculty-generated and faculty-approved policies from 1973 as well. The rights and responsibility that we have to engage in shared governance – and the particular form that takes through the faculty senate – are the product of work that faculty did between the mid-1960s and 1973, and they are based both on the advice of the national AAUP in the 1960s and on a relationship between faculty and administrators that dates back to 1933. And all of this is enshrined in a set of statutes – and now, in *Organizational Policies and Procedures*, supplemented with the faculty handbook – that incorporates many of the proposals that the faculty adopted in 1973, though, of course, with periodic updates that were also approved by the faculty senate and the general faculty at each stage.

### **What has happened to these policies in 2021?**

Today these policies are under threat of extinction for two reasons: 1) The university has created an alternate channel for making policies that bypass the general faculty and the faculty senate; and 2) Now that this channel has been created, the university counsel’s office has repeatedly signaled its desire to dismantle the *Organizational Policies and Procedures* entirely or, at the very least, to demote its status to a subordinate, nonbinding role. To give you an idea of what the university counsel’s office is proposing, here is an excerpt from an email that someone in the university counsel’s office sent me on February 10, outlining what might need to happen *if* we wanted to retain the *Organizational Policies and Procedures* instead of having it dismantled.

#### **“Proposal**

- Propose a first step = new by-laws
- To revise and reorganize in the following way
  - Move Article IV, § 2 to the Senate Bylaws (Article III) with revisions.
- Next steps for reorganization
  - Find a home for the information in Articles I – III (perhaps the Bylaws of the General Faculty?)
  - Find a home for Article IV, § 1 (perhaps the Faculty Handbook?)
    - See if it is already in there

- Remove Article V, §§ 1 – 2 since they are federally mandated, and we do not need to restate.
- Remove Article V, § 3 as it references a section of BOR By Laws that no longer exists.

**Note that in this revision, it must be clear that the document does not guide the institution in any way.** [emphasis mine] This is to ensure that we are in compliance with all applicable state laws and BOR policies.”

The university counsel’s office has given me two reasons for why the *Organizational Policies and Procedures* needs to be dismantled: 1) It has no “provenance” – that is, it does not say who created it, who has the authority to revise it, or when it has been revised; and 2) It violates either state law or BOR policies or both. Both of these assertions are incorrect, I believe.

First, in regard to provenance, the *Organizational Policies and Procedures* may lack an internal statement that describes how and when it was created, but external documentation regarding its creation and instructions for its revision exists in the university archives. Two documents in particular – a letter from President Beheruz Sethna to the faculty senate and the general faculty on September 9, 1996, and a letter from the Statutes Revision Committee to all faculty on September 5, 1996 – describe how the *Organizational Policies and Procedures* was created and how it can be revised, and they describe a vote of the general faculty to approve it. Images of those two letters are included as an appendix to this report. Furthermore, the *Organizational Policies and Procedures* are mentioned in the UWG statutes, and their authority is reiterated in Procedure 1.3.1, which was signed by President Kyle Marrero in 2016. The *Organizational Policies and Procedures* thus has provenance. It was created by the faculty in 1996, and it consisted mostly of material that had been taken from statutes that were approved by both the general faculty and the Board of Regents. The existence and authority of the *Organizational Policies and Procedures* were affirmed in the statutes approved by the BOR in 1996 and 2003. And while the date of each modification to the *Organizational Policies and Procedures* is not mentioned in the document itself, a paper trail does exist for this, because we keep archived minutes of the general faculty meetings that are required for approving any modification to this document.

If the university counsel’s objection to the *Organizational Policies and Procedures* merely had to do with the document’s provenance, this could easily be resolved. First, it is clear from the information that I have presented that the document’s origins and modifications can be traced, and that these origins and modifications preceded through legitimate channels that involved consultation with the BOR and previous UWG presidents. Second, if the university counsel is concerned that this provenance is not clearly marked in the document itself, I am sure that the faculty senate could send a short statement to the general faculty noting the document’s origins and describing the procedure for its modification, and that, with the general faculty’s approval, that statement could then be added as an appendix to the *Organizational Policies and Procedures*, along with a list of dates of each modification from this point on.

The charge that this document violates state law and BOR policy proceeds from the assumption that this document has created a governance structure that is at odds with the one outlined by the BOR. Since state law gives the Board of Regents the power to govern the

University System of Georgia, any violation of BOR policy at UWG is indirectly a violation of state law as well.

But what the university counsel's office fails to realize is that the BOR has repeatedly affirmed nearly everything in the *Organizational Policies and Procedures*. It has endorsed the document as a whole in the abstract, and it has also specifically approved most of what is in the document when those sections were contained in earlier versions of the university's statutes. The 2003 statutes, which were (like all UWG statutes) approved by the BOR, includes this paragraph about faculty governance that is based closely on a statement in the 1973 statutes, but with updated language to reflect the *Organizational Policies and Procedures*:

“The Faculty Senate shall serve as the legislative body and executive agency of the General Faculty. As such, it shall serve as the official faculty advisory body to the President and the Provost and Vice President for Academic Affairs. Within the policy framework of the Board of Regents of the University System of Georgia and with the approval of the President, the recommendations of the Senate shall be the academic policy to be implemented by the administration, and, where appropriate, shall be incorporated into the University of West Georgia Statutes, Organizational Policies and Procedures, or Faculty Handbook. The academic affairs of the University which concern the Senate and for which it shall be responsible in formulating policies and reviewing procedures include, but are not limited to, those enumerated powers of the General Faculty specified in the regulations of the institution.”<sup>56</sup> This is a strong statement of the faculty's governing powers, and it was created by the faculty – but it was also directly approved by the BOR.

The university counsel has not said directly what part of the *Organizational Policies and Procedures* are in conflict with state law and BOR policy other than to say that faculty cannot regulate the authority of the president. It is true, as WGC / UWG policy has always acknowledged, that faculty have no right to regulate the president *without his consent* – that is, the president has always had the right to veto any measure passed by the faculty senate or the general faculty. But once a president agrees to a measure, that measure becomes binding policy, as the statutes (and now the *Organizational Policies and Procedures*) state. A new university administration, or a university counsel, does not have the right to abrogate existing policies and procedures that were enacted by previous generations of faculty with the consent of the university presidents at the time. Previous West Georgia presidents have repeatedly agreed to limit their powers in order to expand the governing powers of the faculty, and now that those agreements have been codified in the university statutes and accepted by the Board of Regents, a university counsel cannot override them by citing BOR policy.

This is not merely a debate about whether the *Organizational Policies and Procedures* will continue to be policy in the future; it's also a question of whether the administration considers itself obligated to follow the *Organizational Policies and Procedures* right now, while they are still posted on the VPAA's website. During the past year, the administration has repeatedly violated those policies and created new policies to override them. The most direct example of this is Procedure 1002, but this is merely one of the latest examples of a trend that has been continuing for months. To demonstrate this, I will examine various clauses of Procedure 1002, along with recent actions by President Kelly, and show the ways in which both Procedure 1002 and the president's actions violate existing policy.

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<sup>56</sup> Statutes of the University of West Georgia (2003),  
<https://www.westga.edu/administration/policy/assets/docs/Statutes.pdf>.



### **Does the president have the authority to reorganize colleges without consulting faculty?**

Procedure 1002 states: “Presidents are authorized to develop the organizational structure needed to manage their institution,” which is a direct quotation from BOR policy 2.7. The university counsel therefore thought that she was well within her rights to take BOR policy and apply it to UWG on the grounds that BOR policy supersedes all existing institutional policy that might be cited to limit the president’s authority in this area. But the reality is that West Georgia faculty and presidents designed their policy *with the BOR policy in mind* and deliberately chose to limit a president’s authority in this area to protect faculty governing rights. At UWG, presidents have never been given the unilateral authority to reorganize a college (or colleges) without consulting faculty. This principle has been repeatedly tested, and at every point when a president seemed to be on the verge of reorganizing colleges without approval, the faculty intervened.

In 1973, when the general faculty were preparing to vote on the new statutes, they held a separate vote on college organization, which then informed the structure that was codified in the statutes and that, like the rest of the statutes, was approved by a vote of the general faculty. The college faculty voted that year to approve four schools for West Georgia College: a School of Arts and Sciences, a School of Education, a School of Business, and a School of Graduate Studies. Because these four schools were codified in the statutes, any additions to or revisions of this structure would require a vote of the general faculty and approval of the Board of Regents. For that reason, no president attempted to change this structure unilaterally for the next three decades. But in 1977, President Maurice Townsend did move a department from one school to another, and the result was a faculty intervention that reaffirmed faculty control of college organization.

The issue developed when Townsend, responding to longstanding agitation from faculty in the School of Education who disliked having the Department of Psychology in their school, decided to split the Psychology Department into two departments – a department of educational psychology and a regular department of psychology – and move the latter into the School of Arts and Sciences, while keeping the former in the School of Education. The dean of the School of Arts and Sciences supported the arrangement, but the psychology faculty were livid. The department chair, Mike Arons, took his case to the campus AAUP chapter. He realized that not all faculty liked the Department of Psychology, whose humanistic wing had a reputation for avant-garde research that more conservative members of the faculty distrusted. But this was a principle of faculty governance, he said. The faculty had to act if they did not want to allow the president to continue dividing and relocating academic departments.

Perhaps because the Department of Psychology had a number of enemies among certain segments of the faculty – and perhaps because the School of Education (or at least its dean) was strongly in favor of having the Department of Psychology moved out of the school – the AAUP members did not want to take the case, but the president of the AAUP privately approached President Townsend and encouraged him to take the matter to the faculty senate. Townsend complied. He asked the faculty senate to vote in November on moving the Department of Psychology, and the faculty senate endorsed the move. So did the AAUP. The School of Arts and Sciences welcomed its new addition. But then Townsend surprised at least some faculty (although the Psychology Department had suspected this was coming) by leaving behind a new Department of Educational Psychology in the School of Education – a split that the faculty

senate had not voted on. The faculty circulated a petition to force the president to convene a general faculty meeting to explain his actions. “Have the recent expressions of turmoil, discontent, and distress on the part of faculty members and students on the campus caused you to question the appropriateness of your actions with regard to procedure in this matter?” they asked. “Do you consider yourself to have absolute power over decision-making in this institution, going to faculty only after you have carefully couched your requests in ways that will legitimize your decision-making while limiting their participation in decision-making?” They wanted to know “whether, and if so, how, the General Faculty will be involved in any other reorganization plans being contemplated.” Townsend’s responses probably did not satisfy many members of the faculty, because he did not promise a greater role for faculty in future “reorganization plans.” Instead, he depicted the move of the Psychology Department as an isolated case that was prompted by longstanding problems. “When a department fulfills its function, regardless of its size, there is no need to reorganize,” he told the faculty. There were “no plans afoot” for additional reorganization.<sup>57</sup> Townsend seems to have kept his promise, and the organizational structure of the college remained intact until the presidency of his successor, Beheruz Sethna.

Sethna had ambitions to turn West Georgia College into a state university with new colleges, but he also wanted to respect traditions of faculty governance in doing so. Before Sethna’s arrival, the organization of the various schools on campus was codified in the statutes, which meant that they could not be modified without both a vote of the general faculty and the approval of the BOR. Under Sethna’s administration, the faculty removed the list of schools and organizational divisions from the statutes and instead adopted this statement that would give the president more flexibility in reorganizing or creating new colleges or schools: “The President, in consultation with the Faculty Senate and other representatives of the University community, shall determine the divisional organizational structure necessary for the orderly, effective, and efficient administration of the University’s affairs. The heads of the divisions shall recommend for the President’s approval, the organizational structures that pertain to their divisions. Appointments shall be annual at the beginning of the fiscal year, and the University community shall be informed in writing at that time of the organizational structure and the incumbents of all positions at two levels below that of the President. If any changes are made during the year, the President shall notify in a timely manner the University community in writing of any appointments, removals, or resignations.” The general faculty adopted this clause unanimously on May 29, 1995, and it was added to the newly created *Organizational Policies and Procedures* the next year.<sup>58</sup>

Although the surviving documentation from the general faculty and faculty senate meetings from 1995-96 do not suggest the context for this clause’s origin, Sethna, in a personal email to me, told me that, although his memory of the particulars was a little fuzzy, he believed that he

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<sup>57</sup> Memo from the Department of Psychology to general faculty, 28 November 1977, folder 1, box 4, Faculty Meeting Minutes; Handwritten notes from WCG AAUP meeting, 18 November 1977, folder 3, box 3, AAUP Records; Mike Arons to John J. Pershing, 7 November 1977, folder 3, box 3, AAUP Records; Myrtle Morgan, “Psych Department Relocated,” *West Georgian*, 11 November 1977, folder 3, box 3, AAUP Records; [Psychology Department?], Possible questions to raise at special meeting of the General Faculty, 29 November 1977, folder 3, box 3, AAUP Records; Psychology Department to members of general faculty, 19 November 1977, folder 3, box 3, AAUP Records; Maurice K. Townsend to general faculty, 22 November 1977, folder 3, box 3, AAUP Records; Marlon Weaver, “Psych Relocation Discussed in President-Faculty Meeting,” *West Georgian*, 2 December 1977, folder 3, box 3, AAUP Records.

<sup>58</sup> Beheruz N. Sethna to general faculty, 30 September 1996, folder 15, box 289, Sethna Papers; *Organizational Policies and Procedures* manual, September 1996, folder 15, box 289, Sethna Papers.

had written this statement and submitted it to the general faculty for a vote in order to simultaneously bring the college into compliance with BOR policy (which states that “Presidents are authorized to develop the organizational structure required to effectively manage their institution”) and protect faculty governance rights – a concern that he credited Don Wagner and Anne Richards, two longstanding faculty advocates of shared governance, with helping him develop.<sup>59</sup> The requirement that the president consult with the faculty senate before changing the organizational structure of the colleges was a faculty protection that went beyond the minimum requirements of the BOR, yet Sethna viewed it as fully in keeping with BOR policy, though applied in a way that respected West Georgia’s longstanding tradition of faculty governance.

No one – neither the faculty senate, the AAUP, or the general faculty – expressed any concern about this clause at the time, probably because it represented a model of shared governance that they could all endorse while also promoting organizational efficiency. Though the general faculty lost the power to directly oversee the creation or revision of colleges and schools on campus, they retained the power to advise the president on this creation or revision through the faculty senate, because the president could not change college organization without consulting with the senate. Ironically, Sethna violated this rule himself with the breakup of the College of Arts and Sciences in 2010 – though even then, when faced with strong opposition from the faculty, he did give faculty substantial decision-making power in their colleges’ organization.

In 2008, two years before the breakup of the College of Arts and Sciences, Sethna oversaw the creation of a new school that was entirely faculty-driven and that therefore met with no objection from faculty. The Department of Nursing in the College of Arts and Sciences wanted to form their own school, and the interim dean was supportive of the move. An ad hoc faculty Committee on the Structure of the College of Arts and Sciences, which was appointed by the provost and chaired by a member of the provost’s office, voted unanimously in April 2008 to recommend that the nursing faculty be allowed to form their own school.<sup>60</sup> Although this proposal may never have reached the faculty senate for a vote – as the *Organizational Policies and Procedures* stipulated – it nevertheless received unanimous approval through a formal vote in a faculty committee, and it was faculty-initiated, with support from all parties affected by the action. It was thus a successful model of how to create a school using faculty governance – with the only omission being an official vote of the faculty senate to ratify the suggestion.

Sethna’s decision to break up the College of Arts and Sciences (COAS) into three separate colleges did not follow this model. When he announced the decision at the end of May 2010, immediately after he and the provost removed a popular COAS dean who had the support of his faculty, COAS faculty were shocked and outraged. The decision was effective immediately; the president ordered faculty to begin work on the reorganization plan, and he said that he was not open to allowing COAS to remain as an intact single college. Not surprisingly, some COAS faculty publicly questioned Sethna’s commitment to shared governance.<sup>61</sup>

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<sup>59</sup> Beheruz Sethna, email to author, 21 March 2021.

<sup>60</sup> Patricia Riley and David Zarefsky, Consultants’ Report to the Vice President for Academic Affairs, UWG, 3 March 2008, folder 7, box 11, AAUP Records; Record of the votes of the Ad Hoc (Committee on the Structure of the College of Arts and Sciences, 11 April 2008, folder 7, box 11, AAUP Records.

<sup>61</sup> Faculty emails responding to organizational changes and breakup of COAS, June 2010, folder 7, box 11, AAUP Records; Notes of meetings of COAS faculty with President Beheruz Sethna and Provost Sandra Stone to discuss breakup of COAS, 1 and 3 June 2010, folder 7, box 11, AAUP Records.

Despite this inauspicious start, Sethna allowed faculty to take the lead in the reorganization of the College of Arts and Sciences. At the faculty's request, he held two open meetings with COAS faculty at the beginning of June, about a week after he announced the imminent breakup of the college. He and VPAA Sandra Stone released a document at the end of May stating that all departments in COAS would be able to choose which college they wanted to be part of. The COAS Reorganization Task Force (a faculty ad hoc committee) finalized the organization of each college and recommended new organizational schemes that had not been part of Sethna's original plan, such as the creation of a multi-department School of the Arts within a larger College of Arts and Humanities. So, even though the initial decision to convert COAS into three separate colleges was not initiated by the faculty and was never approved by the faculty senate – and thus probably violated the stipulation of the *Organizational Policies and Procedures* – all other aspects of the new college organization were faculty-initiated. Sethna and Stone even solicited nominations from the faculty for interim deans, who were chosen internally.<sup>62</sup> And in the end, no department chairs were removed – which meant that faculty in every COAS department were given the opportunity to select their own chairs, in accordance with the principles of AAUP's Statement on Shared Governance.

None of this was the case with President Brendan Kelly's college reorganization in May 2020. At that time, Kelly, who had been in office for only two months, announced a cost-saving measure to meet the immediate demands of an emergency 14 percent cut in state funding (later reduced to 11 percent): the College of Arts and Humanities, the College of Sciences and Math, and the College of Social Sciences would be combined into a new College of Arts, Culture, and Scientific Inquiry (CACSI), minus a number of math and English faculty who would join a new Department of General Education in University College. In addition, all departments in those three colleges would be combined into four massive departments, with chairs that the departmental faculty were never given an opportunity to select or confirm themselves. And two weeks later, the provost invited one program (Mass Communications) in one of those new departments to begin the process of applying to become a school. In the interim, while it worked toward becoming a school, it would exist as a freestanding department independent of any college, and reporting directly to the provost.<sup>63</sup> The faculty senate was not consulted on this matter either.

As a result of this reorganization, 55 percent of the full-time faculty at the University of West Georgia (all of the members of CACSI plus the faculty in University of College, who collectively account for 276 of the university's 499 full-time faculty) are currently working under chairs that they did not select, and they have been given no promise of ever being able to elect their own chairs. The AAUP's Statement on Shared Governance says: "The chair or head of a department, who serves as the chief representative of the department within an institution, should be selected either by departmental election or by appointment following consultation with members of the department and of related departments; appointments should normally be in conformity with department members' judgment."<sup>64</sup> Traditionally, faculty at UWG have had a say in the selection of their department chair, but that is no longer the case. They had no say in how their departments were reorganized, split up, or combined with other programs. And

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<sup>62</sup> Sandra Stone and Beheruz Sethna, "Changing Structures for Changing Times," [May 2010], folder 8, box 11, AAUP Records.

<sup>63</sup> David Jenks, email to all UWG employees, 29 May 2020; David Jenks to Academic Affairs list, 8 June 2020; David Jenks to Bradford Yates, 9 June 2020.

<sup>64</sup> AAUP, Statement on Shared Governance (1966).

instead of outlining a process for the regularization of this process, the administration instead has insisted that the president has full authority over the organization of departments, schools, and colleges, and they have changed policy (without the faculty senate's consultation) to assert this authority for the president, even though this violates policies that were adopted by the general faculty, as well as the AAUP's own guidelines for shared governance. Never before has UWG has a president who has violated these principles to such an extent. Previous reorganization plans under both Townsend and Sethna may not have strictly complied with all of the principles of faculty consultation in college reorganization, but in both cases, the faculty were given a substantial role in the process. This was not the case with any of the college reorganization under Kelly in 2020 and, it appears, it will not be the case in the future, given the policy statement on this matter that the president signed in January of this year.

### **Does the president have the right to bypass the faculty senate when creating policy?**

Procedure 1002 prescribes a process for policy formation that bypasses the general faculty and the faculty senate. Under Procedure 1002, an individual submitting a proposed policy change must submit it to the vice president of the "division for the area from which the proposed Policy has emerged from one of his/her direct reports."<sup>65</sup> The Office of Legal Affairs will then review the policy, and then post it for a fourteen-day comment period. After that, the Office of Legal Affairs will review the comments and incorporate whatever changes it decides are necessary, and the vice president who submitted the policy proposal to the Office of Legal Affairs will then submit the policy to the president's cabinet, who will then make a recommendation to the president. The president will then choose to sign the policy or reject it.

In other words, the cycle of policy formation looks like this:

**Policy initiator → Vice President → Office of Legal Affairs → 14-day public comment period → Office of Legal Affairs → Vice President → President's Cabinet → President.**

When I discussed my concerns about this procedure with the provost and university counsel on March 2, and again with the provost alone on March 8, the university counsel and provost emphasized that Procedure 1002, contrary to my assumptions, pertains only to non-academic policies, and it will not affect the business of the faculty senate. When I asked what clause in Procedure 1002 limits the procedure to non-academic policies, the university counsel responded that this is implied in the definition of "university policy" given on p. 1 of the procedure: "Has broad application throughout the University and is intended to govern the actions of a majority of employees, faculty, students, contractors, and / or visitors." Academic policies, it was assumed, were narrower in scope and would not fall under that definition. I then asked why, if this pertained only to non-academic policies, Procedure 1002 has replaced the earlier procedures (1.2.1 and 1.3.1) implemented under Kyle Marrero that clearly differentiated between academic and non-academic policies and explicitly protected the faculty senate's role in passing those policies. The provost said that other policies at the university (e.g., the university statutes and, above all, BOR policy 3.2.3) protect the role of the faculty senate in enacting academic policy, and there is therefore no need for this to be reiterated in Procedure 1002 or any other procedure. The university counsel said that if the faculty senate wanted to, it could propose its own procedure outlining the faculty senate's role in academic policy creation, but that this was

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<sup>65</sup> UWG Procedure 1002, 20 January 2021, [https://www.westga.edu/administration/policy/assets/docs/UWG1002\\_PolicyAndProcedure\\_20210120.pdf](https://www.westga.edu/administration/policy/assets/docs/UWG1002_PolicyAndProcedure_20210120.pdf).

probably unnecessary. When I resumed this discussion with the provost on March 8 (without the university counsel present), I asked him whether the faculty senate could create policies in the way that it always had. The provost said that it could. If the faculty senate proposed a policy that would be applicable beyond the faculty, the proposal would need to be posted for a 14-day public comment period to give all those affected by the policy an opportunity to comment on it, but the faculty senate would not have to send the policy proposal to the appropriate vice president (i.e., the provost) before passing it and sending it to the president. I asked him if this exception to the normal process specified in Procedure 1002 was codified anywhere, and he admitted that it was not codified in the policy, but he said that he intended to follow the practice that had always been used for faculty senate business – that is, the practice of resolutions from the senate going directly to the president and becoming policy after the president signs it. The only exception to that normal practice in the future would be that when the faculty senate passed a policy that was intended to be posted on the university’s policy website and that applied to parties other than faculty, it would have to go through a public comment period. This would give all parties who might be potentially affected by the policy an opportunity to comment on it.

Procedure 1002, the provost therefore concluded, was nothing for faculty to be alarmed about. The business of the faculty senate could proceed in its normal fashion, and faculty would be barely affected by the new processes described in Procedure 1002.

Is this the case? Is Procedure 1002 really as innocuous as the provost suggested? I think the answer is that **Procedure 1002 codifies a demotion of the status of the faculty to merely one particular division of the university, with policymaking rights confined to a very narrowly defined sphere of Academic Affairs’ operations, rather than making faculty approval a prerequisite for all policies affecting the university, as was the case at WGC / UWG for decades.**

In the early years of West Georgia College, during the 1930s, all (or nearly all) policies at West Georgia College were created at general faculty meetings and related committees. While that practice languished somewhat during the 1950s and 1960s, the general faculty meetings, along with their associated faculty committees, still played a role in creating or approving a large portion of university policy that was then codified in the faculty and student handbooks. In addition, the Executive Council and the subsequent Advisory Council, which handled a lot of day-to-day policymaking and policy interpretation, included elected faculty members. Then, in 1973, the faculty took policymaking into their own hands in a new way through the creation of a dual system of faculty senate and general faculty meetings. A faculty committee created a revised set of statutes, which the general faculty then voted on. From 1973 on, every revision to the statutes would be subject to a general faculty vote. The statutes were the most important policy document of the university, and they described the responsibilities of the president, vice presidents, and faculty. The faculty senate could propose revisions to the statutes, but the final step of ratification would be a general faculty vote. While the president could veto a vote of the general faculty, the general faculty also had the right to appeal the veto the university chancellor.

In 1996, a faculty committee excerpted the *Organizational Policies and Procedures* from the statutes, and codified a new system for revisions of university policy. The faculty handbook would be revised by the faculty senate. A general faculty vote would be required for any revisions to the *Organizational Policies and Procedures*. Revisions to the statutes would require both a general faculty vote and the approval of the Board of Regents. In this three-tiered system of university policy – with one document that pertained only to the faculty under the purview of the faculty system and two documents that outlined university policy as a whole under the

control of the general faculty (with the foundational document also requiring approval by the Board of Regents) – the faculty remained the guardians of university policy. The president was given a substantial role in the process, since a presidential veto could block both faculty senate and general faculty actions (though the general faculty had the right to appeal the veto to the chancellor if they wished). The statutes also gave the president the right to be the final interpreter of the meaning of the statutes. The president thus was given both a judicial role in interpreting policy and an executive role in executing it. But the legislative role of the faculty in creating and approving policy was preserved.

In 2016, the Marrero administration, at the initiative of university counsel Jane Simpson, revised this procedure somewhat. While explicitly acknowledging the authority of the *Organizational Policies and Procedures* – which pertained mainly to academic policy - Procedures 1.2.1 and 1.3.1 created a new system for non-academic policies. Non-academic policies (which were defined as “policies that do not concern matters governed by the Faculty Senate”) would go through a university policy task force (which I think had some faculty representation through the Faculty Senate Rules Committee, but consisted mainly of non-faculty) and be subject to a 14-day public comment period. Academic policies would be generated by faculty senate committees and go through the faculty senate directly to the president.<sup>66</sup>

Procedures 1.2.1 and 1.3.1 may have represented a more significant shift in faculty governance rights at UWG than most faculty realized at the time, because (perhaps unintentionally) they largely ended the decades-long practice of general faculty votes on policies and procedures that had been in existence since 1973 and that had existed in an earlier form since 1933. Although the Procedure 1.3.1 recognized the *Organizational Policies and Procedures* as authoritative, new policies would instead be posted on the university policy website and would go through a new process that separated non-academic from academic policies. Academic policies would be governed by the faculty senate, whereas non-academic policies would be out of faculty hands almost entirely (except insofar as faculty wished to comment on a policy during the 14-day comment period). And at no point would the entire general faculty vote on a policy. This represented a change from the vision that both the faculty and President Ward Pafford had outlined in 1973. As Pafford’s diagram from 1973 had suggested, not only would the faculty senate send policy recommendations from the faculty directly to the president but it would also have the option to codify or weigh in on policy recommendations coming from the Administrative Council and Planning Council, which were committees composed jointly of faculty and administrators and that coordinated policy recommendations coming from administrative heads. Both the faculty and the president seemed to assume in 1973 that all policy matters, from every division on campus, could potentially concern the faculty, because the faculty were central to the success of the university’s mission in a way that no other entity on campus was. Thus, in Pafford’s diagram, the Director of Fiscal Affairs (the predecessor of the VP of Finance), for instance, did not have a special policymaking channel to the president that bypassed the faculty senate, because Pafford recognized that policy recommendations from administrators might need to be filtered through the recommendations from the faculty senate, as shown below:

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<sup>66</sup> UWG Procedure 1.2.1, 15 May 2016,

<https://www.westga.edu/administration/policy/assets/docs/UWGProcedure1.2.1FormattingPoliciesandProceduresigned6.23.16.pdf>; UWG Procedure 1.3.1, 13 May 2016,

[https://www.westga.edu/administration/policy/assets/docs/revised-policies/UWG\\_Procedure\\_1\\_3\\_1\\_Policy\\_Compliance\\_and\\_Revisions\\_signed\\_6.23.16.pdf](https://www.westga.edu/administration/policy/assets/docs/revised-policies/UWG_Procedure_1_3_1_Policy_Compliance_and_Revisions_signed_6.23.16.pdf).





revision to the university statutes in 2000 and approved by the BOR.<sup>68</sup> The original idea behind this was that staff could use their own organization to recommend policies that would affect their divisions. But this never happened to the degree that the faculty had hoped, because Procedures 1.2.1 and 1.3.1 bypassed the Staff Advisory Council entirely in policy creation.

Procedure 1002 takes these trends a step further. It no longer assigns the faculty senate any role in university policymaking, other than acknowledging that the faculty senate, like any faculty member or employee on campus, can propose a policy. By saying that academic policy does not fall under the definition of university policy, the university counsel implied that academic policy is simply divisional policy – that is, the policy of a single division that is subordinate to university policy as a whole. This may be true of much of what is in the faculty handbook, but it is not true of either the statutes or the *Organizational Policies and Procedures*. Those documents have always described the functioning of the university as a whole (including the president and the vice presidents), and they have always been considered binding, universal policy. They have also always been the purview of the general faculty. Now that is no longer the case. With Procedure 1002, the university counsel and the president have taken university policy out of the hands of the faculty entirely.

Procedure 1002 also makes policymaking almost entirely a function of the university vice presidents, the Office of Legal Affairs, and the president. Under this policy, all university policy proposals must go through a vice president and then to the Office of Legal Affairs. Then, after a public comment period and another round of vetting by the Office of Legal Affairs, policy proposals go to the president's cabinet, which acts as the final advisory body before the president signs the policy.

Who is in the president's cabinet? As this membership list (which I obtained from the provost's office) shows, the cabinet consists entirely of administrators – mostly vice presidents, associate vice presidents, assistant vice presidents, and directors:

Jon Preston (Provost and VPAA)

Cathi Jenks (Associate Vice President of Institutional Effectiveness and Assessment)

David Jenks (Vice Provost)

Jill Drake (Associate VP for Academic Affairs)

Annemarie Eades (VP of Administrative Services and COO)

Dale Driver (Assistant VP and Chief Information Officer)

Brendan Bowen (Associate VP for Campus Planning and Facilities)

Terri Walthour (Director of Human Resources)

John Haven (VP for Business and Financial Services)

Mark Reeves (Senior Associate Vice President of Auxiliary Services)

Russell Crutchfield (Associate Vice President and Chief of Staff)

Kristi Carman (University General Counsel)

Ron Richards (Director of Internal Audit)

Andre Fortune (VP for Student Affairs and Enrollment Management)

Jennifer Jordan (Associate VP for Student Affairs and Enrollment Management)

Justin Barlow (Associate VP for Student Affairs and Enrollment Management)

Meredith Brunen (VP for University Advancement and CEO of UWG Foundations)

Nicole Fannin (Executive Director of Development)

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<sup>68</sup> Beheruz Sethna, email to Clois Reese, 13 March 2000, Folder 15: "Statutes, 1996-2003," box 289, Beheruz N. Sethna Papers.

Brandy Barker (Executive Director of Creative Services)

There are no non-administrative faculty in the president's cabinet. Furthermore, only four (21 percent) of the nineteen cabinet members come from Academic Affairs. What's also striking about this list is that nearly half of the people on this list were not at UWG five years ago, which means that their institutional memory is relatively short. Not only have the general faculty been excluded from policy review but the entity that has replaced the faculty consists mostly of people outside of Academic Affairs and also mostly of people with a relatively short institutional memory – and therefore, little knowledge of the long history of shared governance at UWG.

**How does the president's view of shared governance contrast with the historic norms at UWG? What should the faculty senate do in response?**

The president and the provost have repeatedly reaffirmed the role of the faculty and faculty senate in creating and reviewing curriculum. And, in an echo of USG BOR policy, they have affirmed the right of the faculty senate to make rules governing itself and its own committees. But they have not suggested that the faculty senate's policy role goes substantially beyond these areas.

The president seems to view Academic Affairs as merely one division among several at the university, and perhaps not the most consequential. And within that division, the faculty play a relatively small role in suggesting policy. The university counsel has insisted that the faculty cannot regulate the president in any way. And the president's refusal to comply with the Faculty Senate By-Laws on the two occasions when faculty senators have requested a special meeting of the faculty senate shows that the president seems to hold that view himself.

With the passage of Procedure 1002 and the expected imminent demise of the *Organizational Policies and Procedures*, the general faculty now have no role in creating or approving university policy beyond individual faculty members (like all employees of the university and other members of the university community) being able to comment on policy drafts during the fourteen-day window for public comments. The faculty senate's role in policymaking is likewise restricted. While it can presumably continue to edit the faculty handbook, it no longer has a direct voice in recommending general university policy to the president, as it did in the past.

The faculty senate can serve as a policy advisory body to the president only when the president is willing to listen to the faculty senate. For that to happen effectively, as the AAUP Statement on Shared Governance (1966) declared, "the president should have the confidence of the board and the faculty." When that is not the case, it becomes very difficult for the faculty senate to function in any meaningful way beyond simply approving curriculum changes and making rules for its internal governance – some of the few functions that still remain for the senate under our current administration.

Whether the faculty senate can even shape tenure and promotion guidelines – which have been the purview of the general faculty or the faculty senate since the early 1970s – is now an open question, I think. This semester, when the faculty senate's Faculty Development Committee began working on a COVID-related promotion and tenure extension policy, the provost stated that his office would craft the policy, and although he solicited suggestions from the faculty senate and incorporated some of these suggestions in the policy draft, the policy was

never brought to the faculty senate for a vote, but was instead issued solely in the name of the president. The 2021 Optional Extension Policy on Faculty Professional Review declared, “President Kelly exercised his authority to extend timelines for professional review of faculty by one year.”<sup>69</sup> I applaud the policy, but am troubled by the precedent that the provost and president’s decision not to allow the faculty senate to formally recommend this policy through a senate vote will create for future revisions in promotion and tenure policies.

Similarly, the administration has recently begun reshaping the policy regarding research leaves – an area that the AAUP’s Statement on Shared Governance (1966) suggests should be under faculty purview, and which the faculty senate has always helped to shape through statements in the faculty handbook. On February 22, the provost stated in an email to members of the provost’s council: “Regarding Leave of Absence requests, per UWG Faculty Handbook section 112 and USG Policy 8.2.7.4, these requests remain an option for tenured faculty. Across the USG, these are most often granted for exceptional cases where off-campus or other unique research activities support the strategic goals of the university in promoting scholarly work and encouraging professional development. Given the option for flexible workloads within colleges/schools wherein Deans may grant workload emphasis on research, scholarship, and creative activities (RSCA) while ensuring the needs of teaching, it is appropriate for department chairs and deans to work with faculty on how their proposed RSCA may fit into a flexible workload on an annual basis. This also allows for RSCA workload that is scalable appropriate to the proposed work. I will be discussing this at the next Deans Council meeting, and more details will follow from the Deans thereafter.” With this declaration, the provost has suggested that research leaves, which the AAUP successfully lobbied for at this university a half-century ago and in the recent past were commonly given, may now be granted only in “exceptional cases.” Faculty at UWG understand that budget restrictions may limit the number of research leaves that can be granted – a reality that the faculty handbook acknowledges. However, if faculty are not given any role in shaping the process for evaluation of research leave requests, the university’s approach to this issue is at odds with the one that the AAUP’s Statement on Shared Governance suggests – and at odds with historic norms at this university.

What can the faculty senate or the general faculty do in response to the loss of the faculty’s role in the shared governance process? There are no easy answers here, because the institutional protections for faculty participation in the governance of the university depend largely on the willingness of a president and administration to endorse and uphold those protections. Previous presidents at this institution have occasionally come into conflict with faculty over interpretations of those protections, but I have found no evidence that any of them knowingly violated a faculty senate by-law and then subsequently refused to negotiate with faculty in any way. We are in an unprecedented situation at UWG. Many of the shared governance rights that faculty have traditionally enjoyed have already disappeared, and others are under imminent threat of being eroded.

If faculty lose their opportunity to shape university policy, the educational mission – and, by extension, the students – at the University of West Georgia will suffer, because faculty governance at UWG has always been primarily centered on the institution’s mission of educating and shaping the student experience. It has always been based on the premise that the faculty who engage with students inside and outside of the classroom and provide the education that is the central mission of the university have a unique role to play in working with the administration to

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<sup>69</sup> Optional Extension Policy on Faculty Professional Review, 2021, distributed by email to UWG faculty on 22 February 2021.

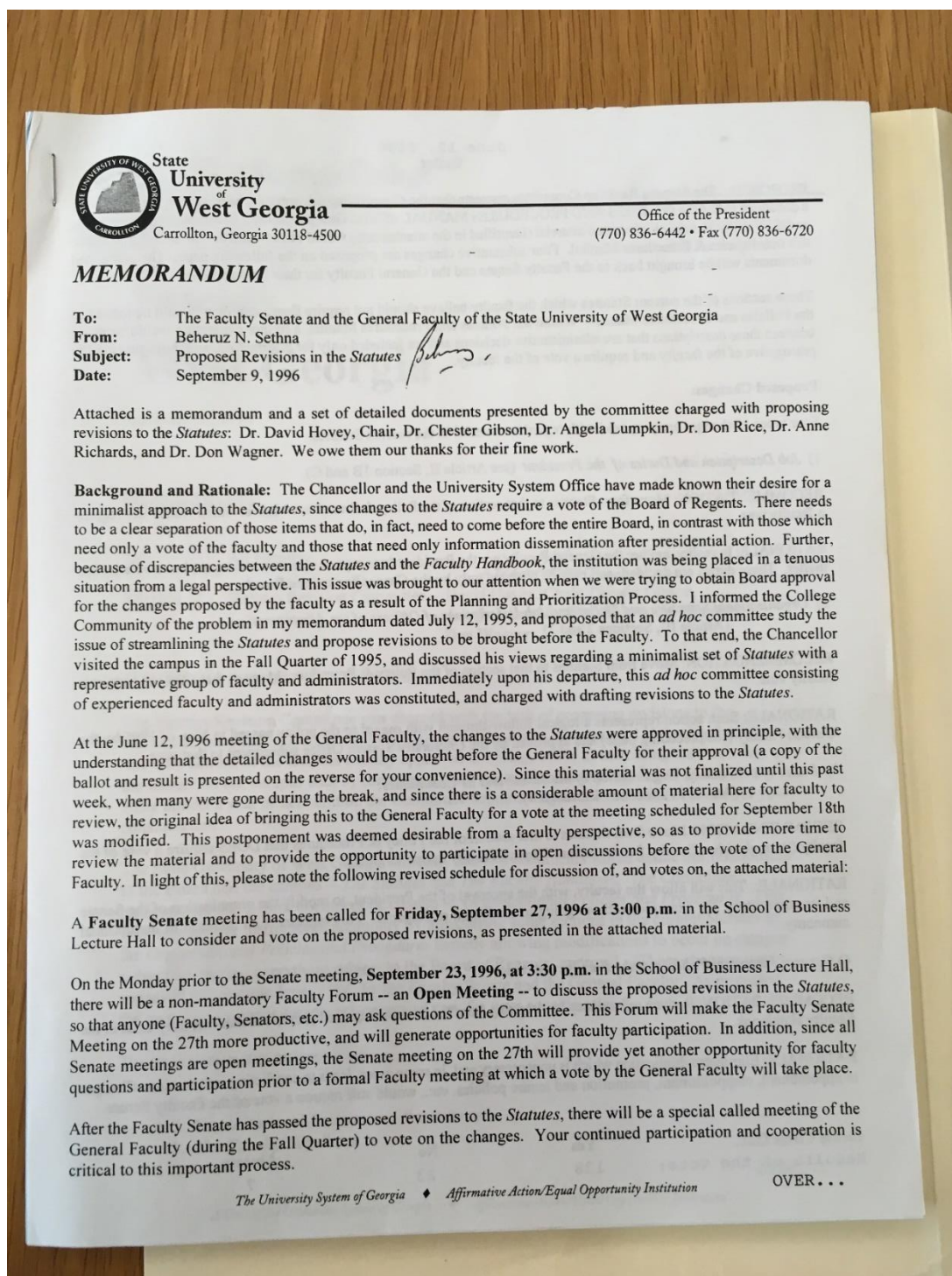
shape the university's future direction. If that opportunity is lost, the university's historic mission will in some sense be lost as well.

Faculty participation in shared governance is a lot of work. It requires faculty to be willing to engage in the time-consuming, difficult tasks of committee work that is often unrewarding. But generations of faculty at UWG have dedicated countless hours of their time to this task because of their belief that the policies they shape and create will improve students' educational experiences and make the university more successful in its educational mission. Their strong advocacy of shared governance has stemmed from their dedication to the long-term well-being of the University of West Georgia and especially its students.

For forty-eight years, faculty who have participated in the faculty senate have enjoyed the benefits of a decades-long quest during the 1930s, the 1960s, and the early 1970s to make faculty governance central to the policymaking process at this institution. Because of the rights and responsibilities that West Georgia faculty won during that period, new generations of West Georgia faculty have been able to continue to shape the growth of the university, advocate for (and consult with) students, and do whatever they can to ensure that students will have the best educational experience possible. If we want to preserve this opportunity for the next generation, we cannot allow West Georgia's historic tradition of shared governance to be radically reshaped and eradicated.

## Appendix

Documents showing the origins of the *Organizational Policies and Procedures* (1996):



June 12, 1996  
Ballot

PROPOSED: The Statutes Revision Committee requests that the General Faculty approve, in principle, the creation of a document called the POLICIES AND PROCEDURES MANUAL of West Georgia College, to complement the current Statutes and the Faculty Handbook. Selected material (identified in the attachments) would be moved from the Statutes to create this new Policies & Procedures Manual. Four substantive changes are proposed on the following page. The completed documents will be brought back to the Faculty Senate and the General Faculty for their final approval.

Those sections of the current Statutes which the faculty believe should not require Board approval would be moved to the Policies and Procedures Manual. Within the Policies and Procedures Manual, a further distinction would be made between those descriptions that are administrative decisions and are included only for information, and those that are the prerogative of the faculty and require a vote of the faculty.

**Proposed Changes:**

Four types of changes are proposed with regard to material in the current Statutes:

- 1) *Job Description and Duties of the President* (see Article II, Section 1B and C).

RECOMMENDATION: Move from Statutes to that section of the Policy & Procedures Manual which would not require a faculty vote.

RATIONALE: In reality, neither the General Faculty nor the President (nor anyone else on our campus) has a vote on this matter. These duties are decided, and may be changed only by the Chancellor and the Board.

- 2) *Organizational Structure and Job Descriptions of Officers of the Administration*  
(Article III, Sections 2 and 3)

RECOMMENDATION: Move from Statutes to that section of the Policy & Procedures Manual that does not require a faculty vote.

RATIONALE: Such action represents a logical follow-through with regard to the policy passed in May of 1995 by the General Faculty (see preceding page) and approved by the University System Office subsequent to that vote.

- 3) *Duties of the Faculty, Organization of the Senate and its Committees:*  
(Article IV, Sections 1 through 4)

RECOMMENDATION: Move from Statutes to that section of the Policy & Procedures that DOES require a vote of the faculty (through either Faculty Senate action, General Faculty action, or both).

RATIONALE: This will allow the faculty, with the approval of the President, to modify the organization of the Senate and its committees, for example, without going to the Board of Regents. This represents an increase in institutional autonomy.

- 4) *General Personnel Policies of the Faculty:* (Article V)

RECOMMENDATION: Reduce redundancy by dropping from the Statutes repeated provisions that currently exist in the Faculty Handbook.

RATIONALE: Eliminates duplication which is unnecessary and, in some cases, leads to conflicting information. Changes in appointment, reappointment, promotion and tenure policies, etc., would still require a vote of the Faculty Senate.

Please Circle One:	Yes	No	Abstain
Results of the vote:	138	23	7

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Proposed Revisions to West Georgia College Statutes, 1996

*Statutes*: These define the essential relationship between the State University of West Georgia and the Board of Regents. The provisions contained therein can only be modified by a vote of the General Faculty and must be approved by the Board of Regents. (The provisions referred to as part of the proposed new statutes appear under the column headed "Statutes".)

*Organizational Policies and Procedures*: This contains the material transferred from current Statutes. Modification can be achieved in two ways as reflected on the chart appearing inside the current Statutes in the attached material. First, some sections may be changed by the President through consultation with the appropriate constituencies and after obtaining the approval of the Faculty Senate and the General Faculty. (These sections appear in parentheses under "President" on the chart.)

September 5, 1996

**MEMORANDUM**

TO: All Faculty

FROM: Statutes Revision Committee -- David Hovey, Chair, Chester Gibson, Angela Lumpkin, Don Rice, Anne Richards, Don Wagner

SUBJECT: Revised *Statutes*

The Statutes Revision Committee was charged with the task of revising the *Statutes* of the State University of West Georgia for the triple purpose of: 1) bringing them in line with actions of the General Faculty approved in Spring, 1995; 2) increasing the autonomy of the faculty on our campus and; 3) conforming with the requirements of the Board of Regents. After almost a year of deliberation the Committee submits the attached set of documents for your consideration.

The State University of West Georgia currently has two documents which define our relationship to the Board and the campus -- *The Statutes* and *The Faculty Handbook*. The Committee recommends that a third document be created -- *Organizational Policies and Procedures*. This will increase our institutional autonomy by transferring some sections in the current *Statutes* to the *Organizational Policies and Procedures* thereby allowing modifications to occur on campus rather than having everything subject to the Board of Regents' approval. (These changes were approved in principle June, 1996, by the Faculty Senate and the General Faculty. As promised the specific recommendations are presented now for your consideration.)

The three documents proposed are:

- 1. *Statutes*
- 2. *Organizational Policies and Procedures*
- 3. *The Faculty Handbook*

*STATUTES:* These define the essential relationship between the State University of West Georgia and the Board of Regents. The provisions contained in them can only be modified by a vote of the General Faculty and then must be sent for approval by the Board of Regents. (The provisions retained as part of the proposed new statutes appear under the column labeled "Statutes".)

*ORGANIZATIONAL POLICIES AND PROCEDURES:* This contains the material transferred from current *Statutes*. Modification can be achieved in two ways as reflected on the chart appearing beside the current *Statutes* in the attached material. First, some sections may be changed by the President through consultation with the appropriate constituencies and after informing the campus community in writing and in a timely manner. (These sections appear in the column labeled "President" on the chart.)

Second, some provisions transferred from the current *Statutes* may be modified only by a vote of the General Faculty. (These appear under the column labeled "General Faculty".)

*THE FACULTY HANDBOOK:* No changes were made to this document. In instances where there was duplication in the previous two documents the material in the *Faculty Handbook* was retained. Unless specifically required by institutional or system-wide regulations, modification of *Handbook* provisions are by actions taken by the Faculty Senate and approved by the President. (Material not retained in the current *Statutes* or the *Organizational Policies and Procedures* due to duplication is identified under the column labeled "*Faculty Handbook*".)

The process is not complete. The *Organizational Policies and Procedures* is particularly susceptible to word or title errors since we did not want to confuse the issues by making changes in job descriptions, titles, etc., which we know need to conform with organizational changes already approved by the faculty last year. If you see mistakes please bear with us; another committee will be formed to update all the material in this document. The important thing is that we will be able to make changes on campus without waiting for Board approval.

Thanks for reading through this rather lengthy memo. This material will be discussed in a Senate meeting on Friday, September 27, 1996, and in an open forum on Monday, September 23, 1996, at 3:30 p.m. Both meetings will be in the School of Business Lecture Hall. Please let us or your Senators know of any concerns you might have.

A General Faculty meeting will be called after the Senate completes its deliberations on these documents. We need your presence to make our *Statutes* conform to Regents' requirements and our own votes last year. Please make every effort to attend this extraordinarily important meeting. Your participation is critical to our continued progress.

DHH:at



# **Addendum V**

## A PROPOSAL TO THE FACULTY SENATE TO CONTINUE THE ENGAGE WEST SURVEY

### 1) Rationale for continuing the Engage West Survey

The Engage West Survey has been used by departments, colleges, and the previous administration:

- to establish metrics to assess the level of engagement of employees,
- to continue gauging the relative success of initiatives derived from the Engage West measures.

The purpose of the proposal is to ask the Faculty Senate to approve and sponsor conducting the Engage West survey with the UWG faculty so that initiatives and corresponding metrics can continue.

### 2) The process

The survey will be conducted by a group of faculty volunteers (see below) upon approval of the Faculty Senate and agreement from the University President. The existing survey questions have already been established and will continue to be used (see appendix A). The questionnaire will be distributed through the Qualtrics platform to all represented faculty members. Each faculty member will receive a unique link to the survey. Because we will employ neither the Research Center, the Studer Group, nor any other outside resources, the only cost to the Faculty Senate will be the time and efforts of the committee and the dissemination of the findings by each Senator.

It is important to manage expectations. Because of the lack of resources, the level of detail that was delivered in the past will not be replicated. Moreover, as this is sponsored by the Faculty Senate, this iteration of the Engage West Survey will only target existing faculty members who are represented by this body. The survey will only measure at the department chair, dean, provost and president levels.

Another issue to address is data security. All previous Engage West surveys have been confidential and anonymous. We plan for that to remain the case. However, since we do not have a third party to remove identifying information from the individual responses, the Faculty Senate will need to rely on the committee chair to immediately remove such information and to maintain the anonymity and confidentiality of each respondent.

### 3) The timeline

As the questionnaire is already written, the only requirements for the launch of the survey is loading the questions into the Qualtrics platform, obtaining an accurate email

list of all faculty members, and ensuring an accurate list of all department chairs and deans. As such, the survey should be ready to launch two weeks after Senate approval and immediately after the president's approval, whichever is later. The survey will be in the field for two weeks from its initial launch.

Because we plan to calculate individual results for each department chair, dean, the provost and president, one month will be necessary to perform the data analysis. Additionally, an additional two weeks are needed to write the final report and/or the final presentation for the Faculty Senate.

Assuming presidential approval by May 1, the questionnaire will be launched on May 3 and closed on May 17. The data analysis should be completed by June 14 and the final report/presentation should be ready by July 1.

#### 4) Presenting the results

The hope is to present the top level results to the Faculty Senate sometime over the summer after July 1. Additionally, since the study would be sponsored by the Faculty Senate, each Senator will be responsible for sharing the results with their respective departments and colleges.

#### 5) A call for committee

To fairly represent all faculty, an ad hoc committee is needed with a representative Faculty Senator (the volunteers mentioned previously) from each college. Preferably members who are either comfortable helping with the data analysis or those who can assist in preparing the final presentation/written report. Additionally, each college representative would be responsible for confirming that each department is captured in the survey and to present the results to their respective colleges. The questions in the survey will remain the same, so no action will be required to construct a new survey instrument.

## Appendix A: Complete Question Wording (2018 version)

(all names and titles will be updated for 2020 version)

### Engagement

<u>Question</u>	<u>Full Question Wording</u>
Question 1	My job meets my expectations.
Question 2	The amount of work I am asked to do is reasonable.
Question 3	I feel a sense of pride when I tell people where I work.
Question 4	I feel my efforts count.
Question 5	I believe I have a career with this institution.
Question 6	The University invests in my individual development.
Question 7	I have a clear understanding of what is expected of me in my work.
Question 8	I receive the support needed to accomplish my work objectives.
Question 9	I am given credit for my contributions and achievements.
Question 10	I am provided with adequate funding for my professional development.
Question 11	I recommend this University as a good place to work.

### President

<u>Question</u>	<u>Full Question Wording</u>
Question 12	I think highly of Kyle Marrero.
Question 13	Kyle Marrero is sincere in wanting to know how I feel.
Question 14	Kyle Marrero, I am confident UWG will be successful.
Question 15	Kyle Marrero communicates openly on University issues.
Question 16	Kyle Marrero is transparent when making decisions.
Question 17	Kyle Marrero is helping to move UWG in a positive direction.

### Provost

<u>Question</u>	<u>Full Question Wording</u>
Question 18	I think highly of (Senior Leader).
Question 19	(Senior Leader) is sincere in wanting to know how I feel.
Question 20	With (Senior Leader), I am confident UWG will be successful.
Question 21	(Senior Leader) communicates openly on University issues.
Question 22	(Senior Leader) is transparent when making decisions.
Question 23	(Senior Leader) is helping to move UWG in a positive direction.

### College Dean

<u>Question</u>	<u>Full Question Wording</u>
Question 24	I think highly of (Institutional Leader).
Question 25	(Institutional Leader) is sincere in wanting to know how I feel.
Question 26	With (Institutional Leader), I am confident UWG will be successful.
Question 27	(Institutional Leader) communicates openly on University issues.
Question 28	(Institutional Leader) is transparent when making decisions.
Question 29	(Institutional Leader) is helping to move UWG in a positive direction.

### Department Chair

<u>Question</u>	<u>Full Question Wording</u>
Question 30	I think highly of (Department Leader).
Question 31	(Department Leader) is sincere in wanting to know how I feel.
Question 32	With (Department Leader), I am confident UWG will be successful.
Question 33	(Department Leader) communicates openly on University issues.
Question 34	(Department Leader) is transparent when making decisions.
Question 35	(Department Leader) is helping to move UWG in a positive direction.

(removed questions 36-45 related to immediate supervisor – these questions are not pertinent to faculty and this iteration of Engage West)

## **Communication**

<u>Question</u>	<u>Full Question Wording</u>
Question 45	I find the University website helpful in keeping up with the latest developments.
Question 46	I am kept informed on matters that affect UWG.
Question 47	The right information gets to the right people at the right time.
Question 48	Open and honest communication is encouraged at UWG.

## **Climate**

<u>Question</u>	<u>Full Question Wording</u>
Question 49	Faculty are treated fairly at UWG.
Question 50	Staff are treated fairly at UWG.
Question 51	Employees here are treated better than employees at other academic institutions.
Question 52	This is a comfortable environment in which to work.
Question 53	The University is consistent in handling issues for all employees.
Question 54	Policies are applied fairly to all faculty and staff.
Question 55	In my workplace, I believe people are generally treated fairly, without favoritism.
Question 56	Discrimination is NOT tolerated at UWG.
Question 57	UWG is effective at retaining valuable people.
Question 58	In general, employees in this University take initiative to help others when the need arises.

## **Pay**

<u>Question</u>	<u>Full Question Wording</u>
Question 59	My pay is fair when compared with similar colleagues in similar organizations.
Question 60	My pay is fair when compared to my colleagues here at UWG with similar responsibilities.
Question 61	My pay keeps pace with the cost of living.
Question 62	I am paid adequately for the level of work I do.
Question 63	Leadership around campus is working to improve my pay.

## **Benefits**

<u>Question</u>	<u>Full Question Wording</u>
Question 64	Benefits at UWG are comparable to those provided by other academic institutions.
Question 65	I understand my benefits plan.
Question 66	Benefits can be selected to meet individual needs.
Question 67	I know where to go if I have questions about my benefits plan.
Question 68	Leadership around campus is working to improve my benefits plan.

## **Work-Life Balance**

<u>Question</u>	<u>Full Question Wording</u>
Question 69	I feel supported in my attempt to balance work and personal life.
Question 70	Staffing levels in my department are appropriate for the workload.
Question 71	I find I am able to balance my home and work life effectively.

## **Mission & Goals: University**

<u>Question</u>	<u>Full Question Wording</u>
Question 72	I have a good understanding of the mission and goals of UWG.
Question 73	I am committed to the mission and goals of UWG.
Question 74	I have a clear understanding of the future direction of UWG.
Question 75	I am encouraged by the progress I see at UWG.
Question 76	My work is important to the success of UWG.

**Mission & Goals: Division**Question      Full Question Wording

- Question 77      I have a good understanding of the mission and goals of my (Division).  
Question 78      I am committed to the mission and goals of my (Division).  
Question 79      I have a clear understanding of the future direction of my (Division).  
Question 80      I am encouraged by the progress I see in my (Division).  
Question 81      My work is important to the success of my (Division).

**Mission & Goals: Department**Question      Full Question Wording

- Question 82      I have a good understanding of the mission and goals of my Department.  
Question 83      I am committed to the mission and goals of my Department.  
Question 84      I have a clear understanding of the future direction of my Department.  
Question 85      I am encouraged by the progress I see in my Department.  
Question 86      My work is important to the success of my Department.