

**Approved by Curriculum Committee November 28, 2023**

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**MEMORANDUM**

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TO: Faculty Senate

FROM: Susan Ross, Associate Provost of Academic Affairs

DATE: 11/2/2023

SUBJECT: #23-24-04 – Psychology Curriculum Revision

The Curriculum Committee recommends the approval of the Psychology program curriculum revision proposal.

The proposal seeks to update the following course options in the Psychology program:

**Added Courses to Program**

- PSYC 2270 and CHEP 4420 (existing courses)
- CHEP 3365 (new course already approved as part of the CHEP curriculum proposal)

**Deleted Courses from Program**

- CHEP 3000 (elective course no longer offered)
- CHEP 3360 (elective course no longer offered)

cc: Dr. Dianna Phillips  
Dr. Chris Kast  
Dr. Mike Ransom  
Ms. Lori Schoonmaker  
Ms. Stephanie Gabor  
Ms. Laura Ransom

## CURRICULUM CHANGE PROPOSAL

Prepare proposal in accordance with the guidelines below and the format shown on the following pages. Should any item under the headings not pertain to your proposal, write N/A.

**PROPOSAL NUMBER: 23-24-04**

**REVISION** (label Revision #1, #2, etc.): Click or tap here to enter text.

### SECTION 1: CONTACT INFORMATION

Name:	Michael Ransom
Title:	Associate Professor
E-mail Address:	
Phone Number:	

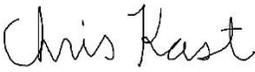
### SECTION 2: PROGRAM INFORMATION

College:	College of Liberal Arts
Department:	Behavioral Science
Title of Degree Program/Certificate:	Psychology
Degree Program Level:	Bachelor's Degree
Date Originally Submitted:	9/6/2023
Implementation Date Requested:	8/1/2024

### APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental approval of this proposal. Should this proposal affect any course or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the memo(s) must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
COLA	

### ADDITIONAL COMMENTS:

## SECTION 3: Curriculum Change Request

### A. PROPOSAL ABSTRACT.

<b>Write a brief abstract, not exceeding 150 words, describing proposed changes.</b>
This proposal updates course options in the Psychology program.

### B. DESCRIPTION OF THE PROPOSAL

1. Full Program Name:	Psychology
2. Current number of credit hours required for the program:	49
3. Is the program changing the number of credit hours required for the program?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
4. How many credit hours will be added to the program?	0
5. How many credit hours will be deleted from the program?	0

6. Added Course(s) (If applicable): List the course(s) to be added to program (if applicable). Indicate whether the course is an existing course or will be a proposed new course.
PSYC 2270 and CHEP 4420 are existing courses CHEP 3365 is submitted as a new course as part of the CHEP curriculum proposal
7. <b>Deleted Courses (if applicable):</b> List course(s) to be deleted from the program (if applicable). Indicate the term in which the course will no longer be available for students to take and the catalog in which students will not have the option to take the course.
CHEP 3000 and CHEP 3360 will no longer be offered and should be removed as elective options in the PSYC program
8. <b>Teach-out Arrangement:</b> If a required course will be deleted from the program, what is the arrangement for current students in the program to complete the required course?
Students can replace those courses with others from the list of options.

**C. CHANGE IN PROGRAM DESCRIPTION (if applicable)**

<b>1. Current Program Description</b>
NA
<b>2. Proposed Program Description</b>
NA

**D. RATIONALE**

<p><b>1. Description of the Rationale/Justification.</b> Describe the rationale for changing the program’s curriculum. For example, indicate the types of assessment data (e.g., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc.) collected and analyzed to determine that curricular changes were warranted. Is it due to market trends? Does it reflect changes in the discipline? What are the expected results of the change?</p>
<p><b>This curriculum proposal updates the course offerings to align with the changes in the CHEP courses. It also adds PSYC 2270 as an option in the PSYC 2000-level electives.</b></p>

**E. RESOURCES**

<p>1. Will new faculty, be needed to support the program change? If no new faculty are required and the revision is adding classes or substituting courses, identify how current faculty will meet the demand.</p>
<p><b>NA</b></p>
<p>2. Will new facilities, equipment, space modification, and/or library materials/services be needed to support the program change? Provide an estimate of the increased cost, or reduction in cost of implementation (if applicable).</p>
<p><b>NA</b></p>

**F. PROGRAM CHANGE SUMMARY**

- A. **APPENDIX A:** For degree programs, majors, and concentrations (only), use the format in Appendix A to show the Current Program and Proposed Changes.
- B. For minors and certificates, attach a document showing the current program and proposed changes. You do not need to complete Appendix A for minors and certificates.

**APPENDIX A**  
**B.S. Degree in Psychology**  
**Current Program**

**Degree Requirements**

Core Curriculum Courses		
If a core curriculum course is also listed as a required major course, place an X in the 'credits' column. 		
Core Area	Course Prefix and Number	Credit Hours
First Year Seminar	SOAR 1199, HONR 1100, BSBA 1100, NURS 1025	1-3
Written Communication	ENGL 1101, ENG 1102, ENG 1103	6-7
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics	MATH 1407, MATH 1507, MATH 1510, MATH 1430, MATH 1530, MATH 1540, MATH 1585, MATH 2501	3-4
Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
Fine Arts	ART 1120, ART 1141, MUSI 1106, MUSI 1120, MUSI 1167, MUSI 1168, MUSI 1169, MUSI 2247, MUSI 2277, MUSI 2279, THEA 1120	2-3
Natural Science	BIOL 1104, BIOL 1105, BIOL 1106, BIOL 1180 & 1181, CHEM 1101, CHEM 1105, GEOL 1101, GEOL 1102, PHYS 1101, PHYS 1105, SCIE 1100, SCIE 1103, SCIE 1105, SCIE 1107, SCIE 1115, SCIE 1120, SCIE 1130, SCIE 1210, SCIE 1250, SCIE 2200	4-5
Social Science	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	X
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
Personal Development	<p><b>Global Awareness:</b> FREN 2202, SPAN 2202, LANG 1110, POLI 2210, POLI 2220</p> <p><b>Fitness &amp; Wellness:</b> CRIM 2212, CHEP 1100, CHEP 1110, HLTA 1100, HLTA 2203, NUTR 1110, PHED 1100</p> <p><b>Technology:</b> ART 2245, BISM 1200, CIVL 2210, EDUC 2201, MATH 1550, MANF 2250, MUSM 1100, TECH 1101</p>	2-3

<b>Required Major Courses (XX Credit Hours)</b>		
<b>Course Prefix &amp; Number</b>	<b>Course Name</b>	<b>Credit Hours</b>
PSYC 1101	Introduction to Psychology	3
PSYC 2220	History and Systems of Psychology	3
PSYC 2230 or SOCY 2230	Social Psychology	3
PSYC 2240 or SOCY 2240	Behavioral Statistics	3
PSYC 3300	Abnormal Psychology	3
PSYC 3305	Research Methods in the Behavioral Sciences	4
PSYC 3330	Developmental Psychology	3
PSYC 3350	Biopsychology	3
PSYC 3360 or 3370	Cognitive Psychology or Theories of Learning	3
PSYC 3390	Research Capstone	3
PSYC 4400	Psychometrics	3
PSYC 4410	Theories of Personality	3
PSYC 4470	Intervention Techniques and Applications	3

<b>Major Elective Courses (XX Credit Hours) – IF APPLICABLE</b> [Electives are selected from a specific major or program]		
<b>Course Prefix &amp; Number</b>	<b>Course Name</b>	<b>Credit Hours</b>
PSYC 2250	Community Psychology	3
PSYC 2260	Industrial and Personnel Psychology	3
PSYC 3310	Experimental Psychology	3
PSYC 3320	Sensation and Perception	3
PSYC 3360	Cognitive Psychology	3
PSYC 3395	Psychology of Substance Abuse	3
PSYC 3399	Special Topics in Psychology	3
PSYC 4460	Seminar-6	3
PSYC 4480	Directed Studies	3
PSYC 4485	Advanced Psychometrics	3
PSYC 4487	Practicum I	3
PSYC 4489	Practicum II	3
PSYC 4490	Directed Research	3
PSYC 4491	Psychopathology of Childhood and Adolescence	3
PSYC 4493	The Psychology of Aging	3
PSYC 4494	Interpersonal Dynamics	3
CHEP 3000	Introduction to Epidemiology & Disease Etiology	3
CHEP 3320	Behavior Change Theory	3
CHEP 3345	Needs Assessment	3
CHEP 3350	Program Planning & Evaluation	3
CHEP 3360	Communication Techniques for Health Promotion	2
CHEP 4000	Death, Dying, and Caretaking	3
CHEP 4001	Disability, Communities, & Health	3
CHEP 4450	Program Funding & Administration	3



**B.S. Degree in Psychology  
Proposed Program**

**Degree Requirements**

<b>Core Curriculum Courses</b>		
If a core curriculum course is also listed as a required major course, place an X in the 'credits' column. 		
<b>Core Area</b>	<b>Course Prefix and Number</b>	<b>Credit Hours</b>
First Year Seminar	SOAR 1199, HONR 1100, BSBA 1100, NURS 1025	1-3
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Fine Arts	ART 1120, ART 1141, MUSI 1106, MUSI 1120, MUSI 1167, MUSI 1168, MUSI 1169, MUSI 2247, MUSI 2277, MUSI 2279, THEA 1120	2-3
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Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
Personal Development	<b>Global Awareness:</b> FREN 2202, SPAN 2202, LANG 1110, POLI 2210, POLI 2220 <b>Fitness &amp; Wellness:</b> CRIM 2212, CHEP 1100, CHEP 1110, HLTA 1100, HLTA 2203, NUTR 1110, PHED 1100 <b>Technology:</b> ART 2245, BISM 1200, CIVL 2210, EDUC 2201, MATH 1550, MANF 2250, MUSM 1100, TECH 1101	2-3

<b>Required Major Courses (XX Credit Hours)</b>
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Course Prefix & Number	Course Name	Credit Hours
PSYC 1101	Introduction to Psychology	3
PSYC 2220	History and Systems of Psychology	3
PSYC 2230 or SOCY 2230	Social Psychology	3
PSYC 2240 or SOCY 2240	Behavioral Statistics	3
PSYC 3300	Abnormal Psychology	3
PSYC 3305	Research Methods in the Behavioral Sciences	4
PSYC 3330	Developmental Psychology	3
PSYC 3350	Biopsychology	3
PSYC 3360 or 3370	Cognitive Psychology or Theories of Learning	3
PSYC 3390	Research Capstone	3
PSYC 4400	Psychometrics	3
PSYC 4410	Theories of Personality	3
PSYC 4470	Intervention Techniques and Applications	3

<b>Major Elective Courses (XX Credit Hours) – IF APPLICABLE</b> [Electives are selected from a specific major or program]		
Course Prefix & Number	Course Name	Credit Hours
PSYC 2250	Community Psychology	3
PSYC 2260	Industrial and Personnel Psychology	3
PSYC 2270	Introduction to Social Work	3
PSYC 3310	Experimental Psychology	3
PSYC 3320	Sensation and Perception	3
PSYC 3360	Cognitive Psychology	3
PSYC 3395	Psychology of Substance Abuse	3
PSYC 3399	Special Topics in Psychology	3
PSYC 4460	Seminar-6	3
PSYC 4480	Directed Studies	3
PSYC 4485	Advanced Psychometrics	3
PSYC 4487	Practicum I	3
PSYC 4489	Practicum II	3
PSYC 4490	Directed Research	3
PSYC 4491	Psychopathology of Childhood and Adolescence	3
PSYC 4493	The Psychology of Aging	3
PSYC 4494	Interpersonal Dynamics	3
CHEP 3320	Behavior Change Theory	3
CHEP 3345	Needs Assessment	3
CHEP 3350	Program Planning & Evaluation	3
CHEP 3365	Health Promotion Communication	3
CHEP 4000	Death, Dying, and Caretaking	3
CHEP 4001	Disability, Communities, & Health	3
CHEP 4420	Child Welfare	3
CHEP 4450	Program Funding & Administration	3

<b>Concentration Courses (XX Credit Hours) – IF APPLICABLE</b>
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**Approved by Curriculum Committee November 28, 2023**

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**MEMORANDUM**

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TO: Faculty Senate

FROM: Susan Ross, Associate Provost of Academic Affairs

DATE: 11/28/2023

SUBJECT: #23-24-05 – Online B.S. in Criminal Justice

The Curriculum Committee recommends the approval of the online B.S. in Criminal Justice program curriculum proposal.

The faculty of the criminal justice department is proposing a one hundred and twenty (120) credit hour, Bachelor of Science in Criminal Justice - Online program. This program would be delivered in a 100% online format. This new program would share curriculum and resources with our existing Bachelor of Science in Criminal Justice program which will continue to be offered primarily in a face to face format. The only major difference between the two programs will be the modality of course delivery and an adjustment to some of the classes required. For example, students in the online program will be required to take a specific core curriculum course to meet the freshmen seminar requirements.

cc: Dr. Dianna Phillips  
Dr. Chris Kast  
Dr. Chuck Shields  
Dr. Josh Smallridge  
Ms. Lori Schoonmaker  
Ms. Stephanie Gabor  
Ms. Laura Ransom



**FAIRMONT STATE  
UNIVERSITY™**

**Curriculum Proposal for Bachelor of Science in  
Criminal Justice – Online (BSCJ-O)  
Proposing New Academic Programs**

Primary Author – Dr. Joshua Smallridge

# Curriculum Proposal for Bachelor of Science in Criminal Justice - Online

**Name of Institution:** Fairmont State University  
**Date:** 10/10/2023  
**Title of Degree of Certificate:** Bachelor of Science in Criminal Justice – Online  
**Location:** Online  
**Effective Date of Proposed Action:** Fall 2024

## Summary Statement:

The faculty of the criminal justice department is proposing a one hundred and twenty (120) credit hour, Bachelor of Science in Criminal Justice - Online program. This program would be delivered in a 100% online format. This new program would share curriculum and resources with our existing Bachelor of Science in Criminal Justice program which will continue to be offered primarily in a face to face format. The only major difference between the two programs will be the modality of course delivery and an adjustment to some of the classes required. For example, students in the online program will be required to take a specific core curriculum course to meet the freshmen seminar requirements.

Many criminal justice agencies are facing staffing shortages that have a negative impact for the agency as well as society. Policing is at the forefront of this problem. In a 2019 study the Police Executive Research Forum (PERF) found that 86% of police departments surveyed reported that they were understaffed.<sup>1</sup>

The demand for online programs and greater flexibility in course modality has grown over the past few years. From 2012 to 2019 enrollment in U.S. universities had dropped by approximately two million students. However, during that same time period the number of students in online classes increased by about the same amount.<sup>2</sup> In recent years demand was bolstered by the COVID-19 pandemic. This demand has continued following the end of the pandemic. The 2023 report on Changing Landscapes of Online Education (CHLOE) demonstrated the continuing trend. In the report Ron Legon, a senior editor with CLOHE stated “For many institutions struggling with enrollment and revenue levels, success in building online capacity may spell the difference between viability and crisis in the next decade”.<sup>3</sup> We see elements of this trend already in our existing traditional Criminal Justice program. Over the last few years, when we offer both a face-to-face and an online section of a class in the same term the online section has had higher enrollment in almost every case.

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<sup>1</sup> PERF, *The Workforce Crisis, and What Police Agencies Are Doing About It*, (Washington, DC: PERF, 2019), <https://www.policeforum.org/assets/WorkforceCrisis.pdf>.

<sup>2</sup> D’Agostino, S. (2022, August 9). *Online Leaders: Fully In-person Students Will Be Outliers*. Inside Higher Ed. <https://www.insidehighered.com/news/2022/08/09/online-learning-leaders-think-fully-person-will-be-rarity>

<sup>3</sup> CHLOE 8: *Student Demand Moves Higher Ed Toward a Multi-Modal Future: The Changing Landscape of Online Education*, 2023. at <https://www.qualitymatters.org/qa-resources/resource-center/articles-resources/CHLOE-8-report-2023>

Being able to offer all courses both face-to-face and fully online will allow the Criminal Justice program to attract a wider range of students as we will not be locked geographically. As the population of WV continues to shrink, having a fully online option widens our reach within and outside of the state. We will also be better positioned to attract non-traditional students, many of whom may already work in the field in some capacity. Many entry-level criminal justice positions do not require a degree. In addition, many careers in the field have a variable work schedule which can make attending a traditional program difficult. In addition, those already working are less likely to commute long distances. Making an online option preferable. With a fully online option we have an opportunity to attract applicants already working in the field who seek advancement and from a wider area.

We anticipate that this program will have synergy with the recently created Fairmont State Police Training Academy and our existing online MS in Criminal Justice program which is in the process of developing a 4 plus 1 program.

## Program Description and Characteristics

### Program Objectives:

Students who complete the BS in Criminal Justice - Online Program will share learning outcomes with the traditional BS in Criminal Justice program. However, the online program will be evaluated separately by focusing on the students in the online program. These outcomes align with the standards put forth by Academy of Criminal Justice Sciences<sup>4</sup>. Students will be able to:

1. Summarize the history, function, practices, and philosophical/ theoretical viewpoints of law enforcement and correctional agencies in the United States. (Aligns with content areas law enforcement, and corrections in the ACJS standards).
2. Explain the basic concept of constitutional law relating to criminal procedure. (Aligns with content area law adjudication in the ACJS standards).
3. Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process. (Aligns with content area law adjudication in the ACJS standards).
4. Identify ethical issues related to criminal justice issues/ work and apply ethical philosophies toward the identification of solutions. (Aligns with section B.6 of ACJS standards).
5. Explain the major components of criminological theories and their impact on criminal justice policy. (Aligns with content area criminological theory in the ACJS standards).
6. Apply quantitative and qualitative research methodologies to the study of criminal justice and/or criminology through the development of a research study. (Aligns with content area research and analytic methodology in the ACJS standards).
7. Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field. (Aligns with content area administration of justice in the ACJS standards).

The programs mission statement is “The Criminal Justice Program acknowledges its relationship to the College of Liberal Arts and the Department of Social Science and the interdisciplinary nature of its discipline and seeks through its curriculum to provide students with a broad foundation of knowledge grounded in the social and behavioral sciences. The program further seeks to provide majors with an understanding of the functions, roles and critical issues associated with law enforcement, corrections and the courts.” The mission statement like the outcomes is shared with the face-to-face program.

**See Appendix A for a curriculum map and a breakdown of assessment.**

### Program Classification:

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<sup>4</sup> Academy of Criminal Justice Sciences (2021, April Amended). *Quality Standards for College/University Criminal Justice/Criminology Baccalaureate Degree Program*.  
[https://cdn.ymaws.com/www.acjs.org/resource/resmgr/files/baccalaureate\\_degree\\_standar.pdf](https://cdn.ymaws.com/www.acjs.org/resource/resmgr/files/baccalaureate_degree_standar.pdf)

The United States Department of Education, National Center for Education Statistics (NCES), Classification of Instructional Programs (CIP) that is relevant to this proposal is 43.0104. Described as “A program that focuses on the criminal justice system, its organizational components and processes, and its legal and public policy contexts. Includes instruction in criminal law and policy, police and correctional systems organization, the administration of justice and the judiciary, and public attitudes regarding criminal justice issues.”  
<https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88544>

**Catalog Description:**

Criminal Justice examines the structure, functions, and decision-making processes of agencies that deal with crime and criminal offenders. Faculty in this program provide expertise in law enforcement, investigations, corrections, criminal law and theory. Students with a B.S. degree in criminal justice qualify for employment in city, county, state and federal criminal justice agencies, and in the private industrial security field. A number of graduates continue their education in graduate programs in criminal justice, criminology or law.

**Total Credit Hours:**

This will be a Bachelor of Science degree and will require 120 semester hours to complete.

**Program Length:**

This program will normally take 4 to 6 years to finish. The length varies depending on If the student is part or full time.

**Primary Target Audience:**

The target audience for this program will be individuals who are not traditionally being served by our existing criminal justice program at Fairmont State University. Including individuals who are looking for more flexible degree options that allow them to work and meet other responsibilities that would make it difficult to pursue a residential/ face-to-face program. Thus, the program will be primarily aimed toward both part-time and full-time non-traditional students who are working.

Many entry-level criminal justice positions do not require a degree. However, they are often required to advance in the field. In addition, many careers in the field have a variable work schedule which can make attending a traditional residential program difficult. Due to these factors individuals already working in the field are less likely to commute long distances. Making an online option preferable. With a fully online option for our criminal justice degree we have an opportunity to attract applicants already working in the field who seek advancement and from a wide area.

We have an in-house source of recruitment with the Fairmont State Police Training Academy which welcomed its first class of cadets in the Spring of 2023. Some of these cadets are Fairmont State Students. However, many come from policing agencies from across the State of West

Virginia and do not have prior college experience. Upon graduating from the Academy cadets receive credits toward our criminal justice degree. This gives them a head start on their degree. A fully online degree option would allow the criminal justice department to continue to serve these students regardless of where they are in West Virginia.

We also expect the program to attract student in and outside of our traditional geographical recruitment locations that would benefit from a more flexible degree option.

**Modality:**

The program will be fully online. Delivered in an asynchronous format. This will allow the program to be flexible.

**Admissions Standards:**

In accordance with the general standards for enrollment at Fairmont State University, applicants will be required to have at least a 2.0 high school grade point average (GPA) and an 18 ACT composite or 950 SAT total score (870 combined Critical Reading and Math scores taken prior to March 2016) or at least a 3.0 high school GPA and SAT or ACT composite regardless of the score. The online program will have the same admission standards as the existing face-to-face program.

**Performance Standards:**

In accordance with the general standards for enrollment at Fairmont State University, students in the program will be required to meet satisfactory academic progress in order to progress and complete the program. Students must meet the following cumulative GPA requirements.

- Undergraduate students must meet the following cumulative GPA requirements:
  - 01-29 attempted credit hours — minimum cumulative GPA  $\geq 1.5$
  - 30-59 attempted credit hours — minimum cumulative GPA  $\geq 1.8$
  - 60 attempted credit hours and above — minimum cumulative GPA  $\geq 2.0$
- In addition, all undergraduate and graduate students must be successfully completing 67% of all hours attempted (attempted credits include all graded courses, transferred courses, testing credits, pass/fails, and repeats).

**Institutional Planning for the Program and Projected Resource Requirements**

**Planning Process:**

Preliminary discussion regarding the development of an online criminal justice program began prior to the COVID-19 pandemic as the faculty in the criminal justice department noticed signs of increased demand for online course offerings from our existing students. When discussing ways to grow our program the possibility of creating a fully online option was proposed. No decision was made until the Fall of 2022 when the faculty in the program agreed to present an intent to plan for the creation of the program. The intent to plan was submitted to academic affairs in the Fall of 2022. However, as the intent to plan was presented at the end of October of 2022 we had missed the internal deadlines for submission. In the Fall of 2023 the intent to plan was updated after

multiple faculty meetings to discuss the program, and submitted to academic affairs on 9/25/2023. It was presented at the Board of Governors/ Academic Affairs meeting on 10/2/2023.

**Program Administration:** Describe the administrative organization for the program and explain what changes, if any, will be required in the institutional administrative organization.

The program will be under the direction of the Social Science Department in the College of Liberal Arts. A faculty member should be assigned as coordinator for the program to oversee administrative issues that may be unique to the program due to the online delivery format. The coordinator would be the primary advisor for students in the program. In addition, the coordinator along with the department chair would work to ensure the quality of the program by ensuring all faculty teaching in the program are trained appropriately and that courses are peer evaluated in order to meet our desired quality standards. The creation of the coordinator position would be the only change to program administration.

**Program Projections:**

We expect the program to serve our existing students who would like more flexibility and online course offerings. An analysis of our online and face-to-face course offering over the last few years suggests that the creation of an online program would require few resources beyond what we currently use. The goal is to reach an enrollment of 50 for the program over the next 5 years. Students served by the program will include the following. A conservative estimate of the headcount of students served is provided in form 1. This is based on the current number of students who take online courses from our program:

- CJ students enrolled in the primarily face to face program that want to take occasional online courses that could benefit from the enhanced flexibility. The majority of the students in the existing primarily face-to-face program take some of the coursework online.
- Students from other disciplines that often take our criminal justice classes. Including political science, sociology, national security and intelligence and cyber security that could benefit from the enhanced flexibility.
- Students taking core curriculum courses online that are part of the program. Such as CRIM 1100 and CRIM 2212.
- Students enrolled in the fully online program.

After the initial 5 years the program will be assessed to determine if additional resources are needed to support the program.

**FIVE-YEAR PROJECTION OF PROGRAM SIZE**

<b>Number of Students Served through Course Offerings of the Program</b>	<b>First Year (2024)</b>	<b>Second Year (2025)</b>	<b>Third Year (2026)</b>	<b>Fourth Year (2027)</b>	<b>Fifth Year (2028)</b>
Headcount	150	165	175	185	185
FTE	140	155	165	175	175
Number of student credit hours generated by courses within the program (entire academic year). Calculated by taking the number of online courses offered each year not counting summer courses (22x 3 credits) and multiplying that by a conservative projected enrollment average of 25.	1,650	1,650	1,650	1,650	1,650

<b>Number of Majors</b>	<b>First Year (2024)</b>	<b>Second Year (2025)</b>	<b>Third Year (2026)</b>	<b>Fourth Year (2027)</b>	<b>Fifth Year (2028)</b>
Headcount	15	30	40	50	50
FTE Majors	10	25	35	45	45
Number of student credit hours generated by majors in the program (entire academic year)	450	900	1200	1500	1500
Number of degrees to be granted (annual total)	0	0	0	15	15

**Faculty Instructional Requirements:**

The program will share faculty with the existing criminal justice program (BS in Criminal Justice, MS in Criminal Justice). Currently the faculty in the criminal justice program teach in our existing traditional program in both traditional face-to-face and online modalities. Most of those faculty also teach online in our online MS program.

1. There are currently six full time faculty members that teach in the program.
2. No new faculty will be required initially. But as the program grows additional faculty resources may be needed. We already offer many of our classes online and give our students many online options. The criminal justice department already offers many of its classes online.

**Faculty Inventory:**

A short overview of faculty qualifications is provided below. The faculty have extensive experience teaching the courses that will make up the CJ requirements they are all already existing courses.

<b>Name:</b>	Joshua Smallridge
<b>Qualifications:</b>	Ph.D. in Criminology from Indiana University of Pennsylvania
<b>Prior Instructional Responsibility:</b>	Teaches in BS and MS criminal justice program. Has conducted research on cybercrime, policing, theory application, and CJ policy analysis.
<b>Other Relevant Experience:</b>	<ul style="list-style-type: none"> <li>• Experience in the Field</li> <li>• Multiple Relevant Publications and Presentations</li> <li>• QM Certified</li> </ul>
<b>Course Load:</b>	4/4
<b>Courses Taught Currently at Fairmont State University:</b>	<p>Department of Criminal Justice BS, Fairmont State University</p> <ul style="list-style-type: none"> <li>• CRIM 1100: Introduction to Criminal Justice</li> <li>• CRIM 1101: Police Operations</li> <li>• CRIM 2212: Deviant Behavior</li> <li>• CRIM 2250: Cybercrime</li> <li>• CRIM 3320: Criminology</li> <li>• CRIM 3335: Analysis of Police Operations</li> <li>• CRIM 3370: Economic Crime</li> <li>• CRIM 3399: Special Topic - Statistics</li> <li>• CRIM 3399: Special Topics - Crime Prevention</li> <li>• CRIM 4400: Research Methods in the Social Sciences</li> <li>• CRIM 4445: Evaluation of the CJ System</li> <li>• CRIM 4401: Independent Study</li> </ul> <p>Department of Criminal Justice MS, Fairmont State University (Fully Online)</p> <ul style="list-style-type: none"> <li>• CRIM 5525: White Collar Crime</li> <li>• CRIM 5599: Special Topic: Evidence Based Criminal Justice Policy</li> <li>• CRIM 5599: Special Topics: Drugs and Cybercrime</li> <li>• CRIM 5599: Special Topics: Myths and Pseudoscience in Criminal Justice</li> <li>• CRIM 6655: Applied Research Methods</li> <li>• CRIM 6656: Applied Statistics</li> <li>• CRIM 6695: Capstone</li> <li>• CRIM 6696: Thesis 1</li> <li>• CRIM 6697: Thesis 2</li> </ul>

<b>Name:</b>	John T Schultz
<b>Qualifications:</b>	Ph.D. in Executive Leadership from the University of Charleston
<b>Prior Instructional Responsibility:</b>	Teaches in BS and MS criminal justice program.
<b>Other Relevant Experience:</b>	Experience in the Field, i.e. Florida State Trooper (30 years)
<b>Course Load:</b>	4/4 with course release as director of the police academy.
<b>Courses Taught Currently at Fairmont State University:</b>	<p>Department of Criminal Justice BS, Fairmont State University</p> <ul style="list-style-type: none"> <li>• CRIM 1100: Introduction to Criminal Justice</li> <li>• CRIM 1101: Police Operations</li> <li>• CRIM 2212: Deviant Behavior</li> <li>• CRIM 2226 Crime Scene Investigation</li> <li>• CRIM 2236 Criminal Investigation</li> <li>• CRIM 3399: Special Topic Emergency Management</li> <li>• CRIM 3335: Analysis of Police Operations</li> <li>• CRIM 4400: Research Methods in the Social Sciences</li> <li>• CRIM 4445: Evaluation of the CJ System</li> <li>• CRIM 4401: Independent Study</li> </ul> <p>Department of Criminal Justice MS, Fairmont State University (Fully Online)</p> <ul style="list-style-type: none"> <li>• CRIM 5599: Special Topic: Leadership: Criminal Justice</li> <li>• CRIM 5599: Special Topics: Police control Strategies</li> </ul> <p>Department of College of Liberal Arts, Police Academy, Fairmont State University</p> <ul style="list-style-type: none"> <li>• Police Academy Instructor: Criminal Investigation</li> <li>• Police Academy Instructor: Interview &amp; Interrogations</li> <li>• Police Academy Instructor: Report Writing</li> <li>• Police Academy Instructor: Crime Scene Processing</li> </ul>

<b>Name:</b>	Diana C. Noone, Professor of Criminal Justice
<b>Qualifications:</b>	Doctoral Degree in Social Work Juris Doctorate in Law
<b>Prior Instructional Responsibility:</b>	Teaches courses in the Criminal Justice B.S. and M.S. Program
<b>Other Relevant Experience:</b>	Extensive experience in the field and in related fields.
<b>Course Load:</b>	4-4
<b>Courses Taught Currently at Fairmont State University:</b>	<p>Department of Criminal Justice BS, Fairmont State University</p> <ul style="list-style-type: none"> <li>• CRIM 1100: Principles of Criminal Law</li> <li>• CRIM 2295: Ethics in Criminal Justice</li> <li>• CRIM 3310: Comparative Criminal Justice</li> <li>• CRIM 4400: Research in Social Sciences</li> <li>• CRIM 3370: Economic Crime</li> <li>• CRIM 3399: Special Topics; Human Trafficking</li> <li>• CRIM 4400: Independent Study</li> <li>• CRIM 4425: Evaluation of CJ System</li> <li>• CRIM 4998: Undergraduate Research</li> </ul> <p>Department of Criminal Justice MS, Fairmont State University (Fully Online)</p> <ul style="list-style-type: none"> <li>• CRIM 6602: Advanced Criminal Law</li> <li>• CRIM 6615: Comparative Analysis of CJ System</li> </ul>

<b>Name:</b>	Charles A. Shields, Professor of Criminal Justice
<b>Qualifications:</b>	Doctor of Jurisprudence West Virginia University College of Law
<b>Prior Instructional Responsibility:</b>	Teaches law courses in the Criminal Justice B.S. Program
<b>Other Relevant Experience:</b>	Assistant Prosecuting Attorney Marion County, WV Private Practice with emphasis on Criminal Defense
<b>Course Load:</b>	4-4 with course releases for Chair and Advisor to Fairmont State Police Academy students
<b>Courses Taught Currently at Fairmont State University:</b>	<ul style="list-style-type: none"> <li>• Criminal Law;</li> <li>• Adjudication Process;</li> <li>• Criminal Evidence;</li> <li>• Criminal Procedure (Laws of Arrest, Search &amp; Seizure);</li> <li>• Mock Trial;</li> <li>• Crime and Justice in West Virginia;</li> <li>• Internship;</li> <li>• Legal Research</li> </ul>

<b>Name:</b>	Jeri Kirby
<b>Qualifications:</b>	Ph.D. in Political Science from West Virginia University
<b>Prior Instructional Responsibility:</b>	Approximately 20 years of teaching experience between WVU and FSU
<b>Other Relevant Experience:</b>	<ul style="list-style-type: none"> <li>• Multiple relevant publications and presentations</li> <li>• Twelve years of teaching at WVU, prior to coming to Fairmont State University.</li> </ul>
<b>Course Load:</b>	4-4 with a course release for being graduate director.
<b>Courses Taught Currently at Fairmont State University:</b>	<p>Department of Criminal Justice BS, Fairmont State University</p> <ul style="list-style-type: none"> <li>• CRIM 1100: Introduction to Criminal Justice</li> <li>• CRIM 2206: Introduction to Corrections</li> <li>• CRIM 2212: Deviant Behavior</li> <li>• Crim 3311: Juvenile Justice</li> <li>• CRIM 3320: Criminology</li> <li>• CRIM 3399: Special Topics: Gangs, Violent Offenders, Hate Crimes</li> <li>• Crim 4411: Internships</li> <li>• CRIM 4425: Evaluation of the CJ System</li> <li>• CRIM 4401: Independent Study</li> <li>• CRIM 4415: Inside-Out Prison Exchange Program</li> </ul> <p>Department of Criminal Justice MS, Fairmont State University (Fully Online)</p> <ul style="list-style-type: none"> <li>• CRIM 5599: Special Topics: Race, Gender, and Crime</li> <li>• CRIM 6620: Advanced Theory</li> <li>• CRIM 6650: Seminar in CJ Planning and Evaluation</li> <li>• CRIM 6635: Seminar in Offender Rehabilitation</li> <li>• CRIM 6645: Independent Study</li> </ul>

<b>Name:</b>	J. Christopher Moss
<b>Qualifications:</b>	Ph.D. in Political Science M.S. in Criminal Justice
<b>Prior Instructional Responsibility:</b>	Teaches in Fairmont State B.S. in criminal justice program.
<b>Other Relevant Experience:</b>	Conducted research on drug courts, public perceptions of CJ policy.
<b>Course Load:</b>	4-4
<b>Courses Taught Currently at Fairmont State University:</b>	<ul style="list-style-type: none"> <li>• CRIM 1100 - Introduction to CJ</li> <li>• CRIM 3320 - Criminology</li> <li>• CRIM 4400 - Research Methods</li> <li>• CRIM 3365 – Licit and Illicit Drugs</li> <li>• CRIM 33990 Mental Health in CJ</li> </ul>

### **Library Resources and Instructional Materials:**

The Universities Ruth Ann Musick Library provides access to a large variety of resources for our students. The databases available online offer everything needed to support the program. Students will have access to full library services by accessing their Fairmont State web portal. Including a large selection of eBooks and journal databases. The following databases are of particular relevance to our students; Academic Search Ultimate, CQ Researcher, Points of View Reference Center, HeinOnline Academic, EBSCO host electronic journal services, CQ Researcher, JSTOR, LexisNexis Academic/Nexis Uni, Project Muse and ProQuest Central. In addition, students may access additional materials through Interlibrary Loan (ILL).

### **Support Service Requirements:**

No additional support services will be required. Students will have access to existing University services such as IT. All students in the program will be enrolled into a non-credit onboarding course shell developed by the criminal justice faculty. Part of the purpose of the onboarding program will be to connect students with resources they need to succeed in the program.

### **Facilities Requirements:**

No new space or remodeling/ renovation of existing space will be required.

### **Operating Resource Requirements:**

Few additional resources will be needed. Some restructuring of faculty duties may be appropriate, but no new faculty are required to launch the program. It would be beneficial for the program to make one faculty member director or coordinator of the program. If created, new duties would be similar to those conducted by graduate program coordinators. The director would work closely with the chair of the department to ensure the success of the program and would advise the

students in the program as they would have unique needs along with any faculty assigned directly to the program.

It should be noted that most costs would be shared across the already existing face-to-face/traditional criminal justice program and the graduate program. The creation of this program will not require many new resources internally. This is because we already offer many classes online. From 2017 to 2022 the number of classes provided online each semester accounted for 37% of courses offered. Some of this is the result of an increase in online teaching due to the Covid-19 pandemic. Pre-pandemic the department put an average of 25% of its classes online from 2017 - 2019. From Spring 2017 to Fall 2022 the average number of undergraduate criminal justice classes offered in a semester was 35. This excludes independent studies and directed research classes.

The table provides a sample course rotation. The split in online and face to face classes has been kept close to the average for the program over the last few years. Which has ranged from about 40 to 45% of courses being offered online. The sample course rotation was set up to demonstrate that we can offer all of our needed courses both online and face-to-face over the course of the rotation. Required courses would be on a two-semester rotation. While elective courses would operate on a three-semester rotation. This demonstrates that both programs could be run with very few additional costs over our current labor budget as new faculty will not be required.

**Table 1: Sample Three Term Course Rotation**

Semester 1	Semester 2	Semester 3
CRIM 1100 T	CRIM 1100 T	CRIM 1100 T
CRIM 1100 On	CRIM 1101 On	CRIM 1100 On
CRIM 1101 T	CRIM 2202 T	CRIM 1101 T
CRIM 2202 ON	CRIM 2206 T	CRIM 2202 ON
CRIM 2206 ON	CRIM 2240 On	CRIM 2206 ON
CRIM 2240 T	CRIM 2250 T	CRIM 2240 T
CRIM 2250 ON	CRIM 2295 T	CRIM 2250 On
CRIM 2295 T	CRIM 2295 ON	CRIM 2295 T
CRIM 2295 On	CRIM 3320 On	CRIM 2295 On
CRIM 3320 T	CRIM 3340 On	CRIM 3320 T
CRIM 3340 T	CRIM 3375 T	CRIM 3340 T
CRIM 3375 On	CRIM 4400 T	CRIM 3375 On
CRIM 4400 On	CRIM 4425 ON	CRIM 4400 On
CRIM 4400 T	Additional On Based on Need	CRIM 4400 T
CRIM 4425 T	Additional T Based on Need	CRIM 4425 T

Electives on Next Page

CRIM 2212 T	CRIM 2212	CRIM 2212 T
CRIM 2212 On	CRIM 2212 T	CRIM 2212 On
CRIM 2226 T	CRIM 2212 On	CRIM 2226 T
CRIM 3302	CRIM 2209 T	CRIM 3302
CRIM 3311 T	CRIM 3311 On	CRIM 4415 T
CRIM 3335 On	CRIM 3365 T	CRIM 3310 ON
CRIM 3365 ON	CRIM 3335 T	CRIM 3370 T
CRIM 3385 T	CRIM 3370 On	CRIM 3390 ON
CRIM 3399 ON	CRIM 3380 T	CRIM 3399 T
CRIM 3399 T	CRIM 3399 On	CRIM 3399 ON
CRIM 4411A (Internship)	CRIM 3399 T	CRIM 3399 T
CRIM 4411 (Internship)	CRIM 4413 T	CRIM 4411A (Internship)
	CRIM 4411A Internship)	CRIM 4411 (Internship)
	CRIM 4411 (Internship)	
NSI ELECTIVE	NSI ELECTIVE CROSSLIST	NSI ELECTIVE CROSSLIST T
CROSSLIST T	ON	

For a breakdown of operational resource requirements see form 2 starting on the next page.

**FORM 2**  
**FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS\***

<b>A. FTE POSITIONS</b>	<b>First Year (2024)</b>	<b>Second Year (2025)</b>	<b>Third Year (2026)</b>	<b>Fourth Year (2027)</b>	<b>Fifth Year (2028)</b>
Administrators (Cost to cover course release with an adjunct for two terms.)	\$6,800	\$6,800	\$6,800	\$6,800	\$6,800
Full-time Faculty					
Adjunct Faculty	\$6,800	\$6,800	\$6,800	\$6,800	\$6,800
Graduate Assistants	NA	NA	NA	NA	NA
Other Personnel	NA	NA	NA	NA	NA
Clerical Workers (No new clerical workers needed)	NA	NA	NA	NA	NA
Professionals	NA	NA	NA	NA	NA

**Note:** Include percentage of time of current personnel

<b>B. OPERATING COSTS (Appropriated Funds Only)</b>	<b>First Year (2024)</b>	<b>Second Year (2025)</b>	<b>Third Year (2026)</b>	<b>Fourth Year (2027)</b>	<b>Fifth Year (2028)</b>
1. Personnel Services	NA	NA	NA	NA	NA
a. Administrators	\$6,800	\$6,800	\$6,800	\$6,800	\$6,800
b. Full-time Faculty (No new faculty needed)					
c. Adjunct Faculty (3,400 per 3 credit hour course)	\$6,800	\$6,800	\$13,600	\$17,000	\$17,000
d. Graduate Assistants	NA	NA	NA	NA	NA
e. Other Personnel	NA	NA	NA	NA	NA
Clerical Workers					
Professionals					
<b>Total Salaries</b>	<b>\$13,600</b>	<b>\$13,600</b>	<b>\$20,400</b>	<b>\$23,800</b>	<b>\$23,800</b>
2. Current Expenses (advertising)	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
3. Repairs and Alterations	\$0	\$0	\$0	\$0	\$0
4. Equipment					
Educational Equipment (Computers and accessories such as green screens, cameras etc)	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
Library Books					
5. Nonrecurring Expenses (specify)					
<b>Total Costs</b>	<b>\$21,600</b>	<b>\$21,600</b>	<b>\$28,400</b>	<b>\$31,800</b>	<b>\$31,800</b>

**Source of Operating Resources:**

<b>C. SOURCES</b>	<b>First Year (2024)</b>	<b>Second Year (2025)</b>	<b>Third Year (2026)</b>	<b>Fourth Year (2027)</b>	<b>Fifth Year (2028)</b>
1. General Fund Appropriations (Appropriated Funds Only)	\$21,600	\$21,600	\$28,400	\$31,800	\$31,800
a. Reallocation (R) or New Funds (N)	_X_R_X_N Both	_X_R_X_N Both	_X_R _X_N	_X_R_X_N	_X_R _X_N
2. Federal Government (Non-Appropriated Funds Only)	NA	NA	NA	NA	NA
3. Private and Other (specify)	NA	NA	NA	NA	NA
<b>Total All Sources</b>	<b>\$21,600</b>	<b>\$21,600</b>	<b>\$28,400</b>	<b>\$31,800</b>	<b>\$31,800</b>
Note: Total costs should be equal to total sources of funding					
*Explain your method for predicting the numbers (use additional sheet if necessary)					

**Curriculum**

**Program Learning Outcomes:**

This new program would share curriculum and resources with our existing Bachelor of Science in Criminal Justice program which will continue to be offered primarily in a face to face format. The only major difference between the two programs will be the modality of course delivery and an adjustment to some of the classes required. For example, students in the online program will be required to take a specific core curriculum course to meet the freshmen seminar requirements.

Students who complete the BS in Criminal Justice - Online Program will share learning outcomes with the traditional BS in Criminal Justice program. However, the online program will be evaluated separately by focusing on the students in the online program. These outcomes align with the standards put forth by Academy of Criminal Justice Sciences<sup>5</sup>. Students will be able to:

1. Summarize the history, function, practices, and philosophical/ theoretical viewpoints of law enforcement and correctional agencies in the United States. (Aligns with content areas law enforcement, and corrections in the ACJS standards).

<sup>5</sup> Academy of Criminal Justice Sciences (2021, April Amended). *Quality Standards for College/University Criminal Justice/Criminology Baccalaureate Degree Program*. [https://cdn.ymaws.com/www.acjs.org/resource/resmgr/files/baccalaureate\\_degree\\_standar.pdf](https://cdn.ymaws.com/www.acjs.org/resource/resmgr/files/baccalaureate_degree_standar.pdf)

2. Explain the basic concept of constitutional law relating to criminal procedure. (Aligns with content area law adjudication in the ACJS standards).
3. Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process. (Aligns with content area law adjudication in the ACJS standards).
4. Identify ethical issues related to criminal justice issues/ work and apply ethical philosophies toward the identification of solutions. (Aligns with section B.6 of ACJS standards).
5. Explain the major components of criminological theories and their impact on criminal justice policy. (Aligns with content area criminological theory in the ACJS standards).
6. Apply quantitative and qualitative research methodologies to the study of criminal justice and/or criminology through the development of a research study. (Aligns with content area research and analytic methodology in the ACJS standards).
7. Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field. (aligns with content area administration of justice in the ACJS standards).

**Program Content:**

Below the program requirements for the criminal justice – online program are presented.

**General Education/ Core Curriculum Requirements (24-33 Credit Hours)**

Students will be required to fulfill the requirements under each core curriculum area. They will take between 24 - 33 hours from the core curriculum. And must satisfy the requirements for each Core Curriculum Requirements. For students in this major, the following courses meet both core curriculum and major requirements: Under Humanities with Critical Thinking - HIST 2211, HIST 2212, HIST 2213. Under Social Science with Critical Thinking CRIM 1100, CRIM 2202, GEOG 2210, POLI 2200, SOCY 2205. Under Global Awareness, Fitness and Wellbeing, or Technology – POLI 2210, POLI 2220, CRIM 2212.

<b>Core Curriculum Area</b>	<b>Core Outcome</b>	<b>Credits</b>
First-Year Seminar	Basic Skills	1-3
Written Communication	Basic Skills	6
Oral Communication	Basic Skills	3
Mathematics	Basic Skills	3
Humanities	Critical Thinking	3
Fine Arts	Critical Thinking	3
Natural Science	Critical Thinking	3-5
Social Science	Critical Thinking	3
Citizenship	Personal Development	3
Global Awareness, Fitness & Wellbeing, or Technology	Personal Development	2-3

**Required Major Courses (36 Credit Hours)**

Students will be required to take the following 12 required CJ courses. These requirements will match the requirements of the face-to-face program other than a few differences. Required courses were chosen to match current trends set by the Academy of Criminal Justice Science.

- CRIM 1100 - Introduction to Criminal Justice Credit Hours: 3
- CRIM 1101 - Police Operations Credit Hours: 3
- CRIM 2202 – Principles of Criminal Law Credit Hours 3
- CRIM 2206 - Introduction to Corrections Credit Hours: 3
- CRIM 2240 - Adjudication Process Credit Hours: 3
- CRIM 2250 - Cybercrime Credit Hours: 3
- CRIM 2295 - Ethics in Criminal Justice Credit Hours: 3
- CRIM 3320 - Criminology Credit Hours: 3
- CRIM 3340 - Criminal Procedure Credit Hours: 3
- CRIM 3375 – Victimology Credit Hours: 3
- CRIM 4400 - Research in the Social Sciences Credit Hours: 3
- CRIM 4425 - Evaluation of the Criminal Justice System Credit Hours: 3

### **Criminal Justice Elective Credits (18 Credit Hours)**

Students will be required to take 18 hours of criminal justice electives.

A Criminal Justice elective is any Criminal Justice course not listed as required for the major. Must include a minimum of 12 hours of 3300- 4400 level courses.

### **Social and Behavioral Sciences Courses (15 Credit Hours)**

Student must choose 15 elective hours from 2200-4400 courses in Community Health Promotion, Geography, History, National Security and Intelligence, Political Science, Philosophy, Psychology, or Sociology. Courses must be chosen from at least three disciplines. It is highly recommended that students interested in pursuing a criminal justice master's degree include PSYC 2240/SOCY 2240

### **Free Electives (18-27 Credit Hours)**

Finally, students will be able to select between 18 and 27 free elective hours. The exact number of required free elective hours will depend on the courses students took to fulfill the core curriculum requirements.

### **Degree Total = 120 Credit Hours**

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### **Cooperative Arrangements:**

Although not deemed necessary for the start of this program the department will explore articulation agreements with other relevant community colleges and universities.

## Evaluation

### Assessment:

The Criminal Justice- Online Bachelor of Science program will conduct periodic programmatic assessment using developed program outcomes and identifying direct measures of those outcomes. The learning outcomes approach provides for review of individual courses and programs and provides a means for determining direction or re-direction as necessary. The program will be reviewed on a yearly basis. Each program learning outcome will be measured with a combination of direct and indirect measures. In addition, the outcomes of all courses will be assessed every year.

The following program learning outcomes will be used. These are the same outcomes used for the existing face-to-face program. This is a deliberate decision as we want to offer our online students the same learning opportunities as the students in our traditional face-to-face program. Each learning outcome was crafted to meet Academy of Criminal Justice Science (ACJS) certification standards. Most of the structure needed for assessment already exists due to our work with the traditional program. All outcomes already have measures that link to specific course work, capstone work, and student self-assessment surveys.

1. (Meets the following ACJS Certification Standards: Administration of Justice, Police, Corrections) Summarize the history, function, practices, and philosophical/ theoretical viewpoints of law enforcement and correctional agencies in the United States.
2. (Meets the following ACJS Certification Standards: Law Adjudication) Explain the basic concept of constitutional law relating to criminal procedure.
3. (Meets the following ACJS Certification Standards: Law Adjudication) Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process.
4. (Meets the following ACJS Certification Standards: Ethics) Identify ethical issues related to criminal justice issues/ work and apply ethical philosophies toward the identification of solutions.
5. (Meets the following ACJS Certification Standards: Criminological Theory) Explain the major components of criminological theories and their impact on criminal justice policy.
6. (Meets the following ACJS Certification Standards: Critical Thinking, Writing, and Oral Expression, Administration of Justice, Police, Corrections) Demonstrate the ability, through written and oral communication, to integrate knowledge acquired from core courses to analyze contemporary issues in criminal justice and related disciplines.
7. (Meets the following ACJS Certification Standards: Research and Analytic Methods) Apply quantitative and qualitative research methodologies to the study of criminal justice and/or criminology.

The program faculty will also routinely assess the quality of the program and online delivery. This

will entail:

- A. Meeting internal goals for faculty training and development. These standards are discussed later in this document.
- B. Comparing program assessment results between the traditional face-to-face program and the online program.
- C. Peer review and approval of all courses offered within the program with regular reapproval after four years.
- D. Close review of course evaluations by faculty teaching courses and the department chair.
- E. Routinely surveying students in the program to assess other areas of the program related to quality; such as availability of faculty, faculty advising

Additionally, the program will be assessed in greater detail as part of the 5 year review process. At which time the viability and success of the program will be assessed using various metrics.

### **Evaluation procedures:**

The program will be evaluated on a yearly basis. Course learning outcomes as well as additional data collected from surveys of students currently in the program and who graduate from the program will be used to assess the program. See **Appendix A** for a detailed assessment plan that includes learning outcomes, measures, and performance goals. In addition, **Appendix B** provides the master syllabi for the required courses in the program. This includes mapping of the course outcomes to the program outcomes with relevant measures.

### **Faculty Training**

Faculty teaching in the program will be required to have completed the “applying the QM Rubric” training offered by Quality Matters. Any additional requirements that are established by Fairmont State University will also be required. In addition, all classes will need to pass an internal department review to confirm that the course meets Quality Matters and additional internal standards of quality. Classes will go through the review process every five years after initial approval. This mirrors current standards established by Quality Matters. The CJ faculty have already started the process of internally peer reviewing our online course offerings.

Faculty will be strongly encouraged to pursue additional training opportunities related to online pedagogy. Many options will be available to faculty without any cost. Fairmont State has a great internal training resource with our Center for Teaching and Learning Innovation. In addition, faculty will be encouraged to share best practices in less formal setting such as departmental lunch and learn sessions.

### **Accreditation:**

The program does not plan to seek specialized accreditation at this time. But may decide to pursue certification through the Academy of Criminal Justice Science in the future. This is not required for criminal justice programs. But it would be a good feather in the cap of the program.

## Advisory Board:

The traditional criminal justice program at Fairmont State University has assembled professionals from across multiple agencies in the criminal justice field to serve as an advisory council. The advisory board has representation from local, state, and federal stakeholder across many areas of criminal justice. The council will be able to assist in the continued assessment of the proposed online program as well. The program has an advisory board meeting every two to three years.

## Program Need and Justification

### Relationship to Institutional Mission and Goals:

The proposed program is consistent and compatible with Fairmont State University mission, which states; “Fairmont State University is a comprehensive, regional university committed to educating global citizen leaders in an environment distinguished by a commitment to excellence, student success and transformational impact.”<sup>6</sup> The implementation of a fully online option for our Criminal Justice program will support the strategic themes of “Enrollment Management: Growth” as conceptualized in the universities Strategic Plan. The following table indicates various goals under the theme of enrollment growth in the strategic plan.

Fairmont State University already offers one of the oldest Bachelor of Science in Criminal Justice degrees in the State of West Virginia. This program has been extremely successful and is one of the largest majors at Fairmont State University. In addition, Fairmont State University already offers a fully online Master of Science in Criminal Justice. The MS in Criminal Justice program has been fully online for over fifteen years. The Criminal Justice faculty already have extensive experience teaching online at both the graduate and undergraduate level. Many of the classes within the program have already been taught online. This will make including a fully online option for our students a simple transition.

Strategic theme goal	University Goal	Criminal Justice BS Online
Re-engage non-traditional students by understanding, creating, and offering unparalleled innovative programs	A minimum of 5 new on-line or low-residency undergraduate programs	Students would be able to complete this program completely online
Systematically identify and attract out-of-state and international students	Minimum of 20% out-of-state and a minimum of 500 international students	Online focus facilitates out-of-state enrollment

<sup>6</sup> Fairmont State University, “A Quest for Distinction: Strategic Plan, 2018-2028,” September, 2023, pp. 2.

Increase enrollment of non-traditional learners	Minimum of 30% non-traditional learners (including part-time and full-time)	Program will attract part-time students, many of whom work full-time jobs. Many jobs in the CJ field do not require a degree but prospective students may wish to return to school for promotions or to move to higher paying positions in other agencies
Improve accessibility	Maintain tuition and average net price below those of peers	Low-cost online program, low cost for both in-state and out-of-state students under virtual tuition rate

**Existing Programs:**

- We currently compete with multiple programs that offer traditional face to face criminal justice programs. However, only two programs in WV offer an online undergraduate program in criminal justice.
  - a. BAS degree at WVU Potomac State College
  - b. BS degree at West Virginia State University
- Both of these are in other areas of the state that we traditionally do not compete with very much for students. WVU Potomac State College is approximately 95 miles away and West Virginia State University is approximately 147 miles away. We do not foresee a significant overlap in recruitment areas of focus for our proposed online program.

**Clientele and Need:**

As we stated in the introduction, many criminal justice agencies are facing staffing shortages that have a negative impact for the agency as well as society. Policing is at the forefront of this problem. In a 2019 study the Police Executive Research Forum (PERF) found that 86% of police departments surveyed reported that they were understaffed.<sup>7</sup> Part of the problem is from recent difficulties recruiting qualified applicants. Some of the recruitment problem stems from generational differences regarding work life balance, and a less favorable public perception of law enforcement. However, part of the problem stems from a lack of qualified applicants. Our program can serve as a pipeline for qualified applicants. Having a flexible online format will allow the program to serve a wider audience than a traditional program.

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<sup>7</sup> PERF, *The Workforce Crisis, and What Police Agencies Are Doing About It*, (Washington, DC: PERF, 2019), <https://www.policeforum.org/assets/WorkforceCrisis.pdf>.

Many of the careers in the criminal justice field are becoming more complex. By extending the reach through a fully online program we will be able to reach more prospective students to prepare future professionals for these demanding roles.

We anticipate that our online course offerings will serve our fully online students and students in our existing face-to-face program who may choose to take an occasional online course. Currently, many students in our traditional program take a mixture of face-to-face and online coursework throughout their academic career. Having the structure in place to offer a fully online version of our program will also benefit students who choose our traditional program as it would ensure all required CJ courses have an online offering in our course rotation. This will allow our traditional students to tailor their schedules to their needs more effectively.

The program would have synergy with our recently created Police Academy which served its first class during the Spring of 2023. Recruits who are not Fairmont State students leave the academy program with 15 hours of college coursework. An online option for our BS program would give our academy graduates a great option for furthering their education as they return to their respective departments scattered across the West Virginia. The newly created program would also work well with our existing MS program, which is already fully online. By creating an additional pipeline of applicants with experience with online learning.

### **Employment Opportunities:**

Graduates of the program will have many career opportunities. Graduates will qualify for employment in city, county, state, and federal criminal justice agencies, and in the private industrial security field. In addition, graduates will be able to seek careers in many criminal justice adjacent fields. Graduates will also be well prepared for graduate school and/or law school.

Most career opportunities related to criminal justice are expected to grow or remain steady for the next decade. The Bureau of Labor Statistics projects 68,500 openings yearly for police and detectives from 2021 to 2031. With a 3% growth rate.<sup>8</sup> While some criminal justice focused positions such as probation are projected to remain steady, other areas are experiencing rapid growth. One such area is substance abuse counseling. Which is expected to grow by 22% from 2021-2031.<sup>9</sup> Students with a bachelor's degree in criminal justice are well prepared for these positions.

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<sup>8</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Police and Detectives, at <https://www.bls.gov/ooh/protective-service/police-and-detectives.htm>.

<sup>9</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Substance Abuse, Behavioral Disorder, and Mental Health Counselors, at <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm> (visited September 08, 2022).

# Appendix A

## **Online Criminal Justice Program Learning Outcome Assessment Plan**

# Online Criminal Justice Program Learning Outcome Assessment Plan

## Preface

The new online Criminal Justice program will share learning outcomes with the traditional Criminal Justice program already in existence at Fairmont State University. This will allow for direct comparison between the two programs as the only major difference is the format for delivery of the program.

Below are the program learning outcomes that will be shared across the two modalities of the criminal justice program. Our traditional program has used these outcomes for many years now and they have worked well for evaluating the success of our students in obtaining the knowledge and skills our students should achieve on completion of our program.

8. Summarize the history, function, practices, and philosophical/ theoretical viewpoints of law enforcement and correctional agencies in the United States. (Aligns with content areas law enforcement, and corrections in the ACJS standards).
9. Explain the basic concept of constitutional law relating to criminal procedure. (Aligns with content area law adjudication in the ACJS standards).
10. Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law, as well as the structure, function and operation of criminal courts and the adjudication process. (Aligns with content area law adjudication in the ACJS standards).
11. Identify ethical issues related to criminal justice issues/ work and apply ethical philosophies toward the identification of solutions. (Aligns with section B.6 of ACJS standards).
12. Explain the major components of criminological theories and their impact on criminal justice policy. (Aligns with content area criminological theory in the ACJS standards).
13. Apply quantitative and qualitative research methodologies to the study of criminal justice and/or criminology through the development of a research study. (Aligns with content area research and analytic methodology in the ACJS standards).
14. Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field. (Aligns with content area administration of justice in the ACJS standards).

Each outcome is measured at multiple points in the program. A listing of each program outcome and where it is assessed in the program is provided in the table 1 below.

**Table 1: Learning Outcomes and Methods of Assessment For Online Criminal Justice Program**

<b>Program Learning Outcome</b>	<b>Title of Course Objective is Taught and Assessed</b>	<b>Assessment Measure</b>	<b>Ideal Performance Indicator</b>
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<p>Summarize the history, function, practices, and philosophical/ theoretical viewpoints of law enforcement and correctional agencies in the United States. (Aligns with content areas law enforcement, and corrections in the ACJS standards).</p>	<ul style="list-style-type: none"> <li>• CRIM 1100: Introduction to Criminal Justice</li> <li>• CRIM 1101: Police Operations</li> <li>• CRIM 2206 Introduction to Corrections</li> <li>• CRIM 4425: Evaluation of the CJ System (Capstone)</li> <li>• Additionally, multiple elective courses serve to reinforce this outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Written and Discussion Assignments</li> <li>• Tests/ Quizzes</li> <li>• Research Papers</li> </ul>	<p>At least 80% of students will achieve a grade of “C” or better on the assessment.</p>
<p>Explain the basic concept of constitutional law relating to criminal procedure. (Aligns with content area law adjudication in the ACJS standards).</p>	<ul style="list-style-type: none"> <li>• CRIM 1100: Introduction to Criminal Justice</li> <li>• CRIM 1101: Police Operations</li> <li>• CRIM 2250: Cybercrime</li> <li>• CRIM 3340: Criminal Procedure</li> <li>• Additionally, multiple elective courses serve to reinforce this outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Written and Discussion Assignments</li> <li>• Tests/ Quizzes</li> <li>• Research Papers/ Case Studies</li> </ul>	<p>At least 80% of students will achieve a grade of “C” or better on the assessment.</p>
<p>Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law, as well as the structure, function and operation of criminal courts and the adjudication process. (Aligns with content area law adjudication in the ACJS standards).</p>	<ul style="list-style-type: none"> <li>• CRIM 1100: Introduction to Criminal Justice</li> <li>• CRIM 2202: Criminal Procedure</li> <li>• CRIM 2240: Principles of Criminal Law</li> <li>• CRIM 3375: Victimology</li> <li>• CRIM 4425: Evaluation of the Criminal Justice</li> </ul>	<ul style="list-style-type: none"> <li>• Written and Discussion Assignments</li> <li>• Tests/ Quizzes</li> <li>• Research Papers/ Case Studies</li> </ul>	<p>At least 80% of students will achieve a grade of “C” or better on the assessment.</p>

	<p>System</p> <ul style="list-style-type: none"> <li>• Additionally, multiple elective courses serve to reinforce this outcome.</li> </ul>		
<p>Identify ethical issues related to criminal justice issues/ work and apply ethical philosophies toward the identification of solutions. (Aligns with section B.6 of ACJS standards).</p>	<ul style="list-style-type: none"> <li>• CRIM 1100: Introduction to Criminal Justice</li> <li>• CRIM 1101: Police Operations</li> <li>• CRIM 2206: Introduction to Corrections</li> <li>• CRIM 3375: Victimology</li> <li>• CRIM 2295: Ethics in CJ</li> <li>• Additionally, multiple elective courses serve to reinforce this outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Written and Discussion Assignments</li> <li>• Tests/ Quizzes</li> <li>• Research Papers/ Case Studies</li> </ul>	<p>At least 80% of students will achieve a grade of “C” or better on the assessment.</p>
<p>Explain the major components of criminological theories and their impact on criminal justice policy. (Aligns with content area criminological theory in the ACJS standards).</p>	<ul style="list-style-type: none"> <li>• CRIM 1100: Introduction to Criminal Justice</li> <li>• CRIM 3320: Criminology</li> <li>• CRIM 3375: Victimology</li> <li>• CRIM 4425: Eval of the CJ System</li> <li>• Additionally, multiple elective courses serve to reinforce this outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Written and Discussion Assignments</li> <li>• Tests/ Quizzes</li> <li>• Research Papers/ Case Studies</li> </ul>	<p>At least 80% of students will achieve a grade of “C” or better on the assessment.</p>
<p>Apply quantitative and qualitative research methodologies to the study of criminal justice and/or criminology through the development of a research study. (Aligns with content area research and analytic</p>	<ul style="list-style-type: none"> <li>• CRIM 1100: Introduction to Criminal Justice</li> <li>• CRIM 3320: Criminology</li> <li>• CRIM 3375: Victimology</li> <li>• CRIM 4400:</li> </ul>	<ul style="list-style-type: none"> <li>• Written and Discussion Assignments</li> <li>• Tests/ Quizzes</li> <li>• Research Prospectus</li> </ul>	<p>At least 80% of students will achieve a grade of “C” or better on the assessment.</p>

<p>methodology in the ACJS standards).</p>	<p>Research Methods in the Social Sciences</p> <ul style="list-style-type: none"> <li>• Additionally, multiple elective courses serve to reinforce this outcome.</li> </ul>		
<p>Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field. (Aligns with content area administration of justice in the ACJS standards).</p>	<ul style="list-style-type: none"> <li>• CRIM 1100: Introduction to Criminal Justice</li> <li>• CRIM 1101: Police Operations</li> <li>• CRIM 2202: Criminal Procedure</li> <li>• CRIM 2206 Introduction to Corrections</li> <li>• CRIM 2240: Principles of Criminal Law</li> <li>• CRIM 2250: Cybercrime</li> <li>• CRIM 2295: Ethics in CJ</li> <li>• CRIM 3320 Criminology</li> <li>• CRIM 3320: Criminal Procedure</li> <li>• CRIM 3375: Victimology</li> <li>• CRIM 4425: Evaluation of the Criminal Justice System</li> <li>• Additionally, multiple elective courses serve to reinforce this outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Written and Discussion Assignments</li> <li>• Tests/ Quizzes</li> <li>• Research Papers/ Case Studies</li> <li>• Individual/ Group Presentations/ Debate</li> </ul>	<p>At least 80% of students will achieve a grade of “C” or better on the assessment.</p>

A detailed curriculum map is provided below. The map indicates more specifically how each outcome is measured in the program. And in what courses outcomes are introduced, reinforced, and mastered.

<b>CRIMO Learning Outcomes:</b>
Outcome 1: Summarize the history, function, practices, and philosophical/ theoretical viewpoints of law enforcement and correctional agencies in the United States. (Aligns with content areas law enforcement, and corrections in the ACJS standards).
Outcome 2: Explain the basic concept of constitutional law relating to criminal procedure. (Aligns with content area law adjudication in the ACJS standards).
Outcome 3: Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law, as well as the structure, function and operation of criminal courts and the adjudication process. (Aligns with content area law adjudication in the ACJS standards).
Outcome 4: Identify ethical issues related to criminal justice issues/ work and apply ethical philosophies toward the identification of solutions. (Aligns with section B.6 of ACJS standards).
Outcome 5: Explain the major components of criminological theories and their impact on criminal justice policy. (Aligns with content area criminological theory in the ACJS standards).
Outcome 6: Apply quantitative and qualitative research methodologies to the study of criminal justice and/or criminology through the development of a research study. (Aligns with content area research and analytic methodology in the ACJS standards).
Outcome 7: Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field. (Aligns with content area administration of justice in the ACJS standards).

<b>Course</b>	<b>Student Learning Outcomes</b>						
	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>	<b>Outcome 5</b>	<b>Outcome 6</b>	<b>Outcome 7</b>
Crim 1100: Introduction to Criminal Justice	I – Test, Assignments Discussions	I – Test, Assignments Discussions	I – Test, Assignments Discussions	I – Test, Assignments Discussions	I – Test, Assignments Discussions	I – Test, Assignments Discussions	I – Test, Assignments Discussions
CRIM 1101: Police Operations	I, R – Test, Discussions, Assignments			R – Test Case Study or Reflection Assignment, Discussions			R – Test Case Study or Reflection Assignment, Discussions

CRIM 2202: Principles of Criminal Law			<b>R, M – Test Assignments , Discussions</b>				<b>R – Test, Assignments , Discussions</b>
CRIM 2206: Introduction to Corrections	<b>I, R – Test, Discussions, Assignments</b>			<b>R – Case Study or Reflection Assignment</b>			<b>R – Case Study or Reflection Assignment</b>
CRIM 2240: Adjudication Process			<b>R, M – Test Assignments</b>				<b>R - Assignments</b>
CRIM 2250: Cybercrime		<b>R – Test, Assignments</b>					<b>R – Test, Assignments</b>
CRIM 2295: Ethics in CJ				<b>RM – Written Assignment, Discussion Post</b>			<b>R – Written Assignment</b>
CRIM 3320: Criminology					<b>RM Tests, Assignment – Critical Eval of Theory</b>	<b>R Tests</b>	<b>R Tests, Assignment – Critical Eval of Theory</b>
CRIM 3340: Criminal Procedure		<b>RM Test, Written Assignments</b>					<b>R Test, Written Assignments</b>
CRIM 3375: Victimology			<b>R Discussion Posts, Critical Reflection Papers</b>	<b>R Discussion Posts, Critical Reflection Papers</b>	<b>R Discussion Posts, Critical Reflection Papers</b>	<b>R Discussion Posts, Critical Reflection Papers</b>	<b>R Discussion Posts, Critical Reflection Papers</b>
CRIM 4400: Research Methods				<b>R Tests, Research Prospectus</b>		<b>RM Tests, Research Prospectus</b>	
CRIM 4425: Evaluation of the CJ System	<b>M Caste Studies, Research Project</b>				<b>M Caste Studies, Research Project</b>		<b>M Caste Studies, Research Project</b>

**Key:**

**Level of Learning: I – Introduced, R – Reinforced, M – Mastered**

# Appendix B

## Master Syllabi

**Course Title:** CRIM 1100 - Introduction to Criminal Justice

**Credits:** 3

**Contact:**

**Office Hours:**

**Course Description:**

This course introduces students to the three principal components of the criminal justice system: law enforcement, the judiciary, and corrections. It will examine the history, structure, functions and issues of each component, and introduce the student to the measurement of crime, criminological theories, criminal law, justice perspectives, and the juvenile justice system.

**Required Textbook and Materials:**

Criminal Justice: A Brief Introduction  
13th Edition  
Schmallegger  
Pearson  
ISBN-978-0-135-208-984

**Course Format:**

This course is an online course that uses the following delivery modalities: PowerPoints, Articles, Case Studies, Discussions, and Videos. (If additional formats are used they should be added here by the instructor

**Course Outcomes and Assessment:**

<b>Course Outcome</b>	<b>Alignment to Program Outcome</b>	<b>Assessment Measure *May vary based on the instructor. But all should be appropriate for the outcome.</b>	<b>Performance Indicator</b>
Students will be able to identify at an introductory level the history, function, practices, and philosophical/theoretical viewpoints of law enforcement and correctional agencies in the United States.	Outcome 1: Summarize the history, function, practices, and philosophical/theoretical viewpoints of law enforcement and correctional agencies in the United States.	<ul style="list-style-type: none"><li>• Discussion Board</li><li>• Written Assignments</li><li>• Tests</li></ul>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Students will be able to identify at an introductory level the	Outcome 2: Explain the basic concept of constitutional law	<ul style="list-style-type: none"><li>• Discussion Board</li><li>• Written Assignments</li><li>• Tests</li></ul>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

<p>source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process.</p>	<p>relating to criminal procedure</p> <p>Outcome 3: Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process.</p>		
<p>Students will be able to identify key concepts that support a basic understanding of criminological theory and research, including sources of data, and typologies.</p>	<p>Outcome 5: Explain the major components of criminological theories and their impact on criminal justice policy.</p> <p>Outcome 6: Apply quantitative and qualitative research methodologies to the study of criminal justice and/or criminology through the development of a research study.</p>	<ul style="list-style-type: none"> <li>• Discussion Board Written Assignments Test</li> </ul>	<p>At least 80% of students will achieve a grade of C or better on assessment rubric or key.</p>
<p>Students will be able to identify prominent trends in criminal justice policy.</p>	<p>Outcome 1: Summarize the history, function, practices, and philosophical/theoretical viewpoints of law enforcement and correctional agencies in the United States.</p> <p>Outcome 4: Identify ethical issues related to criminal justice issues/work and apply ethical philosophies toward the identification of solutions.</p> <p>Outcome 7: Apply research studies and/or legal doctrine to evaluate</p>	<ul style="list-style-type: none"> <li>• Discussion Board Written Assignments Test</li> </ul>	<p>At least 80% of students will achieve a grade of C or better on assessment rubric or key.</p>

	issues and policy related to the criminal justice field.		
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### **Blackboard Information:**

This course uses Blackboard Management System to supply course materials, deliver instruction, and facilitate communication between faculty and students.

Students are responsible for maintaining consistent access to the internet and BLACKBOARD. Updates to the class will be posted to Blackboard routinely. In addition, any class cancelations will be posted on Blackboard. You should make a habit of checking every day before class. In addition, a weekly agenda will be placed on the calendar in blackboard (including due dates, tests, exc). Important Information will be posted at least one class period in advance.

### **Technology Assistance Information:**

Teaching & Learning Commons Help Information

- Phone: 304-367-4810 Option 3
- Email: [help@fairmontstate.edu](mailto:help@fairmontstate.edu)
- Hours: See Website for most current hours of operation
- Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>
- For Blackboard assistance outside of normal Teaching & Learning Commons business hours, contact WVNET at 304-293-5192

### **Other Technology Requirements:**

If the course has additional technology requirements and/or is using additional tools they should be discussed here.

## **Course Learning Activities**

There are a total of 100 points for this course broken down as follows:

Assignment #1 = 10 points

Assignment #2 = 10 points

Assignment #3 = 10 points

Assignment #4 = 10 points

Assignment #5 = 10 points

Class Participation = 50% (10 discussions worth 5 points each)

### **Written Assignments:**

There are FIVE assignments that will consist of written responses to questions I provide to you. Each assignment should consist of no less than 350 words, but no more than 1000 words, unless otherwise noted. The assignments will be submitted via the “Assignment” section of blackboard. You are to “**cut and paste**” your work **INTO** the assignment box. **I will NOT accept** attachments to the assignment box or to an e-mail.

### **Discussion Assignments:**

A question and/or a comment will be posted each Wednesday. You are to discuss this posting as well as read your fellow classmates postings and respond to at least two of your classmates’ comments. In other words, each of you need to do at least one “post” (approximately 250-500 words) and at least two “replies” to classmates (approximately 200-250 words). However, simply completing one post and two replies does not guarantee full credit. Quality Matters! The discussion will close on that topic on the following Tuesday at 11:59 EST.

### **Grading Scale:**

**Grades** are awarded based on the following scores:

<b>Percent</b>	<b>Letter</b>	<b>GPA</b>	<b>Notes</b>
90-100	A	4.0	Work is of superior quality
80-89	B	3.0	Work is above average
70-79	C	2.0	Work is average
60-69	D	1.0	Work is unsatisfactory
0-59	F	0.0	Work is failing
	I		Incomplete
	W		Withdrawn

### **Course Schedule:**

#### **Class Readings, Assignments and Due Dates:**

##### **Week 1**

Readings:

*What is Criminal Justice* - Chapter 1

No Assignment this week.

**Week 2**

Readings:

*The Crime Picture*– Chapter 2

Discussion# 1

**Week 3**

Readings:

*Criminal Law* – Chapter 3

Discussion #2

Assignment #1

**Week 4 (JANUARY 31 – FEBRUARY 4)**

Readings:

*Policing: Purpose and Organization* – Chapter 4

Discussion # 3

**Week 5 (FEBRUARY 07 – 11)**

Readings:

*Policing: Legal Aspects*– Chapter 5

Discussion #4

**Week 6 (FEBRUARY 14 – 18)**

Readings:

*Policing: Issues and Challenges* – Chapter 6

Assignment # 2:

**Week 7 (FEBRUARY 21 – FEBRUARY 25)**

Readings:

*Police* – Chapter 6

Discussion # 5:

**Week 8**

Readings:

*The Courts* – Chapter 7

Discussion #6

**Week 9**

Readings:

*Courtroom Work and the Criminal Trial* – Chapter 8

Assignment #3:

**Week 10**

Readings:  
*Sentencing*- Chapter 9

Discussion #7

**Week 11**

Readings:  
*Probation, Parole and Reentry*- Chapter 10

Discussion #8

Assignment # 4

**Week 12**

Readings:  
*Prisons and Jails* – Chapter 11

Discussion # 9:

**Week 13**

Readings:  
*Prison Life* -Chapter 12

Discussion # 10:

**Week 14**

Readings:  
*Juvenile Justice* - Chapter 13

**Week 15**

Readings:  
None

No new discussions or assignments this week.

**Finals Week**

Assignment # 5 Due

**University and Course Policies:**

See page 95 of this appendix for a list of policies consistent across classes that are to be included in all syllabi.

**Course Title:** CRIM 1101 - Police Operations

**Credits:** 3

**Contact:**

**Office Hours:**

**Course Description:**

The student will be introduced to the day-to-day duties of a police officer. Emphasis will be placed on community and human relations, patrol and traffic functions, order maintenance, report writing, investigations, communications, interviewing, search and seizure and arrest. Police stress and survival skills will also be discussed.

**Required Textbook and Materials:**

1. Introduction to Policing (4<sup>th</sup> edition). By Cox, Massey, Koski, and Fitch.
  - ISBN-10 : 1544339615 ISBN-13 : 978-1544339610
2. In addition, supplemental materials will be assigned throughout the semester and distributed in class or provided on Blackboard within each unit. These supplements are also required reading.

**Course Format:**

This course is an online course that uses the following delivery modalities: PowerPoints, Articles, Case Studies, Discussions, and Videos. (If additional formats are used they should be added here by the instructor).

**Course Outcomes and Assessment:**

Below are the learning outcomes for this class. They represent a broad overview of what can you expect to learn and accomplish in this class.

<b>Course Outcome</b>	<b>Alignment to Program Outcome</b>	<b>Assessment Measure</b>	<b>Performance Indicator</b>
Explain the historical foundations of policing in the United States.	Outcome 1: Summarize the history, function, practices, and philosophical/theoretical viewpoints of law enforcement and correctional agencies in the United States.	<ul style="list-style-type: none"><li>• Discussion Board</li><li>• Test</li><li>• Written Assignments</li></ul>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Assess police training and recruitment standards from a historical perspective to modern times.	Outcome 1: Summarize the history, function, practices, and philosophical/theoretical viewpoints of law enforcement and	<ul style="list-style-type: none"><li>• Discussion Board</li><li>• Test</li><li>• Written Assignments</li></ul>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

	correctional agencies in the United States.		
Identify and assess the basics of police operations such as patrol and investigative practices.	Outcome 1: Summarize the history, function, practices, and philosophical/theoretical viewpoints of law enforcement and correctional agencies in the United States.	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Test</li> <li>• Written Assignments</li> </ul>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Assess modern policing strategies such as community policing, POP, and zero tolerance policing.	<p>Outcome 1: Summarize the history, function, practices, and philosophical/theoretical viewpoints of law enforcement and correctional agencies in the United States.</p> <p>Outcome 7: Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field.</p>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Test</li> <li>• Written Assignments</li> </ul>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Identify and assess dangers and stressors associated with a career in law enforcement.	Outcome 1: Summarize the history, function, practices, and philosophical/theoretical viewpoints of law enforcement and correctional agencies in the United States.	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Test</li> <li>• Written Assignments</li> </ul>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Identify and explain the negative effects and causes of police misconduct.	<p>Outcome 1: Summarize the history, function, practices, and philosophical/theoretical viewpoints of law enforcement and correctional agencies in the United States.</p> <p>Outcome 4: Identify ethical issues related to criminal justice issues/work and apply ethical philosophies toward the identification of solutions.</p>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Test</li> <li>• Written Assignments</li> </ul>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

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### **Blackboard Information:**

This course uses Blackboard Management System to supply course materials, deliver instruction, and facilitate communication between faculty and students.

Students are responsible for maintaining consistent access to the internet and BLACKBOARD. Updates to the class will be posted to Blackboard routinely. In addition, any class cancelations will be posted on Blackboard. You should make a habit of checking every day before class. In addition, a weekly agenda will be placed on the calendar in blackboard (including due dates, tests, exc). Important Information will be posted at least one class period in advance.

### **Other Technology Requirements:**

If the course has additional technology requirements and/or is using additional tools they should be discussed here.

### **Technology Assistance Information:**

Teaching & Learning Commons Help Information

- Phone: 304-367-4810 Option 3
- Email: [help@fairmontstate.edu](mailto:help@fairmontstate.edu)
- Hours: See Website for most current hours of operation
- Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>
- For Blackboard assistance outside of normal Teaching & Learning Commons business hours, contact WVNET at 304-293-5192

## **Course Learning Activities**

### **Written Assignments:**

You will have 6 short writing assignments in this class. Make sure to review the late policy later in this document. I will provide instructions and rubrics for each individual assignment. You will have five assignments throughout the semester, each worth 20 points. For each of these assignments you will generally need to write a 1-2 page double spaced paper.

### **Discussion Assignments:**

We will have 5 discussion assignments in this class. They will generally relate to controversial issues in policing today. Each discussion assignment will be worth 20 points. A rubric outlining expectations will be provided with each discussion.

### **Tests/Quizzes:**

You will have 4 exams in this class. Each worth 100 points. You will have an exam every 2-3 units.

## Grading Scale:

Course Requirement	Points	Percent of Total Grade
5 Discussion Assignments	5 @ 20 = 100 total	16%
6 Assignments	6 @ 20 = 120 total	19%
4 Exams/ Quizzes	4 @ 100 Points = 400 total	65%
<b>Total:</b>	<b>620</b>	<b>100%</b>

**Grades** are awarded based on the following scores:

Percent	Letter	GPA	Notes
90-100	A	4.0	Work is of superior quality
80-89	B	3.0	Work is above average
70-79	C	2.0	Work is average
60-69	D	1.0	Work is unsatisfactory
0-59	F	0.0	Work is failing
	I		Incomplete
	W		Withdrawn

## Course Schedule:

<i>Module/ Date</i>	<i>Topic Covered</i>	<i>Assignments/ Quizzes Due Dates</i>
Week 1 and 2	(Read Ch 1 and 2) Introduction History of Policing Police Organizational Structure	Discussion 1: Introduction  Written Assignment 1: World History of Policing
Week 3	(Read Ch 4,5) Police Recruitment/ Training Law Enforcement Structure In US	Discussion 2: Polygraph
Week 4	(Read Ch 3) Police Department Organization	

		Test 1
Week 6	Read (Ch 6) Police Operation and Function	Discussion 3: Police and Domestic Violence. Best Practices
Week 7	(Read Ch 7) Contemporary Police Strategies	Discussion 4: New Police Strategy Roundup  Written Assignment 2: Hands on with POP
Week 8	(Read chapter 8) Police Subculture and Stress	Written Assignment 3: Stress Controversy  Test 2
Week 9	Constitutional Law and The Police (Read Ch 9)	Written Assignment 4: Fourth Amendment (Making the Right Call)
Week 9 and 10	Police Ethics and Ethical Issues (Read Ch 10, 11)	Discussion 5: The Numbers Game Test 3
Week 11 and 12	Additional Current Issues in Policing (Ch 12 – 13)	Written Assignment 5: Issues in Policing
Week 13 and 14	Final Wrap Up (Read Ch 14-16)	Written Assignment 6
Finals Week		Test 4

**University and Course Policies:**

See page 95 of this appendix for a list of policies consistent across classes that are to be included in all syllabi.

**Course Title:** CRIM 2202 - Principles of Criminal Law  
**Credits:** 3  
**Contact:**  
**Office Hours:**

**Course Description:**

**Required Textbook and Materials:**

Title: Criminal Law Today Author: Schmalleger, F. & Hall, D. Publisher: Prentice Hall  
 Edition/Year: 6th (2021) Type: Required resource

Please note the textbook is a required resource. It is essential that you obtain the textbook and use it. Since this is an online course there is no lecture time and much of what you will be asked to do that replaces that in class time involves reading from the textbook. I cannot emphasize enough the importance of using the assigned textbook. You cannot get the same information or the same result by "googling" or relying solely on online resources. As a rule, you will not be successful in this class if you do not have and use the textbook.

**Course Format:**

This course is an online course that uses the following delivery modalities: PowerPoints, Articles, Case Studies, Discussions, and Videos. (If additional formats are used they should be added here by the instructor.)

**Course Outcomes and Assessment:**

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Explain the nature and origin of law and the role it plays in our modern society	Outcome 3: Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process.	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Test</li> <li>• Written Assignments</li> </ul>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Explain the purpose of law and criminal law in particular	Outcome 3: Explain the source and origin of criminal law with a focus on the scope,	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Test</li> <li>• Written Assignments</li> </ul>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

	<p>purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process.</p> <p>Outcome 7: Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field.</p>		
Distinguish between substantive and procedural law	Outcome 3: Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process.	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Test</li> </ul> <p>Written Assignments</p>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Identify the three basic elements of every crime and apply those concepts to all criminal laws	Outcome 3: Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process.	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Test</li> </ul> <p>Written Assignments</p>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Identify the Constitutional limitations on	Outcome 3: Explain the source and origin of criminal law with a	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Test</li> <li>• Written Assignments</li> </ul>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

enactment of criminal law, specifically the ex post facto doctrine and void for vagueness concepts	focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process.		
Explain inchoate offenses and know the elements and application of Criminal Attempt, Criminal Conspiracy, Criminal Solicitation and Parties to a crime	Outcome 3: Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process.	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Test</li> </ul> Written Assignments	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Explain the legal definition of various criminal offenses.	Outcome 3: Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process.	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Test</li> </ul> Written Assignments	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Explain and be able to apply the "reasonable person" standard	Outcome 3: Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Test</li> </ul> Written Assignments	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

	the adjudication process.		
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### **Blackboard Information:**

This course uses Blackboard Management System to supply course materials, deliver instruction, and facilitate communication between faculty and students.

Students are responsible for maintaining consistent access to the internet and BLACKBOARD. Updates to the class will be posted to Blackboard routinely. In addition, any class cancelations will be posted on Blackboard. You should make a habit of checking every day before class. In addition, a weekly agenda will be placed on the calendar in blackboard (including due dates, tests, exc). Important Information will be posted at least one class period in advance.

### **Technology Assistance Information:**

Teaching & Learning Commons Help Information

- Phone: 304-367-4810 Option 3
- Email: [help@fairmontstate.edu](mailto:help@fairmontstate.edu)
- Hours: See Website for most current hours of operation
- Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>
- For Blackboard assistance outside of normal Teaching & Learning Commons business hours, contact WVNET at 304-293-5192

### **Other Technology Requirements:**

If the course has additional technology requirements and/or is using additional tools they should be discussed here.

## **Sample Course Learning Activities**

### **Written Assignments:**

In addition to quizzes, there will be written assignments throughout the semester, each of which will have a value of 30 points. **Assignments require a typed response.** All assignments will be graded on the basis of content, grammar, punctuation and spelling. 85% of the grade will be content. 15% will be grammar, punctuation and spelling. Some assignments will take a discussion format. More information will be provided with the directions for each assignment.

### **Tests/Quizzes:**

There will be eight (8) quizzes administered during the semester. Each will be worth either 25-50 points. The first seven will be scheduled as the semester progresses. The eighth will be scheduled during the final exam period for the class.

## Mini Research Paper:

In addition to quizzes and written assignments each student will complete a research paper focused on some aspect of criminal law. The topics and content of the paper will be discussed in class.

## Grading Scale:

Percent	Letter	GPA	Notes
90-100	A	4.0	Work is of superior quality
80-89	B	3.0	Work is above average
70-79	C	2.0	Work is average
60-69	D	1.0	Work is unsatisfactory
0-59	F	0.0	Work is failing
	I		Incomplete
	W		Withdrawn

## Sample Course Schedule:

This is a **TENTATIVE** outline of material to cover. While we will try to stick as closely to the schedule as possible, it may change at any time at the professor's discretion or as the pace of the class dictates.

Week 1 Chapter 1: The Nature and History of Criminal Law

Week 2 Chapter 2: Criminal Liability and the Essence of Crime

Week 3 Chapter 3: Expanding the Concept of Crime

Week 4 Chapter 4: Extending Criminal Liability: Inchoate Offenses and Parties of Crime

Week 5 Chapter 5: Justifications as Defenses

Week 6 Chapter 6: Excuses as Defenses

Week 7 Chapter 7: The Defense of Insanity

Week 8 Chapter 8: Legal and Social Dimensions of Personal Crime: Homicide

Week 9 Chapter 9: Legal and Social Dimensions of Personal Crime: Assault, Battery, and Other Personal Crime

Week 10 Chapter 10: Legal and Social Dimensions of Property and Computer Crime

Week 11 Chapter 11: Offenses Against Public Orders and the Administration of Justice

Week 12 Chapter 12: Offenses Against Public Morality

Week 13 Chapter 13: Victims and Law

Week 14 Chapter 14: Punishment and Sentencing

**University and Course Policies:**

See page 95 of this appendix for a list of policies consistent across classes that are to be included in all syllabi.

**Course:** CRIM 2206 Introduction to Corrections  
**Credits:** 3  
**Contact:**  
**Office Hours:**

**Course Description:**

A survey of the current correctional process in America, including the origin and legal procedures of the present system and its effects on the individuals as well as on our society. Special emphasis is given to current theories of rehabilitation in the institution and in probation and parole. Students will also be introduced to the administration of the adult and juvenile institutions and the alternatives to and future of the present system.

**Required Textbook and Materials:**

- Krisberg, B., Marchionna, s., Hartney, H. *American Corrections: Concepts and Controversies* 2<sup>nd</sup>. Edition. Sage Publications.
- Earley, Pete. *“The Hot House: Life Inside Leavenworth Prison”*. Bantam Books 1992.

**Course Format:**

This course is an online course that uses the following delivery modalities: PowerPoints, Articles, Case Studies, Discussions, and Videos. (If additional formats are used they should be added here by the instructor.)

**Course Outcomes and Assessment:**

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
In an examination of corrections and penology in America, <u>identify</u> common terminology and methods used by professions in the Corrections system, and be able to discuss steps to reform correctional issues when necessary.	Outcome 1: Summarize the history, function, practices, and philosophical/theoretical viewpoints of law enforcement and correctional agencies in the United States.  Outcome 7: Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field.	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Test</li> <li>• Written Assignments</li> </ul>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

<p>Analyze the roles and functions served by the various entities in the Corrections system, and to the legal and practical limitations placed on corrections agencies.</p>	<p>Outcome 1: Summarize the history, function, practices, and philosophical/theoretical viewpoints of law enforcement and correctional agencies in the United States.</p> <p>Outcome 7: Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field.</p>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Test</li> <li>Written Assignments</li> </ul>	<p>At least 80% of students will achieve a grade of C or better on assessment rubric or key.</p>
<p>Discuss probation, parole, and communities based corrections programs and the retribution and rehabilitation pendulum associated with sentencing strategies.</p>	<p>Outcome 1: Summarize the history, function, practices, and philosophical/theoretical viewpoints of law enforcement and correctional agencies in the United States.</p> <p>Outcome 7: Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field.</p>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Test</li> <li>• Written Assignments</li> </ul>	<p>At least 80% of students will achieve a grade of C or better on assessment rubric or key.</p>
<p>Compare competing values, theories, policies, and concepts to real and hypothetical problems in the correctional system and appraise current</p>	<p>Outcome 1: Summarize the history, function, practices, and philosophical/theoretical viewpoints of law enforcement and</p>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Test</li> <li>Written Assignments</li> </ul>	<p>At least 80% of students will achieve a grade of C or better on assessment rubric or key.</p>

<p>literature and developments regarding corrections and penology.</p>	<p>correctional agencies in the United States.</p> <p>Outcome 7: Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field.</p>		
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**Blackboard Information:**

This course uses Blackboard Management System to supply course materials, deliver instruction, and facilitate communication between faculty and students.

Students are responsible for maintaining consistent access to the internet and BLACKBOARD. Updates to the class will be posted to Blackboard routinely. In addition, any class cancelations will be posted on Blackboard. You should make a habit of checking every day before class. In addition, a weekly agenda will be placed on the calendar in blackboard (including due dates, tests, exc). Important Information will be posted at least one class period in advance.

**Technology Assistance Information:**

Teaching & Learning Commons Help Information

- Phone: 304-367-4810 Option 3
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- Hours: See Website for most current hours of operation
- Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>
- For Blackboard assistance outside of normal Teaching & Learning Commons business hours, contact WVNET at 304-293-5192

**Other Technology Requirements:**

If the course has additional technology requirements and/or is using additional tools they should be discussed here.

**Course Learning Activities**

**Written Assignments:**

The papers are a content analysis of the “Hot House” book. There will be four papers at least three pages in length, double spaced with 12-point font, times new roman. These papers are in APA FORMAT. If you are uncertain about how to use the APA format, please see “OWL PURDUE WRITING LAB” (available on Blackboard), for assistance. These papers should analyze the material while also including your personal reaction. The designated chapters for each paper are listed in the schedule. You also will need to properly cite in your paper. **At no point in time shall**

**you e-mail me your paper. If you attempt to email me your paper, I will not even open it, I will only delete it.**

I must warn you; this book is explicit in nature. It is a true account of offender's experiences while in prison. The language is rough and so are some of the descriptions of the actions that were witnessed. If you feel you cannot handle this material, please see me and I will assign a less explicit book.

**Paper Format (You MUST label each of these sections in your paper).**

- **Introduction:** Open up your paper
- Brief **Summary** of the readings – point out key characters and what they are up to
- **Relate to class/text material**
- **Personal reaction:** give your personal (educated) reaction to the readings.
- **Conclusion:** Close your paper

**Your paper must go through “Safe Assign” when submitting it.**

**Discussion Assignments:**

**Tests/Quizzes:**

Examinations will be scheduled as indicated unless we find the need for some flexibility with scheduling. Each exam will cover material from the textbook, films, handouts, and lectures, but NOT the Hot House book. The tests will be mostly comprised of multiple choices, true and false, and some short essay questions. You will also have four papers that will be an analysis of the “Hot House” book. We will further discuss the format of these papers in class. If you miss an exam you must have a university excused absence and you must notify me before the exam or within 24 hours. If you do not do this I do not have to let you make up any missed exams. **If you will be absent for any University activity (sports, clubs, class field trips, etc.) you MUST notify me before you will be absent for it to be excused.**

**Grading Scale:**

**CLASS POINTS:**

Exams: 3 @ 100	300
Papers 4 @ 25	100
<u>Atten/Engage</u>	<u>100</u>
Total	= 500

**GRADING SCALE:**

500 – 450 =	A
449 – 400 =	B
399 – 350 =	C
349 – 300 =	D
0 - 299 =	F

### Sample Course Schedule:

<b>Week 1:</b> T: 8-10 TH: 8-12	Introduction to course What is social control?	
<b>Week 2:</b> T: 8-17 TH: 8-19	The Corrections System Video: Prison State <b>Discussion #1: Due by Sunday 8/22 @ 11:59 pm</b>	Chapter 1
<b>Week 3:</b> T: 8-24 TH: 8-26	<b>(HOT HOUSE Paper 1: Pages 3-161) Due by Sunday 8/29 11:59pm</b> History of Punishment Video: The House I Live In	Chapter 2
<b>Week 4:</b> T: 8-31 TH: 9-2	The Purpose of Punishment <b>Discussion # 2 Due by Sunday 9/5 @ 11:59 pm</b>	Chapter 3
<b>Week 5:</b> T: 9-7 TH: 9-9	Jails Prisons	Chapter 4 Chapter 6
<b>Week 6:</b> T: 9-14 TH: 9-16	<b>Tuesday 9/14 - Exam 1: (Chapters 1 – 4, and 6)</b> Probation and Alternatives to Incarceration	Chapter 5
<b>Week 7:</b> T: 9-21 TH: 9-23	Coming Home <b>(HOT HOUSE Paper 2: 163-256) Due Sunday 9/26 11:59pm</b>	Chapter 7
<b>Week 8:</b> T: 9-28 TH: 9-30	Corrections Workforce Guest Lecturer <b>Discussion # 3 Due by Sunday 10/3 @ 11:59 pm</b>	Chapter 9
<b>Week 9:</b> T: 10-5 TH: 10-7	Holding Corrections Accountable Video: 13th <b>Discussion # 4 Due by Sunday 10/10 @ 11:59 pm</b>	Chapter 10
<b>Week 10:</b> T: 10-12 TH: 10-14	Privatization of Prisons <b>Exam 2: (Chaps 5, 7, 9, 10, 15) Due Sunday 10/17 @ 11:59pm</b>	Chapter 15
<b>Week 11:</b> T: 10-19 TH: 10-21	Corrections and the Color Line	Chapter 11

	<b>(HOT HOUSE Paper 3: 257-354) Due by Sunday 10/24 @ 11:59pm</b>	
<b>Week 12:</b> <b>T: 10-26 TH: 10-28</b>	Women in Corrections <b>Discussion # 5 Due by Sunday 10/31 @ 11:59 pm</b>	Chapter 12
<b>Week 13:</b> <b>T: 11-2 TH: 11-4</b>	Vulnerable Populations Video: The New Asylums The Future of Incarceration <b>Discussion # 6 Due by Sunday 11/7 @ 11:59 pm</b>	Chapter 13 Chapter 16
<b>Week 14:</b> <b>T: 11-9 TH: 11-11</b>	Death Row Video: Death by Fire/Mercy <b>Bonus Discussion: Due Sunday 11/14 11:59pm</b> <b>(HOT HOUSE Paper 4: 355-445) Due Sunday 11/14 11:59pm</b>	Chapter 14
<b>Week 15:</b> <b>11-16 thru 11-19</b>	<b>FINAL EXAM 3 – Chapters 11, 12, 13, 14, &amp; 16</b>	

**University and Course Policies:**

See page 95 of this appendix for a list of policies consistent across classes that are to be included in all syllabi.

**Course Title:** CRIM 2240 - Adjudication Process

**Credits:** 3

**Contact:**

**Office Hours:**

**Course Description:**

Topics include the role and structure of prosecution, public defense, and the courts; basic elements of the substantive criminal law and procedural law and its relation to constitutional guarantees.

**Required Textbook and Materials:**

Title: America's Courts And The Criminal Justice System Author: Neubauer, David W. Fradella, Henry F. Publisher: Cengage Learning Edition/Year: 12th 2014

ISBN: 978-1-305-26105-1

The textbook is a required resource. It is essential that you obtain the textbook and use it. Since this is an online course there is no lecture time and much of what you will be asked to do involves reading from the textbook. I cannot emphasize enough the importance of using the assigned textbook. You cannot get the same information or the same result by "googling" or relying solely on online resources. As a rule, you will not be successful in this class if you do not have and use the textbook.

**Online Resources**

In addition to information found in your textbook you will be required to access information through links to the Internet. These online resources are invaluable to success in this class. If you find a link doesn't work let me know immediately. You may also use other online resources of which you may be aware for the completion of assignments, but be certain that the sources you use are credible. For example, Wikipedia is not a credible, acceptable online resource. Do not use or cite Wikipedia! You must also be very careful when using information found online. If you include any part of what you find you must cite the reference and give credit to the writer, otherwise it is plagiarism.

**Course Format:**

This course is an online course that uses the following delivery modalities: PowerPoints, Articles, Case Studies, Discussions, and Videos. (If additional formats are used they should be added here by the instructor.)

**Course Outcomes and Assessment:**

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Be able to define adjudication.	Outcome 3: Explain the source and origin	<ul style="list-style-type: none"><li>• Test</li><li>• Written Assignments</li></ul>	At least 80% of students will achieve a grade of C

	of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process.		or better on assessment rubric or key.
Identify the defining characteristics of an adjudicatory system.	Outcome 3: Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process.	<ul style="list-style-type: none"> <li>• Test</li> <li>• Written Assignments</li> </ul>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Be able to outline the process of dispute resolution in the criminal courts from the beginning of the dispute to the end.	<p>Outcome 3: Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process.</p> <p>Outcome 7: Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field.</p>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Written Assignments</li> </ul>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

<p>Identify the names, duties, and responsibilities of each of the major "actors" in the process</p>	<p>Outcome 3: Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process.</p>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Written Assignments</li> </ul>	<p>At least 80% of students will achieve a grade of C or better on assessment rubric or key.</p>
<p>Distinguish between the federal court system and the various state court systems.</p>	<p>Outcome 3: Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process.</p>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Written Assignments</li> </ul>	<p>At least 80% of students will achieve a grade of C or better on assessment rubric or key.</p>
<p>Identify the levels of the federal court system.</p>	<p>Outcome 3: Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process.</p>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Written Assignments</li> </ul>	<p>At least 80% of students will achieve a grade of C or better on assessment rubric or key.</p>
<p>Identify the levels of the various state court systems</p>	<p>Outcome 3: Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the</p>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Written Assignments</li> </ul>	<p>At least 80% of students will achieve a grade of C or better on assessment rubric or key.</p>

	structure, function and operation of criminal courts and the adjudication process.		
Explain the court system in West Virginia	Outcome 3: Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process.	<ul style="list-style-type: none"> <li>• Test</li> <li>• Written Assignments</li> </ul>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Discuss three concepts of jurisdiction; subject matter, geographic, and hierarchical.	Outcome 3: Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process.	<ul style="list-style-type: none"> <li>• Test</li> <li>• Written Assignments</li> </ul>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Be able to apply the concepts of jurisdiction to each level of the federal and state court systems	Outcome 3: Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process.	<ul style="list-style-type: none"> <li>• Test</li> <li>• Written Assignments</li> </ul>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

<p>Describe jury trials in the American court system, particularly the right to a jury trial and how jurors are chosen</p>	<p>Outcome 3: Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process.</p>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Written Assignments</li> </ul>	<p>At least 80% of students will achieve a grade of C or better on assessment rubric or key.</p>
<p>Discuss the concepts of crime control and due process</p>	<p>Outcome 3: Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process.</p> <p>Outcome 7: Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field.</p>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Written Assignments</li> </ul>	<p>At least 80% of students will achieve a grade of C or better on assessment rubric or key.</p>
<p>Explain the resolution process regarding minor offenses and how that process differs from the resolution process for major offenses</p>	<p>Outcome 3: Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process.</p>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Written Assignments</li> </ul>	<p>At least 80% of students will achieve a grade of C or better on assessment rubric or key.</p>

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### **Blackboard Information:**

This course uses Blackboard Management System to supply course materials, deliver instruction, and facilitate communication between faculty and students.

Students are responsible for maintaining consistent access to the internet and BLACKBOARD. Updates to the class will be posted to Blackboard routinely. In addition, any class cancelations will be posted on Blackboard. You should make a habit of checking every day before class. In addition, a weekly agenda will be placed on the calendar in blackboard (including due dates, tests, exc). Important Information will be posted at least one class period in advance.

### **Technology Assistance Information:**

Teaching & Learning Commons Help Information

- Phone: 304-367-4810 Option 3
- Email: [help@fairmontstate.edu](mailto:help@fairmontstate.edu)
- Hours: See Website for most current hours of operation
- Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>
- For Blackboard assistance outside of normal Teaching & Learning Commons business hours, contact WVNET at 304-293-5192

### **Other Technology Requirements:**

If the course has additional technology requirements and/or is using additional tools they should be discussed here.

## **Course Learning Activities**

### **Quizzes**

There will a quiz at the end of each module which will cover assigned reading and other information in the module. The quizzes will be opened and closed on a specific day and time. Each test or quiz will have a due date and any test or quiz not completed by the due date will be considered late. For each quiz there is also a cut-off date. This is the absolute last day a quiz can be completed, after this day and time no quiz will not be accepted. For purposes of grade calculations a score of 0 will be assigned to any quiz not completed by the cut-off date.

Each quiz will be assigned a point value which can be converted to a letter grade using the grading scaled set out below. At the end of the class, the point value earned on each quiz will be a part of the total from which your final grade is computed.

### **Assignments**

There will be numerous assignments for this class that require you to access and read information found in your textbook and from sources other than your textbook. Each module will have at least one assignment in addition to the quiz referenced above. After

reading you will be required to answer questions about the information. Some of the assignments will require reading and then application of the information to facts and others will merely require you to relate factual information you will find in the assigned material. Each assignment will have a value of 20 points.

Each assignment will be given a due date and an essential part of the grade for the assignment will be timely submission. **In addition to a due date each assignment will have a cut-off date that will be during the last week of the course. This date will not be during finals week. This is a drop-dead date. Any assignment not completed by the cut-off date will receive a grade of 0. There are no exceptions to this rule.**

In addition to content and timely submission a part of the grade for each assignment will be grammar, punctuation and spelling. You will receive up to five points for correct grammar, punctuation and spelling in your assignments.

So, in summary each written assignment will be graded as follows:

- Content--15 points
- Grammar, punctuation and spelling--5 points
- Total points for each assignment--20 points

### **Grading Scale:**

All discussions, assignments and quizzes will be assigned a point value. At the end of the class all of your points will be totaled. Grades will be assigned according to the following scale:

1. 90-100% of total points=A
2. 80-89% of total points=B
3. 70-79% of total points=C
4. 60-69% of total points=D
5. Below 60% of total points=F

### **University and Course Policies:**

See page 95 of this appendix for a list of policies consistent across classes that are to be included in all syllabi.

**Course Title:** CRIM 2250 - Cybercrime

**Credits:** 3

**Contact:**

**Office Hours:**

**Course Description:**

This course is an introductory course in cybercrime and criminal justice. This course will focus on cybercrime perpetrated via computers and/ or other electronic means. This course also addresses the legal issues involved in cybercrime investigations. PR: None.

**Required Textbook and Materials:**

- Holt, Bossler and Seigfried-Spellar. (2022). Cybercrime and Digital Forensics and Introduction. Second or third Ed.
  - ISBN-10 : 1138238732
  - ISBN-13 : 978-1138238732
  
- Supplemental materials will be assigned throughout the semester and provided on Blackboard. We will have many since the book is a little out of date on some things.

**Course Format:**

This course is an online course that uses the following delivery modalities: PowerPoints, Articles, Case Studies, Discussions, and Videos. (If additional formats are used they should be added here by the instructor.)

**Course Outcomes and Assessment:**

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Identify and discuss key concepts and terminology related to cybercrime and computer forensics.	Outcome 7: Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field.	<ul style="list-style-type: none"><li>• Discussion Board</li><li>• Test</li><li>• Written Assignments</li></ul>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Discuss historical and emerging issues that influence cybercrime investigations, and possible remedies to these issues.	Outcome 7: Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field.	<ul style="list-style-type: none"><li>• Discussion Board</li><li>• Test</li><li>• Written Assignments</li></ul>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

Analyze tools, resources, and strategies used by cybercriminals to achieve their goals, and tools available to investigators.	Outcome 7: Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field.	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Test</li> <li>• Written Assignments</li> </ul>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Discuss possible remedies to reduce the harm done by cybercriminals.	Outcome 7: Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field.	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Test</li> <li>• Written Assignments</li> </ul>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Explain the application of the first and fourth amendments to cybercrime investigations.	Outcome 2. Explain the basic concept of constitutional law relating to criminal procedure.	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Test</li> <li>• Written Assignments</li> </ul>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Explain the proper steps required to search, seize and process digital evidence.	Outcome 2. Explain the basic concept of constitutional law relating to criminal procedure.	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Test</li> <li>• Written Assignments</li> </ul>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Evaluate and critique resources and tools needed for conducting digital forensic investigation.	NA	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Test</li> <li>• Written Assignments</li> </ul>	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

### **Blackboard Information:**

This course uses Blackboard Management System to supply course materials, deliver instruction, and facilitate communication between faculty and students.

Students are responsible for maintaining consistent access to the internet and BLACKBOARD. Updates to the class will be posted to Blackboard routinely. In addition, any class cancelations will be posted on Blackboard. You should make a habit of checking every day before class. In addition,

a weekly agenda will be placed on the calendar in blackboard (including due dates, tests, exc). Important Information will be posted at least one class period in advance.

### **Technology Assistance Information:**

Teaching & Learning Commons Help Information

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- Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>
- For Blackboard assistance outside of normal Teaching & Learning Commons business hours, contact WVNET at 304-293-5192

### **Other Technology Requirements:**

If the course has additional technology requirements and/or is using additional tools they should be discussed here.

## **Course Learning Activities**

### **Written Assignments:**

For many of the assignments in this class you will be required to write a short 1-2-page paper in APA format on a provided topic. These assignments will allow you to better understand various issues related to the threat and law enforcement pursuit of cybercrime. Each of these assignments is worth 20 points. For each assignment a rubric has been provided. There will be a total of 6 short writing assignments.

### **Discussion Assignments:**

You will be required to participate in discussion postings at times throughout this class. We will start these discussion online for the virtual day of the course and continue them in person. I will post instructions and a rubric with each discussion assignment. For each discussion you will be required to provide an initial post before you can see the posts made by your classmates. You will also be required to engage in discussion with the instructor and your classmates at a level that contributes to the overall discussion in some way. In other words, your responses to your classmates should have some meat. A simple I agree with your point will not suffice. In such cases you should provide detail on why. In addition, I encourage you to ask your classmates questions. There will be a total of 6 discussion assignments. Each discussion assignment will be worth 20 points.

### **Tests/Quizzes:**

You will have 4 tests in this course. Generally, each test will cover 3 to 4 chapters worth of material. The final test will be a comprehensive final. Each test will be worth 100 points. The last test is a comprehensive final.

## Grading Scale:

Points:

Written Assignments – 6 at 20 points each – Total 120 points

Discussion Assignments – 6 at 20 points each – Total 120 points

Test – 4 at 100 points each – Total 400 points

Total Points in class = 640 points

**Grades** are awarded based on the following scores:

Percent	Letter	GPA	Notes
90-100	A	4.0	Work is of superior quality
80-89	B	3.0	Work is above average
70-79	C	2.0	Work is average
60-69	D	1.0	Work is unsatisfactory
0-59	F	0.0	Work is failing
	I		Incomplete
	W		Withdrawn

## Class Schedule:

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<i>Module/ Date</i>	<i>Topic Covered Chapters from Third Edition</i>	<i>Assignments/ Quizzes Due Dates</i>
Unit 1 – Week 1 and 2	Unit 1: Typology of Cybercrime, Definitions, and Policing It (Read Ch 1 and 2)	Discussion 1: Introduction Written Assignment 1: Conceptualize Cyber-crime
Unit 2 – Week 3 and 4	Malware and Hacking (Read Ch 3 and 4)	Written Assignment 2: Social Engineering Discussion 2: Test 1

Unit 3 Week 5 and 6	(Read Ch 5 and 6) Digital Piracy, Economic Crime and Fraud	Discussion 3: Written Assignment 3:
Unit 4 Week 7 and 8	Read Ch 7 and 8 Sex Crimes and Sexual Exploitation	Discussion 4: Written Assignment 4: Test 2
Unit 5 Week 9 and 10	Read Chapters 9 and 10 , 11 Online Harassment, Extremism and Cyber-warfare	Discussion 5: Written Assignment 5:
Unit 6 Week 11 and 12	(Read chapter 12, 13, ) Illicit Markets and Theory	Discussion 6: Written Assignment 6: Test 3 (50 pts)
Unit 7 Week 13, 14, 15	(Ch 14, 15, 16) Intro to Digital Forensics and Law	Discussion 7: Written Assignment 7:
Finals Week	Finals	Final Test

**University and Course Policies:**

See page 95 of this appendix for a list of policies consistent across classes that are to be included in all syllabi.

**Course Title:** CRIM 2295 – Ethics in Criminal Justice  
**Credits:** 3  
**Contact:**  
**Office Hours:**

**Course Description:**

This course introduces the student to ethical decision making. The student will analyze the major ethical perspectives and then incorporate them into the social and criminal justice context as it relates to law, police, courts and corrections. The course also addresses the future development of ethics in everyday life.

**Required Textbook and Materials:**

**TEXT:** All students will be REQUIRED to read the following book:  
**Professional Ethics in Criminal Justice**  
**Fourth Edition**  
**Jay S Albanese**  
**Pearson**  
**ISBN-978-0-13-384-3286**

**Course Format:**

This course is an online course that uses the following delivery modalities: PowerPoints, Articles, Case Studies, Discussions, and Videos. (If additional formats are used they should be added here by the instructor.)

**Course Outcomes and Assessment:**

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Recognize the historical evolution of justice and ethical thought.	Outcome 4: Identify ethical issues related to criminal justice issues/ work and apply ethical philosophies toward the identification of solutions.	Written Assignments Discussion Posts	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Analyze and evaluate ethical decision making opportunities in personal behavior and within the criminal justice system.	Outcome 4: Identify ethical issues related to criminal justice issues/ work and apply ethical philosophies toward the identification of solutions.	Written Assignments Discussion Posts	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

	Outcome 7: Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field.		
Demonstrate personal integrity and informed opinion about clear and consistent ethical decisions including academically, personally and professionally.	NA	Written Assignments Discussion Posts	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Identify and demonstrate principles and Values of teamwork as it relates to the field of criminal justice and academic performance.	NA	Written Assignments Discussion Posts	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Demonstrate the characteristics and behaviors of a productive team member while resolving criminal justice ethical issues.	NA	Written Assignments Discussion Posts	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

### **Blackboard Information:**

This course uses Blackboard Management System to supply course materials, deliver instruction, and facilitate communication between faculty and students.

Students are responsible for maintaining consistent access to the internet and BLACKBOARD. Updates to the class will be posted to Blackboard routinely. In addition, any class cancelations will be posted on Blackboard. You should make a habit of checking every day before class. In addition, a weekly agenda will be placed on the calendar in blackboard (including due dates, tests, exc). Important Information will be posted at least one class period in advance.

### **Technology Assistance Information:**

Teaching & Learning Commons Help Information

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- Email: [help@fairmontstate.edu](mailto:help@fairmontstate.edu)
- Hours: See Website for most current hours of operation
- Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>
- For Blackboard assistance outside of normal Teaching & Learning Commons business hours, contact WVNET at 304-293-5192

### Other Technology Requirements:

If the course has additional technology requirements and/or is using additional tools they should be discussed here.

### Course Learning Activities

There are a total of 100 points for this course broken down as follows:

Assignment #1 = 10 points

Assignment #2 = 10 points

Assignment #3 = 10 points

Assignment #4 = 10 points

Assignment #5 = 10 points

Class Participation = 50% (10 discussions worth 5 points each)

Total 100 points

### Written Assignments:

There are FIVE assignments that will consist of written responses to questions I provide to you. Each assignment should consist of no less than 350 words, but no more than 1000 words, unless otherwise noted. The assignments will be submitted via the “Assignment” section of blackboard. You are to **“cut and paste”** your work *INTO* the assignment box. **I will NOT accept** attachments to the assignment box or to an e-mail.

### Discussion Assignments:

A question and/or a comment will be posted each Wednesday. You are to discuss this posting as well as read your fellow classmates postings and respond to at least two of your classmates’ comments. In other words, each of you need to do at least one “post” (approximately 250-500 words) and at least two “replies” to classmates (approximately 200-250 words). However, simply completing one post and two replies does not guarantee full credit. Quality Matters! The discussion will close on that topic on the following Tuesday at 11:59 EST.

### Grading Scale:

Percent	Letter	GPA	Notes
90-100	A	4.0	Work is of superior quality
80-89	B	3.0	Work is above average
70-79	C	2.0	Work is average
60-69	D	1.0	Work is unsatisfactory

0-59	F	0.0	Work is failing
	I		Incomplete
	W		Withdrawn

## Schedule:

### Week 1

Readings:

*Recognizing Ethical Decisions* - Chapter 1

No Assignment this week.

### Week 2

Readings:

*Virtual Ethics*– Chapter 2

Discussion# 1

### Week 3

Readings:

*Formalism* – Chapter 3

Discussion #2

### Week 4

Readings:

*Utilitarianism* – Chapter 4

Discussion # 3

Assignment #1

### Week 5

Readings:

*Crime and Law* – Chapter 5

Discussion #4

### Week 6

Readings:

*Crime and Law* – Chapter 5

### Week 7

Readings:

*Police* – Chapter 6

Discussion # 5:

Assignment #2

### Week 8

Readings:

*Police* – Chapter 6

Discussion #6

### **Week 9**

Readings:

*Courts* – Chapter 7

### **Week 10**

Readings:

*Punishment and Corrections*- Chapter 8

Discussion #7

Assignment #3

### **Week 11**

Readings:

*Continue Reading...Punishment and Corrections*- Chapter 8

Discussion #8

### **Week 12**

Readings:

*Liability* – Chapter 9

Discussion # 9

Assignment #4

### **Week 13**

Readings:

Assigned by instructor posted on Blackboard

Discussion # 10

### **Week 14**

Readings:

*The Future* Chapter 10

### **Week 15**

Readings:

Course Wrap Up and Review

No new discussions or assignments this week.

### **Week 16**

Assignment #5

## **University and Course Policies:**

See page 95 of this appendix for a list of policies consistent across classes that are to be included in all syllabi.

**Course Title:** CRIM 3320 - Criminology

**Credits:** 3

**Contact:**

**Office Hours:**

**Course Description:**

The study of deviant behavior as it relates to the definition of crime. Topics include crime statistics, theories of crime causation and crime typologies. PR: CRIM 1100.

**Required Textbook and Materials:**

Siegel, L. (2019). *Criminology: The core*. (7th Ed). Cengage Learning. ISBN: 978-1-337-55771-9 OR 978-1-337-61664-5

All course materials comply with copyright/fair use policies.

**Course Format:**

This course is an online course that uses the following delivery modalities: PowerPoints, Articles, Case Studies, Discussions, and Videos. (If additional formats are used they should be added here by the instructor.)

**Course Outcomes and Assessment:**

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Identify and explain key concepts related to criminological theories.	Outcome 5: Explain the major components of criminological theories and their impact on criminal justice policy	Quizzes and Tests	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Compare and contrast various criminological theories.	Outcome 5: Explain the major components of criminological theories and their impact on criminal justice policy	Quizzes and Tests	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Discuss the historical development of criminology as a field.	Outcome 5: Explain the major components of criminological theories and their impact on criminal justice policy	Quizzes and Tests	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

Identify the social class, age, race and gender patterns associated with crime and victimization as well as other factors related to crime trends.	Outcome 5: Explain the major components of criminological theories and their impact on criminal justice policy.  Outcome 7: Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field.	Quizzes and Tests	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Discuss the pros and cons of the major sources of crime statistics.	Outcome 5: Explain the major components of criminological theories and their impact on criminal justice policy.	Quizzes and Tests	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Classify criminal behaviors into distinct typologies.	Outcome 5: Explain the major components of criminological theories and their impact on criminal justice policy.	Quizzes and Tests	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

### **Blackboard Information:**

This course uses Blackboard Management System to supply course materials, deliver instruction, and facilitate communication between faculty and students.

Students are responsible for maintaining consistent access to the internet and BLACKBOARD. Updates to the class will be posted to Blackboard routinely. In addition, any class cancelations will be posted on Blackboard. You should make a habit of checking every day before class. In addition, a weekly agenda will be placed on the calendar in blackboard (including due dates, tests, exc). Important Information will be posted at least one class period in advance.

### **Technology Assistance Information:**

Teaching & Learning Commons Help Information

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- Email: [help@fairmontstate.edu](mailto:help@fairmontstate.edu)
- Hours: See Website for most current hours of operation

- Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>
- For Blackboard assistance outside of normal Teaching & Learning Commons business hours, contact WVNET at 304-293-5192

### Other Technology Requirements:

If the course has additional technology requirements and/or is using additional tools they should be discussed here.

## Course Learning Activities

### Tests/Quizzes:

There will be **nine quizzes** throughout the semester, (50 points each), which may be comprised of multiple choice, true-false, short answer, fill-in-the blank, matching, or short essay questions. Quizzes are also timed, so make sure you're ready to complete the quizzes when you take them.

There will be **five exams** (100 points each). Each exam will be comprised of multiple choice and true-false questions. Exams are timed, so you need to study in order to complete the exam in the allotted time frame.

### Assignments/ Critical Theory Evaluation:

You will have 5 assignments in this class in which you critically evaluate a theory or set of theories. More information will be provided in each module.

### Grading Scale:

Percent	Letter	GPA	Notes
90-100	A	4.0	Work is of superior quality
80-89	B	3.0	Work is above average
70-79	C	2.0	Work is average
60-69	D	1.0	Work is unsatisfactory
0-59	F	0.0	Work is failing
	I		Incomplete
	W		Withdrawn

## Schedule:

Weeks/Modules	Chapters/Topics Covered	Quiz/Exam	Dates
Week 1-Module 1	Introduction to Course, Syllabus, Course Schedule and begin Module 1	Be sure to read the syllabus and course schedule- Pay close attention to BOTH	
Week 2-Module 1	Ch. 1: Crime and Criminology	Quiz 1	
Week 3-Module 1	Ch. 2: Nature & Extent of Crime	Quiz 2	
Week 4-Module 1	EXAM #1 on CHAPTERS 1 & 2	Exam 1 Critical Theory Eval 1	
Week 5-Module 2	Ch.3: Victims and Victimization	Quiz 3	
Week 6-Module 2	Ch.4: Rational Choice Theory	Quiz 4	
Week 7-Module 2	EXAM #2 on CHAPTERS 3 & 4	Exam 2 Critical Theory Eval 2	
Week 8	Ch. 5: Trait Theory	Quiz 5	
Week 9]	Ch.6: Social Structure Theory	Quiz 6	
Week 10	EXAM #3 on CHAPTERS 5 & 6	Exam 3 Critical Theory Eval 3	
Week 11	Ch. 7: Social Process Theory	Quiz 7	
Week 12	Ch. 8: Soc. Conflict, Critical Criminology & Restorative Justice	Quiz 8	
Week 13	EXAM # 4 on CHAPTERS 7 & 8	Exam 4 Critical Theory Eval 4	
Week 14	Chapter 9: Developmental Theories	Quiz 9	
Week 15and 16 -	Review and EXAM # 5 on Chapter 9	Exam 5 Critical Theory Eval 5	

## University and Course Policies:

See page 95 of this appendix for a list of policies consistent across classes that are to be included in all syllabi.

**Course Title:** CRIM 3340 – Criminal Procedure

**Credits:** 3

**Contact:**

**Office Hours:**

**Course Description:**

This course will deal with constitutional law relating to the function of the police and other government agents in our society. The focus of the course will be on the 4th, 5th 6th and 14th amendments to the U.S. Constitution and the relationship between constitutional principles and the rights of citizens in the United States.

**Required Textbook and Materials:**

Criminal Procedure Author: Lippman, Matthew Publisher: Sage Edition/Year: 3rd 2016 ISBN: 978-1-5063-0649-0 Type: Required resource

Please note that the text is a required resource. It is essential that you obtain the textbook and use it. Do not try to get by without it. I cannot emphasize enough the importance of using the assigned textbook. You cannot get the same information or the same result by "googling" or relying solely on online resources. As a rule, you will not be successful in this class if you do not have and use the textbook.

**Course Format:**

This course is an online course that uses the following delivery modalities: PowerPoints, Articles, Case Studies, Discussions, and Videos. (If additional formats are used they should be added here by the instructor.)

**Course Outcomes and Assessment:**

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Identify the requirements of a valid warrant and the exceptions thereto.	Outcome 2: Explain the basic concept of constitutional law relating to criminal procedure.	Tests Assignments	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Explain how the concept of	Outcome 2: Explain the basic concept of constitutional law	Tests Assignments	At least 80% of students will achieve a grade of C

reasonableness applies to the 4th amendment, distinguish between reasonable and unreasonable searches and seizures	relating to criminal procedure.  Outcome 7: Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field.		or better on assessment rubric or key.
Explain and apply to specific circumstances the definition of probable cause	Outcome 2: Explain the basic concept of constitutional law relating to criminal procedure.	Tests Assignments	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Explain and apply to specific circumstances the definition of reasonable suspicion	Outcome 2: Explain the basic concept of constitutional law relating to criminal procedure.	Tests Assignments	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Explain and apply the exclusionary rule	Outcome 2: Explain the basic concept of constitutional law relating to criminal procedure.	Tests Assignments	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Be able to explain and apply the 5th amendment to Criminal Procedure	Outcome 2: Explain the basic concept of constitutional law relating to criminal procedure.	Tests Assignments	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

**Blackboard Information:**

This course uses Blackboard Management System to supply course materials, deliver instruction, and facilitate communication between faculty and students.

Students are responsible for maintaining consistent access to the internet and BLACKBOARD. Updates to the class will be posted to Blackboard routinely. In addition, any class cancelations will be posted on Blackboard. You should make a habit of checking every day before class. In addition, a weekly agenda will be placed on the calendar in blackboard (including due dates, tests, exc). Important Information will be posted at least one class period in advance.

### **Technology Assistance Information:**

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- Email: [help@fairmontstate.edu](mailto:help@fairmontstate.edu)
- Hours: See Website for most current hours of operation
- Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>
- For Blackboard assistance outside of normal Teaching & Learning Commons business hours, contact WVNET at 304-293-5192

### **Other Technology Requirements:**

If the course has additional technology requirements and/or is using additional tools they should be discussed here.

## **Course Learning Activities**

### **Written Assignments:**

There will be additional assignments at various times during the semester which will be given a value at the discretion of the instructor, generally 20 points. **Assignments require a typed response.** All assignments will be graded on the basis of content, grammar, punctuation, spelling and timeliness. 5 points for each assignment will be grammar, punctuation and spelling. The remaining 15 points will be for content.

All assignments will be have a due date, but may be submitted after the due date.

### **Tests/Quizzes:**

There will be six quizzes and a final exam administered during the course of the semester. Each test will be worth 20 points. The first tests will be scheduled as the semester progresses, but as close to the schedule set out below as possible. In any event, students will have at least one week notice of a scheduled quiz and the material that the exam will cover. The last test will be scheduled during the final exam period for the class. Tests will be administered through Blackboard.

**Grading Scale:**

Percent	Letter	GPA	Notes
90-100	A	4.0	Work is of superior quality
80-89	B	3.0	Work is above average
70-79	C	2.0	Work is average
60-69	D	1.0	Work is unsatisfactory
0-59	F	0.0	Work is failing
	I		Incomplete
	W		Withdrawn

**Schedule:**

See the posted schedule provided in Blackboard.

**University and Course Policies:**

See page 95 of this appendix for a list of policies consistent across classes that are to be included in all syllabi.

**Course Title:** CRIM 3375 – Victimology

**Credits:** 3

**Contact:**

**Office Hours:**

**Course Description:**

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

**Required Textbook and Materials:**

Daigle, L. (2022). Victimology: The Essentials. 3rd Edition. Sage Publications. ISBN: 9781544393193.

**Course Format:**

This course is an online course that uses the following delivery modalities: PowerPoints, Articles, Case Studies, Discussions, and Videos. (If additional formats are used they should be added here by the instructor.)

**Course Outcomes and Assessment:**

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Explain the history of victimology and the “discovery of victims.	Outcome 5: Explain the major components of criminological theories and their impact on criminal justice policy.	Discussion Critical Reflection Papers	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Identify terminology and various criminological and sociological theories associated with victimology.	Outcome 5: Explain the major components of criminological theories and their impact on criminal justice policy.	Discussion Critical Reflection Papers	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Identify crime victimization risk patterns in the United States.	Outcome 7: Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field.	Discussion Critical Reflection Papers	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

Identify and describe multiple direct and indirect costs of victimization.	Outcome 7: Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field.	Discussion Critical Reflection Papers	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Describe victims' roles within the U.S. criminal-legal system.	Outcome 3: Explain the source and origin of criminal law with a focus on the scope, purpose, and definition of criminal law; as well as the structure, function and operation of criminal courts and the adjudication process.	Discussion Critical Reflection Papers	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Identify and describe various types of victimization.	Outcome 7: Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field.	Discussion Critical Reflection Papers	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Critically analyze various social attitudes towards victims and controversies involving victims.	Outcome 7: Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field.	Discussion Critical Reflection Papers	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

**Blackboard Information:**

This course uses Blackboard Management System to supply course materials, deliver instruction, and facilitate communication between faculty and students.

Students are responsible for maintaining consistent access to the internet and BLACKBOARD. Updates to the class will be posted to Blackboard routinely. In addition, any class cancelations will be posted on Blackboard. You should make a habit of checking every day before class. In addition, a weekly agenda will be placed on the calendar in blackboard (including due dates, tests, exc). Important Information will be posted at least one class period in advance.

## **Technology Assistance Information:**

Teaching & Learning Commons Help Information

- Phone: 304-367-4810 Option 3
- Email: [help@fairmontstate.edu](mailto:help@fairmontstate.edu)
- Hours: See Website for most current hours of operation
- Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>
- For Blackboard assistance outside of normal Teaching & Learning Commons business hours, contact WVNET at 304-293-5192

## **Other Technology Requirements:**

If the course has additional technology requirements and/or is using additional tools they should be discussed here.

## **Sample Course Learning Activities**

### **Discussion Assignments:**

To facilitate online class discussion, each student is required to respond TWO TIMES (once to my initial question AND once to another student's post) to posted discussion questions on Blackboard EVERY week. A link to the Discussion Forum will be posted in the "Weekly Modules" tab at the start of the week. You will have until Thursday night (11:59 pm EST) to post your initial response to my posted question in the forum. You will then need to post in response to another student's comments by the following Sunday night at 11:59 pm.

Please note, a simple "I agree/disagree" is not enough. At least one full paragraph must be posted for discussion and you must provide evidence to back up your argument and/or clear feedback about any positions taken. CITE your sources! Please try to keep the discussion going by responding to student's posts, asking questions, or requesting further clarifications within these posts.

Posts will be graded using the following Discussion Post Rubric:  
Provided critical response to Instructor's initial posting (IP) /10  
Critically questioned/challenged another Student's post (RP) /10  
Total Score: /20

### **Critical Reflection Papers (CRP)**

You will compose four short critical reflection papers worth 50 points each. CRPs will be in response to your choice of one of the additional reading articles/videos/media provided under the 'Assignments' tab in the "Critical Reflection Paper" folder on Blackboard. The CRs should briefly summarize all or part of an author's argument that you find particularly interesting/surprising/thoughtprovoking/dubious/infuriating/etc. Additionally, you will explain your critical thinking about that argument (what is your reaction and why), and apply and integrate arguments to course material (concepts, theories, etc.). This is to be an exercise in critical thinking (not simply summary) so you should avoid blabber and keep your argument clear and direct. Be sure to craft analytical arguments rather than simply making moral claims or observations.

Taking time to critically reflect in writing after reading can enhance learning, comprehension, and retention of the material and is one valuable way to prepare for class discussion of the material. Reflections should be AT LEAST two pages (not more than four) typed double-spaced in TNR and will be submitted according to the due dates listed in the schedule. The rubric for CRPs is as follows:

Summarized additional reading/media of choice	/10
Critical reaction of the reading/media	/15
Application/Integrated to course materials	/25
Total Score: /50	

**Critical Victimology Project:**

This project will serve as the Final for the course and will be reflective of the application of critical victimology. Specific details will be provided throughout the semester via Blackboard.

**Grading Scale:**

Percent	Letter	GPA	Notes
90-100	A	4.0	Work is of superior quality
80-89	B	3.0	Work is above average
70-79	C	2.0	Work is average
60-69	D	1.0	Work is unsatisfactory
0-59	F	0.0	Work is failing
	I		Incomplete
	W		Withdrawn

<b>Discussion Posts (DP)</b>	<b>(10 @ 20points each) 200</b>
<b>Critical Reaction Papers (CRP)</b>	<b>(4 @ 50 points each) 200</b>
<b>Critical Victimology Project</b>	<b>(1 @ 100 points each) 100</b>
	<b>Total 500</b>

**Sample Schedule:**

See Schedule posted in Blackboard.

**Polices:**

See page 95 of this appendix for a list of polices consistent across classes that are to be included an all syllabi.

**Course Title:** CRIM 4400 - Research in the Social Sciences

**Credits:** 3

**Contact:**

**Office Hours:**

**Course Description:**

Students will explore the interaction of theory, research, and practice in the criminal justice process; the purposes and limits of research; introduction to research design, data collection, analytic techniques, data processing resources and preparation of research reports.

PR: ENGL 1108. Junior or Senior status. This is a writing intensive class.

**Required Textbook and Materials:**

Book Name: The Practice of Social Research (14<sup>th</sup> or 15<sup>th</sup> edition should work)

Author: Babbie, E

Publisher: Cengage

ISBN: 978-1305633582

\* Supplemental materials will be assigned throughout the semester and distributed in class or provided on Blackboard. In addition, note that you do not need the access code with the book. It is helpful material but is not needed to do well in this class.

**Course Format:**

This course is an online course that uses the following delivery modalities: PowerPoints, Articles, Case Studies, Discussions, and Videos. (If additional formats are used they should be added here by the instructor.)

**Course Outcomes and Assessment:**

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Identify and explain the fundamentals of social science inquiry, the link between theory, research, and causation.	Outcome 6: Apply quantitative and qualitative research methodologies to the study of criminal justice and/or criminology through the development of a research study.	Tests Research Prospectus	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Develop a research proposal that shows understanding of various approaches to	Outcome 6: Apply quantitative and qualitative research methodologies to the	Tests Research Prospectus	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

research design, which includes experiments, quasi- experimental design, survey research, case studies, field research, content analysis, and secondary analysis.	study of criminal justice and/or criminology through the development of a research study.		
To identify and assess the ethical considerations in conducting research.	Outcome 6: Apply quantitative and qualitative research methodologies to the study of criminal justice and/or criminology through the development of a research study.	Tests Research Prospectus	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

### **Blackboard Information:**

This course uses Blackboard Management System to supply course materials, deliver instruction, and facilitate communication between faculty and students.

Students are responsible for maintaining consistent access to the internet and BLACKBOARD. Updates to the class will be posted to Blackboard routinely. In addition, any class cancelations will be posted on Blackboard. You should make a habit of checking every day before class. In addition, a weekly agenda will be placed on the calendar in blackboard (including due dates, tests, exc). Important Information will be posted at least one class period in advance.

### **Technology Assistance Information:**

Teaching & Learning Commons Help Information

- Phone: 304-367-4810 Option 3
- Email: [help@fairmontstate.edu](mailto:help@fairmontstate.edu)
- Hours: See Website for most current hours of operation
- Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>
- For Blackboard assistance outside of normal Teaching & Learning Commons business hours, contact WVNET at 304-293-5192

### **Other Technology Requirements:**

If the course has additional technology requirements and/or is using additional tools they should be discussed here.

## Course Learning Activities

### Written and Discussion Assignments:

Most weeks you will have an assignment in this class.

Most assignments will overlap with the information that is covered in the lectures. Research needs to be somewhat hands on. Some will work into what will become your major paper. More detail will be provided in each weekly module.

### Tests/Quizzes:

There will be 4 examinations in this class. Each examination will be worth 50 points. The examinations will be timed.

### Research Prospectus:

Throughout the class we will work on a research prospectus. This will be broken down into multiple smaller assignments with the final paper due at the end of class. More information is provided under the long term project folder in Blackboard.

### Grading Scale:

Percent	Letter	GPA	Notes
90-100	A	4.0	Work is of superior quality
80-89	B	3.0	Work is above average
70-79	C	2.0	Work is average
60-69	D	1.0	Work is unsatisfactory
0-59	F	0.0	Work is failing
	I		Incomplete
	W		Withdrawn

Course Requirement	Points
Homework Assignments (11 @ 15)	165
Exams (3 @ 50 each)	150
1 Quiz	25
Final Research Prospectus	50
Total	390

## Sample Schedule:

<i>Week</i>	<i>Topic</i>	<i>Readings</i>	<i>Assignments/ Tests Due Dates</i>
Week 1	Unit 1: The Basics of Research	Syllabus. Ch 1-2	<b>Assignment 1 Due: Introduction</b>
Week 2	Unit 2: Finish from last week start Research Ethics	Chapter 3	<b>Assignment 2 Due: What Kind of Researcher Are You?</b>
Week 3	Unit 3: Finish up Chapters 1 – 3		<b><u>Test 1</u></b> Assignment 3: Ethics Reflection Paper
Week 4	Unit 4: Research Design	Chapter 4	Assignment 4
Week 5	Unit 5: Conceptualization, Operationalization, Measurement, Scales	Chapter 5	Assignment 5
Week 6	Unit 6: Indexes and Scales	Chapter 6	Assignment 6
Week 7	Unit 7: Sampling	Chapter 7	<b><u>Test 2</u></b>
Week 8	Unit 8: Start Part 3: Experiments	Chapter 8	Assignment 7
Week 9	Unit 9: Survey Designs	Chapter 9	Assignment 8
Week 10	Unit 9: Quasi-Experimental/ Evaluation Research	Chapter 12, 11	Assignment 9
Week 11	Unit 10: Qualitative Field Research	Chapter 10	<b><u>Test 3</u></b>
Week 12	Start Part 4 on Analysis	Chapter 13	Assignment 10
Week 13	Intro to Stats	Chapter 14	Assignment 11
Week 14 (11/20 – 26) Break	Analysis	Chapter 15, 16	Break
Week 15	Wrapping up	Chapter 17	<b>Test 4</b>
Week 16 Finals Week	Finals Week		<b>Research Prospectus Due</b>

**University and Course Policies:**

See page 95 of this appendix for a list of policies consistent across classes that are to be included in all syllabi.

**Course Title:** CRIM4425 - Evaluation of Criminal Justice System

**Credits:** 3

**Contact:**

**Office Hours:**

**Course Description:**

This is the capstone course in criminal justice with a focus on policy analysis. It will examine controversial issues in criminal justice. Topics will vary according to the interests of the students and instructor, and may include capital punishment, gun control, drug policy, crime myths, white-collar crime, sex offenders, racial profiling, domestic violence, racism and discrimination in the justice process, and corruption. Students will be required to write a major research paper. PR: ENGL 1102, CRIM 1100, CRIM 2206. It's best to be a senior when taking this course.

**Required Textbook and Materials:**

Hickey, T.J. (Ed.). (2019). *Taking sides: Clashing views in crime and criminology* (13th Ed). Dubuque, IA: McGraw-Hill. ISBN: 9781260180343

**Course Format:**

This course is an online course that uses the following delivery modalities: PowerPoints, Articles, Case Studies, Discussions, and Videos. (If additional formats are used they should be added here by the instructor.)

**Course Outcomes and Assessment:**

As the capstone for the criminal justice program this course directly measures many of the program level outcomes.

Course/ Program Outcome	Assessment Measure	Performance Indicator
Outcome 1: Summarize the history, function, practices, and philosophical/theoretical viewpoints of law enforcement and correctional agencies in the U.S.	Case Study Research Project/Paper	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
Program Outcome 5: Explain the major components of criminological theories and their impact on criminal justice policy	Case Study Research Project/Paper	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

<p>Program Outcome 7: Apply research studies and/or legal doctrine to evaluate issues and policy related to the criminal justice field.</p>	<p>Case Study Research Project/Paper</p>	<p>At least 80% of students will achieve a grade of C or better on assessment rubric or key.</p>
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### Blackboard Information:

This course uses Blackboard Management System to supply course materials, deliver instruction, and facilitate communication between faculty and students.

Students are responsible for maintaining consistent access to the internet and BLACKBOARD. Updates to the class will be posted to Blackboard routinely. In addition, any class cancelations will be posted on Blackboard. You should make a habit of checking every day before class. In addition, a weekly agenda will be placed on the calendar in blackboard (including due dates, tests, exc). Important Information will be posted at least one class period in advance.

### Technology Assistance Information:

Teaching & Learning Commons Help Information

- Phone: 304-367-4810 Option 3
- Email: [help@fairmontstate.edu](mailto:help@fairmontstate.edu)
- Hours: See Website for most current hours of operation
- Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>
- For Blackboard assistance outside of normal Teaching & Learning Commons business hours, contact WVNET at 304-293-5192

### Other Technology Requirements:

If the course has additional technology requirements and/or is using additional tools they should be discussed here.

## Course Learning Activities

**2. Written assignments, Discussions and Paper.** Students are expected to be active participants in the class and collaborators in learning. The class format will consist of research, discussions and essays based on the readings, written assignments (including assignments requiring you to learn APA format), and the major issue paper.

**3. Issue Paper.** Students will write an 8-page issue paper (**body of paper must be 8 pages**). Topics must be approved by the instructor.. Papers must follow APA format and adhere to the outline provided by the instructor. Additional information regarding the paper is provided in a separate module in the class.

**University and Course Policies:**

See page 95 of this proposal/ appendix for a list of polices consistent across classes that are to be included an all syllabi.

## Standard Course and University Policy Statements

The following statements represent standard university and course policies. Although it should be noted that instructors may add additional course policies. For example, the instructor's individual policy on late work.

### Late Work Policy:

To be added by instructors.

### Faculty and Student Expectations:

To be added by instructors. But at a minimum the policy should address student expectations for engagement in the course and the level of engagement students can expect from the instructor. This may include, how often the instructor checks the course and emails, how often students are expected to log into the course, when students can expect grades to be posted on completed course activities, and any additional expectations specific to a course.

### Netiquette:

Students are required to adhere to the same professional, legal and ethical standards of conduct online as on campus. In addition, students should conform to generally accepted standards of "netiquette" while sending e-mail, posting comments to the discussion board, and while participating in other means of communicating online. Specifically, students should refrain from inappropriate and/or offensive language, comments and actions.

In this class, we will be discussing many sensitive and controversial topics. It is vital that our classroom represents an environment where everyone feels safe to express their views and opinions and share their personal experiences openly. To ensure that individual voices are not silenced or marginalized, we must make a mutual commitment to respect other's views and ideas and to remain accountable for our own. An open mind and a mature attitude is a requirement for this class.

In the spirit of cooperating in a collaborative and safe learning environment, we should all strive to:

1. **Remember the Human.** (It is easy to misinterpret meaning in online interactions. We do not have many of the social cues we use in the real world.)
2. **Listen openly** to others in an effort to understand their perspectives and ideas. This does not mean that you always have to agree with the opinions being voiced.
3. Express your own ideas and perspectives, as well as your critiques or disagreements of other's ideas, **fully and respectfully**.

4. Discuss and debate the *concepts and ideas* and not the individual speaker by agreeing **never to demean or devalue** individuals for sharing their unique experiences. If you disagree with the point you should confront their argument not the person.
5. **Acknowledge the –isms:** racism, classism, sexism, ethnocentrism, heterosexism, ageism, ableism and oppression based on disability, national origin, physical appearance, and other institutionalized forms of oppression exist and differentially affect us all.
6. Agree to **respect class confidentiality**. We discuss sensitive topics in this class. You should treat the post of your fellow students as confidential.
7. Please feel free to see me if you believe any individual has not been respectful to others. Also, if you feel *I* have not been properly respectful to you or another student, then definitely **bring this to my immediate attention**.

### **Academic Integrity:**

Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as:

- the obtaining of information during an examination;
- the unauthorized use of books, notes, or other sources of information prior to or during an examination;
- the removal of faculty examination materials;
- the alteration of documents or records; or
- actions identifiable as occurring with the intent to defraud or use under false pretense.

Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

### **Accessibility Services:**

Through collaboration with institutional allies, networks, and community partners, Accessibility Services leadership contributes to the development of equitable higher education experiences for all students who have disabilities. These services are available to any student, full or part-time, who has a need because of a documented disability. It is the student's responsibility to register for these services and provide any necessary documentation to verify a disability or the need for accommodations. Students must provide their professors with a copy of their academic accommodation letter each semester in order to receive accommodations. Faculty, students, and the Office of Accessibility Services must cooperate to ensure the most effective provision of accommodations for each class. If you are a person with a disability and anticipate needing any

type of accommodation in order to participate in your classes, please advise your instructors and make appropriate arrangements with the Office of Accessibility Services.

Accessibility Services is located in the Turley Student Services Center (304) 367-4141. For additional information, please visit the Fairmont State Office of Accessibility Services webpage.

### **Assessments, Surveys, and Course Evaluations:**

Fairmont State University values students' opinions. Your participation in special assessments, surveys and course evaluations assists us in improving the services of the institution and the effectiveness of classroom instruction. These are to be viewed as course requirements and completed to the best of your ability and with full attention.:

### **Privacy and Intellectual Property Guidelines:**

Material presented in this course may be protected by copyright law. The Professor's postings, and any other postings are not to be used for any other purpose except the exercise of academic freedom for this particular course. This rule is designed to encourage free and open discussions involving sensitive issues and to preserve the integrity of this course's "non-attribution" policy. **BEFORE YOU TAKE THAT SCREENSHOT:** All course materials, including lectures, class notes, quizzes, exams, handouts, presentations, and other materials provided to students for this course are protected intellectual property. As such, the unauthorized copying, photographing, capturing, distribution, reproduction, purchase or sale of these materials may result in disciplinary sanctions under the Campus Student Code.

### **Consent to Recording:**

Learning technologies, online testing, and other virtual deliveries of content may require the audio and/or visual recording of you for educational purposes, by enrolling in this course, you consent to such recording for this stated purpose unless you advise the instructor in writing of your objection at least five days following receipt of this notice.

### **Social Justice Statement:**

Fairmont State University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran's status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise let me know, and make appropriate arrangements with the Office of Accessibility Services (304-367-4141).

## **Title IX:**

Title IX makes it clear that violence and harassment based on sex, gender and gender identity are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources at <http://www.fairmontstate.edu/adminfiscalaffairs/human-resources/title-ix...> ; by calling 304.367.4386; or by emailing [HR@fairmontstate.edu](mailto:HR@fairmontstate.edu). Students may also contact the Office of Counseling & Disability Services for help, located at 316 Turley Center, (304) 367-4792.

## **Links to Privacy Statements for Technology Tools Used in the Course:**

Examples below:

Blackboard - [Privacy \(blackboard.com\)](#)

Flip - [Privacy Policy | Flip \(getflip.com\)](#)

YouTube - [Privacy Policy – Privacy & Terms – Google](#)

WEBEX - [Cisco Webex Meetings Privacy Data Sheet](#)

# Appendix C

## Faculty Vitae

**Joshua L. Smallridge**  
**Associate Professor of Criminal Justice**  
Curriculum Vitae

**Personal Contact Information**

343 Weber City RD  
Tallmansville WV, 26237  
304-472-8623  
[joshuasmallridge@gmail.com](mailto:joshuasmallridge@gmail.com)

**University Contact Information**

Fairmont State University  
1201 Locust Ave  
Fairmont, WV, 26554  
304-367-4740  
[jsmallridge@fairmontstate.edu](mailto:jsmallridge@fairmontstate.edu)

**Education Profile**

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<b>Indiana University of Pennsylvania – Indiana, Pennsylvania</b> Degree: PHD in Criminology Dissertation: Social Learning and Digital Piracy: Do Online Peers Matter?	2009-2012
<b>Fairmont State University – Fairmont West Virginia</b> Degree: M.S. in Criminal Justice Thesis: <i>Neutralization Techniques and Computer Crime</i>	2007-2009
<b>Fairmont State University – Fairmont West Virginia</b> B.S. in Criminal Justice	2001-2006 Degree:
<b>Pierpont Community and Technical College</b> A.A.S. in Homeland Security	2001-2006 Degree:

**Areas of Research Specialization**

Research Methods, Statistics, Cybercrime, Policing, Evidence Based Policy and Crime Prevention, White Collar Crime, Criminology Theory.

**Courses Taught**

Department of Criminal Justice BS, Fairmont State University

CRIM 1100: Introduction to Criminal Justice (Face to Face and Online)  
CRIM 1101: Police Operations (Face to Face and Online)  
CRIM 2212: Deviant Behavior (Online)  
CRIM 2250: Cybercrime (Face to Face and Online)  
CRIM 3320: Criminology (Face to Face and Online)  
CRIM 3335: Analysis of Police Operations  
CRIM 3370: Economic Crime  
CRIM 3399: Special Topic: Statistics

CRIM 4400: Research Methods in CJ (Face to Face and Online)  
CRIM 4445: Evaluation of the CJ System  
CRIM 4401: Independent Study

Department of Criminal Justice MS, Fairmont State University (Fully Online)

CRIM 5525: White Collar Crime  
CRIM 5599: Special Topic: Evidence Based Criminal Justice Policy  
CRIM 5599: Special Topics: Drugs and Cybercrime  
CRIM 5599: Special Topics: Myths and Pseudoscience in Criminal Justice  
CRIM 6655: Applied Research Methods  
CRIM 6656: Applied Statistics  
CRIM 6695: Capstone  
CRIM 6696: Thesis 1  
CRIM 6697: Thesis 2

CJ Online Completion Program, University of California San Bernardino

CJUS 4452 – White-Collar Crime (Online)  
CJUS 3340 – Police and Police Systems (Online)  
CJUS 3312 – Statistics in Criminal Justice (Online)  
CJUS 3470 – Crime Prevention (Online)

### **Research and Professional Presentations**

#### ***Peer Reviewed/ Academic Publications***

Smallridge, J. Wagner, P. (2020). The Rise of Online Vigilantism. Book chapter in The Palgrave Handbook of International Cybercrime and Cyber-deviance.

Smallridge, J., Fletcher, L. & Marion, S. (2018). Sexual Harassment in the Gaming Verse. *Republished in Family and Intimate Partner Violence Quarterly, 10(3)*.

Smallridge, J., Fletcher, L. & Marion, S. (2017). Sexual Harassment in the Gaming Verse. *Sexual Assault Report, 20(4)*.

Smallridge, J., Wagner, P., & Crowl, J. (2016). Understanding cyber-vigilantism. A conceptual framework. *Journal of Theoretical and Philosophical Criminology, 8(1), 57-70*

Smallridge, J. & Roberts, J. (2013). Crime specific neutralizations: An empirical examination of four types of digital piracy. *International Journal of Cyber Criminology, 7(2) pp.125-140*.

Smallridge, J. (2013). Techniques of Neutralization. *Encyclopedia of White-Collar and Corporate Crime, Second Edition*. Sage Publications.

Smallridge, J. (2011). Book review of “Criminology an Integrated Approach” by Gregg Barak. *Journal of Theoretical and Philosophical Criminology Book Review*, 3(1), 165-167.

### ***Non- Peer Reviewed/ Professional Publications***

Emerson, J., Smallridge, J. (2020). Police Department Cyber Vulnerabilities. *Police Chief Magazine*.

### **Current Projects**

1. Smallridge, J., Noone, D., An Evaluation of the Post Plea, Pre-Adjudication federal Drug Court of Northern WV
2. Smallridge, J. Effective use of Online Videos for Student Engagement.
3. Smallridge, J. Cyber-vigilantism motivation

### ***Departmental Research***

Kast, C., Smallridge, J. 2020-21, Criminal Justice MS Five Year Review.

Smallridge, J. 2019-20, Criminal Justice Program Five Year Review.

### ***Professional Conference Presentations***

Smallridge, J. Effective Use of Pre-recorded video lectures: how to maximize engagement and retention of information. Academy of Criminal Justice Science 2023 Annual Meeting. National Park MD.

Smallridge, J., Noone, D., So you think you want to go to graduate school? What next? West Virginia Criminal Justice Educators Association, Huntington, West Virginia, November, 2019.

Smallridge, J. Cyber-Vigilantism: Definitions, Causation, and Areas for Future Study, Western Society of Criminology, Honolulu, Hawai'i, February 2019

Smallridge, J. Bias in Police Use of Force. ACJS, Kansas City, MO, March 2017.

Smallridge, J. Memetic Expression and Perceptions of Police. WVCJEA Annual Conference. Parkesburg WV, November 2016.

Smallridge, J. Teach Statistics Online: Can it be Fun? WVCJEA Annual Conference. Parkesburg WV, November 2016.

Smallridge J. *Sexual Harassment Online- A Mixed Method Analysis*. Academy of Criminal Justice Sciences. Denver, CO, March 2016.

- Smallridge, J. *Police Legitimacy in Online Communities: An Analysis of Memetic Expression*. WVCJEA Annual Conference. Parkesburg WV, October 2015.
- Logan, F., Smallridge, J. *An exploratory look at virtual harassment among college students*. Academy of Criminal Justice Sciences. Orlando, FL, March 2015.
- Blosser, A., Smallridge, J. *The effects of stereotypical ideologies on perceptions of criminality*. Academy of Criminal Justice Sciences. Orlando, FL, March 2015.
- Smallridge, J., Logan, F. *Sexual Harassment on the Internet*. WVCJEA Annual Conference. Fairmont WV, November 2014.
- Smallridge, J. *Perceptions and Prevalence of Sexual Harassment in Online Games*. Academy of Criminal Justice Sciences. Philadelphia, PA, March, 2014.
- Smallridge, J., Wagner, P. *Online Vigilantism an Exploratory Study of Online Mob Mentality*. Academy of Criminal Justice Sciences. Dallas, TX, March, 2013.
- Panel Chair: Smallridge, J. *Digital Piracy and Online Sources of Social Learning*. American Society of Criminology, Chicago ILL, November, 2012.
- Smallridge, J. *Correlates of Digital Piracy: The Effects of On and Offline Peer Influences*. American Society of Criminology, Washington D. C., November, 2011.
- Hanrahan, K. Smith, Mathew, & Sturges, J. *Online Interviews: The Potential for Criminological Research*. Presented by Joshua Smallridge. Academy of Criminal Justice Sciences. Toronto, Ontario, March, 2011.
- Smallridge J., & Hanrahan, K. *Digital Rights Management Software and its Relationship to PC Game Piracy: A Content Analysis of Perceptions of PC Gamers*. Academy of Criminal Justice Sciences. Toronto, Ontario, March, 2011.
- Smallridge J. *Social Disorganization Factors Influencing Gun Related Homicides in Philadelphia and the Gun Control Policy Debate*. American Society of Criminology. San Francisco, California, November 2010.
- Panel Chair: Smallridge, J. *Neutralization Techniques and Computer Crime on College Campuses*. Academy of Criminal Justice Sciences. San Diego, California, February 2010.

### ***Community Publications***

Smallridge, J., Ransom, M., & White, C. (2013). Monongah, WV needs assessment 2013.

### ***Community Presentations/ Workshops***

Galen Hansen (Ph.D.), Jeremy Price (Ed.D.), Michael R. Ransom (Ph.D.), Joshua Smallridge (Ph.D.), & Craig White (Ed.D.) (2014). Panel Discussion: Building Interconnected Community. Fairmont State University.

### **Invited Presentations**

Smallridge, J. Sexual Harassment in Online Gaming Communities. Fairmont State University Women's Study Colloquium. 2020 and 2022

### **Departmental Workshops Presented**

Effective Use of Online Videos

April 2019, 20, 21

- Fairmont WV. Presented a one-hour workshop on how to create engaging online video lecture material to faculty in the Liberal Arts Department.
  - Presented again in 2020 and 2021 to all University faculty as part of our development week.

Introduction to Taskstream and Program Assessment

August, 2014 & 2016

- Presented a short workshop on the basics of program assessment and how to enter assessment information in taskstream for the social science department at Fairmont State University.

### **Grants Received**

WVROCKS course development grant FY 2014 - \$3,000 to develop an online cybercrime class for the RBA program.

Strategic Plan Awards FY 2012 – Fairmont State University – Criminal Justice Research Lab.

### **Guiding Student Scholarship**

I have chaired many successful student theses and served as a committee member on approximately 12 theses. I have also served as chair for multiple undergraduate honors theses.

## **Employment Profile**

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### **Director of Graduate Studies for the College of Liberal Arts Fairmont State University (2022 - Present)**

- Supervise seven faculty members. As part of my duties, I conduct yearly evaluations of my faculty, coordinate and create the class schedules, oversee assessment efforts, and hear academic appeals that cannot be solved between a student and their instructor.
- Coordinate Recruitment.
- Manage Budget.
- Coordinate Graduate Program Assessment.
- Peer review and assess online courses in the program.

### **Assessment Coordinator for the Criminal Justice Program (2015 – Current)**

- Train and support fellow faculty with assessment.
- Oversee program level assessment for the criminal justice program.
- Host assessment meetings and write the year end report for program level assessment.

**Chair of Social Science Department: Fairmont State University (2017-2019)**

- Managed a budget of approximately \$1,000,000 in labor and approximately \$275,000 in additional revenue and fees.
- Supervise sixteen Social Sciences faculty members. As part of my duties, I conduct yearly evaluations of my faculty, coordinate and create the class schedules, oversee assessment efforts, and hear academic appeals that cannot be solved between a student and their instructor.
- Supervise one administrative assistant.
- Coordinator of four majors (Criminal Justice, Political Science, National Security/Intelligence and History).
- Wrote and assisted with five-year program reviews for the social sciences disciplines.
- Coordinate campus explorations days for department.
- Held Department Meetings.
- Created schedules for each major.

**Associate Professor: Fairmont State University (2017-Present)**

**Assistant Professor: Fairmont State University (2012-2017)**

**Temporary Assistant Professor: Fairmont State University (2011-2012)**

**Graduate Assistant: Indiana University of Pennsylvania**

Applied Research Lab 2010-2011

- Provided research, statistical and technical support to faculty, staff, students, and administrators, including PHD students needing help with their dissertations, and master students with their theses. Assistance is provided in all of the following areas.
  - Statistical software, such as SPSS, SAS, AMOS, and NVivo
  - Hypothesis formulation
  - Instrument design
  - Data collection
  - Data organization
  - Data analysis
  - Graphical presentation of data
  - Interpretation of statistical results
  - Web-based and handheld data collection software, such as Qualtrics
- Additional duties include hosting workshops on statistical techniques and programs.

Dr. Daniel Lee, August 2009- May 2010

- Assisted with course delivery and research
- Tutoring

Dr. Jennifer Gossett, August 2009-May 2010

- Assisted with course delivery and research

- Helped Maintain Grading Record of Students

**Graduate Assistant: Fairmont State University**

2008-2009

- Teach deviant behavior
- Assist with administrative duties
- Assist with teaching tasks
- Enter learning outcomes and assessments into Taskstream
- Conference organization
- Assist with campus visitation day duties
- Academic advising

**Research Intern: National White-Collar Crime Center – Research Section**

2008

Duties:

- Data entry and statistical analysis using SPSS.
- Updating white papers on white collar crime.

**Police Officer: West Virginia University**

2007-2008

Duties:

- Providing public order
- Enforcement of laws
- Patrolling
- Investigation of crimes
- Arresting of offenders
- Report writing
- Court appearances

**Committee Work at Fairmont State University**

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- Faculty Senate (2020-2022)
- IRB (2012 – present, chair 2019- present)
  - Review all IRB proposals and make recommendations.
  - As chair I coordinate responses, delegate responsibility to IRB members and make reports to the faculty senate.
- Ad-Hock Committee Remote Work (2022)
  - Conducted Research on University remote work practices and policies and presented to findings to the Provost.
- Graduate Faculty Counsel (2014-present)
  - A body similar to faculty senate but for all graduate programs.
- Technology committee (chair 2019 – present)
  - Serve as a liaison between faculty and IT regarding issues. Conduct surveys and assessment of faculty satisfaction with IT and areas of improvement. Work with IT

leadership to improve responses. This has been a key role since the pandemic started.

- Criminal Justice Grad Faculty Committee (2011-present)
  - This is a committee composed of all the graduate faculty for the program. We generally meet to discuss improvements to the program as well as the discuss comprehensive exam results.
- Graduate Faculty Membership Committee (2016 – present)
  - Set guidelines for graduate faculty membership. Review all applications and renewals for graduate faculty membership. Make recommendations to the graduate faculty counsel.
- Ad Hoc Committee on Program Assessment for Criminal Justice (2013- 2018)
  - This was an ad hoc committee created in the criminal justice department to catch us up to speed on assessment. I chaired this committee given my experience as a critical friend. We would generally meet following our regular department meetings throughout the semester. Although a few special meetings were also called. The fruit of this committee has allowed us to greatly improve our assessment process.
- COCA-COLA (2016-Present)
  - This is a committee created to serve all liberal arts faculty. The goal of the committee is to identify and address significant issues that affect us all as educators. Thus far we have focused on technology issues. We have been meeting monthly.
- Criminal Justice Faculty Search Committee (2016-2017)
  - Number of Meetings: Approximately 7-8
  - Role: Committee Member.
- Student Evaluation of Instruction Committee – (2011 – 12)
  - Conducted a comparison between the IDEA course evaluation package with an in-house questionnaire. Identified issues with both and made recommendations to faculty senate.
- Curriculum Committee (2012- 2017)
  - Reviewed and approved all curriculum proposals for academic programs. Made recommendations to faculty senate.
- Instructor Exchange Committee (2013-2016)
  - Facilitated cross discipline exchange of ideas.
- Critical Friend Group/ Assessment Coordination (2013-18)
  - Researched and made recommendations to faculty regarding research. Served as a liaison for faculty who needed support regarding assessment.
- Criminal Justice Assessment Committee ad hoc –Chair (2013-17)
  - Oversee all assessment activity for the criminal justice program. Since then I have served in a leadership role regarding assessment in the department. I have written the yearly program report for the last seven years.
- CJ Search Committee (2011-12, 13, and 14)
- Psych Search Committee (2011-12)

### **External Workshops Attended**

- Writing Effective Online Discussion Questions. At the 23<sup>rd</sup> International Conference on College Teaching and Learning (2012).
- Making Your Blackboard Course Pop. At the 23<sup>rd</sup> International Conference on College Teaching and Learning (2012).
- Quality Matters Improve Your Online Course Two Week Online Training. (2014)
- FBI Cybercrime Training – Cyber 501 (2015)

- PACE: Three Day Grant Writing Workshop (2014-15)
- ACJS Assessment Workshop (2016).
- Independently Applying the Quality Matters Rubric (2020)

### **Professional Memberships/ Activities**

I am currently a member of the following organization.

- West Virginia Criminal Justice Educators Association (2012 – Present)
  - President 2016-17
  - Vice President 2015-16
- Alpha Phi Sigma- The National Criminal Justice Honor Society (2008-Present)
- The American Society of Criminology (2009 – Present)
- Academy of Criminal Justice Science (ACJS)
- White Collar Crime Research Consortium (2008 – 2015)
- Journal Reviewer for Police Practice and Research an International Journal (2015-Present)
- Journal Reviewer Legal and Criminological Psychology (2021 – Present)

### **Awards and Honors**

- Nominated for the Harold & Roselyn Williamson Straight Award for the 2017- 18 academic year.
- Nominated for the Harold & Roselyn Williamson Straight Award for the 2014-15 academic year.
- Nominated for the Harold & Roselyn Williamson Straight Award for the 2013-14 academic year.

**DIANA C. NOONE, Ph.D., J.D.**

**Six Westwood Avenue**

**Bridgeport, WV 26330**

**H (304) 842-2111**

**W (304) 367-4238**

**[dnoone@fairmontstate.edu](mailto:dnoone@fairmontstate.edu)**

***EDUCATION PROFILE***

**University of Maryland at Baltimore School of Social Work**

Ph.D. received December 2000

Baltimore, Maryland

Major: Doctoral Degree in Social Work

Dissertation Topic: A Qualitative Study on Victims of Domestic Violence and the Criminal Justice System

Honors: Graduate Merit Award Recipient

Presentations: Battered Women's Syndrome as a Legal Defense

Adult Children of Alcoholics

Parenting Skills of Pregnant Incarcerated Women

Trying Juveniles as Adults - A Symbolic Response

Research Project: Quantitative Study of Pregnant Incarcerated Women

Specialized interests: Domestic Violence, Juvenile Delinquency, Child Abuse and Neglect

**Catholic University of America**

M.S.W. awarded May 1994

Washington, D.C.

Major: Master's Degree in Social Work

Internships:

**Child Protective Service Unit**

September 1993 – May 1994

Glen Burnie, Maryland

**Social worker.** Conducted child abuse and neglect investigations. Provided crisis intervention, brief therapy, and intensive therapy for families. Participated in transfer committee meetings. Coordinated continuing services for families.

**United States Soldiers' and Airmen's Home**

September 1992 – May 1993

Washington, D.C.

**Social Worker.** Presented cases during interdisciplinary meetings. Conducted and drafted psychological assessments. Organized and directed group therapy for amputees. Provided individual therapy in geriatrics.

**Widener University School of Law**

J.D. awarded May 1990

Wilmington, Delaware

Major: Juris Doctorate in Law

Class Rank: Top 20 percent

Honor Grades: Federal Income Tax, Civil Procedure, Contracts, Property,  
Professional Responsibility

Honors: Dean's Scholar Scholarship, Nominee for Phi Delta Phi Legal Honor Society,  
American Jurisprudence Award in Family Law

Activities: Admissions recruiter. Presented informational seminars to prospective students.

Participated in the Dickinson School of Law International Study Program in Vienna, Austria and  
Strasbourg, France.

**Virginia Polytechnic Institute and State University**

B.A. awarded July 1987

Blacksburg, Virginia

Major: Political Science

Minor: Sociology

Honors: Completed Degree in 3 years, Dean's List, and Vice-President of University Panhellenic  
Council

Special Programs: Participated in the "Read to the Blind" program. Conducted presentations on  
alcohol and drug awareness. Participated in an international study program in Florence, Italy

**EMPLOYMENT PROFILE****Fairmont State University**

July 2009 - Current

August 2004 – July 2008

Fairmont, West Virginia

**Professor of Criminal Justice.**

Teach classes as assigned by Dean. Develop and teach undergraduate courses in Criminal Justice and the Social Sciences. Member of the Faculty Senate. Serves as advisor to approximately 50 criminal justice students. Actively serve on College of Liberal Arts and University committees. Team member of the Fourth Circuit Federal Drug Court.

**Fairmont State University**

August 2008 – July 2009

Fairmont, West Virginia

**Chair of Social Sciences.**

Managed budget for social sciences. Recruited nationally recognized intelligence specialist to work as a contractor. Set up and established the National Security and Intelligence Lab. Successfully assisted writing and submitting five year program reviews for history, political science and national security and intelligence programs to the Board of Governors and the West

Virginia Higher Education Policy Commission. Selected and chaired two faculty search committees (criminal justice and philosophy.) Worked with graduate student to input outcomes and assessments in Taskstream for social science courses. Taught two criminal justice courses each semester. Completed faculty evaluations. Completed secretary's evaluation.

**United States Department of Justice**

**National Institute of Justice**

January 2001 – May 2004

Washington, DC

**Social Science Analyst.** Developed, designed and conducted social science research in the areas of drug treatment, incarcerated females, juveniles, and crime. Oversaw research programs funded under Department of Justice grants. Coordinated with local communities throughout the United States to address the problems of drug addiction and crime. Developed and tested survey instrument on firearm use among arrestees. Coordinated and implemented Local Coordinating Councils in thirty-five cities across the United States.

**Senator John McCain for President of the United States Campaign Headquarters**

October 1999 – March 2000

Alexandria, Virginia

**Domestic Violence and Social Welfare Policy Advisor.** Researched and advised on social welfare policy issues including domestic violence and child welfare. Provided position papers for Senator and Mrs. McCain on the Violence Against Women Act to present during campaign speeches.

**Political Division Coordinator.** Coordinated political activities in headquarters while the political director, John Weaver, traveled with Senator McCain. Communicated and corresponded with Congressional surrogates. Maintained communications between state contacts and headquarters.

**University of Maryland at Baltimore County**

January 2000 – May 2004

Baltimore County, MD

**Adjunct Professor.** Taught Human Behavior in the Social Environment Course that introduced students to the central topics and ideas of human development and social functioning at the individual, small group, and community level. The course incorporated theory and research findings in exploring the systems that comprise one's social environment. Taught Social Welfare Policy course that provided students with an understanding of the policy-making process.

**Garrett County Department of Social Services**

June 1994 – May 1995

Oakland, Maryland

**Social worker.** Developed, coordinated and managed the Garrett County Family Preservation Program for victims of domestic violence and abused children. Implemented federal and state regulations and policies. Provided crisis intervention, brief therapy and intensive therapy for families in crisis. Coordinated continuing services for families. Controlled budget and accounting process. Provided testimony and information as a witness in District and Family Court. Escorted families and children to court. Formally mediated family settlements and disputes.

**United States Congressman Harley O. Stagers, Jr.**

May 1992 – October 1992

Washington, D.C.

**Legislative Assistant.** Advised Congressman Stagers on legislative issues. Attended conference meetings and hearings on proposed federal legislation. Researched and drafted legislation affecting the elderly, families, and West Virginia. Aided constituents with concerns and needs.

**Eckert, Seamans, Cherin & Mellott**

September 1990 – September 1991, Summer 1989

Pittsburgh, Pennsylvania

**Associate lawyer in corporate and estate department.** Presented legal research and findings at conferences and seminars. Conducted legal research, interpreted laws, and drafted memoranda. Drafted and executed estate documents. Corresponded with federal agencies on various administrative issues. Interviewed and counseled clients.

***PROFESSIONAL PERFORMANCE***

**Teaching**

***Courses Taught Regularly***

CRIM1100	Introduction to Criminal Justice
CRIM 2295	Ethics in Criminal Justice
CRIM 4400	Research in Social Sciences
CRIM 3310	Comparative Criminal Justice
CRIM 3370	Economic Crime

***Other Assignments in Workload***

Design independent study courses and mentor students for undergraduate level courses with enrollment of one or two students such as CRI 4400 Independent Study and CRJU 4998 Undergraduate Research.

***Advising***

Currently advise approximately 50 students in the undergraduate program.

## **Scholarship**

### ***Publications***

McLoughlin, J.P., G.P. Noone & Noone, D.C. "Security Detentions, Terrorism, and the Prevention Imperative." *Case Western Reserve Journal of International Law*, Volume 40, No.3, 2009.

Hodgkinson, D.B., Hodgkinson, S.L., Noone, D.C. and Noone G.P. "Human Rights Training to Law Enforcement Agents: A Key to Peace Support Operations Success" published in Arnold, R. (Ed.) "*Law Enforcement Within the Framework of Peace Support Operations*" International and Comparative Criminal Law Series, Martinus Nijhoff Publishers, The Netherlands (2008).

Noone, D. C. "Judicial Activism" International Encyclopedia of Social Sciences (2007).

Hodgkinson, S.L., Cook, E., Fichter, T., Fleming, C., Shapiro, J.I., Mellis, J., Boutelle, B., Sarnoski, S. and Noone, G.P. "Challenges to Maritime Interception Operations in the War on Terror: Bridging the Gap." *American University International Law Review*, Volume 22 No.4, 2007.

Noone, G.P., Morean, R.P. & Noone, D.C. "Prisoners of War in the 21<sup>st</sup> Century published in Arnold, R. & Hildbrand, P.A. (Eds.) "*International Humanitarian Law and the 21<sup>st</sup> Century Conflicts: Changes and Challenges*" Editions Inter-universitaires Suisses (2005).

Noone, G.P., & Noone, D.C. "The Military Commissions-a Possible Strength Giving Way to a Probable Weakness – and the Required Fix." *Case Western Reserve Journal of International Law*, Volume 36, Nos. 2 & 3, 2004.

### ***Publications Edited***

Ware, G.T, Moss, S., Campos, J.E. and Noone G.P. "Corruption in Public Procurement: A Perennial Challenge" published in Campos, J.E. and Pradhan, S. (Eds.) "*The Many Faces of Corruption: Tracking Vulnerabilities at the Sector Level*" The International Bank for Reconstruction and Development / The World Bank, Washington DC (2007).

Loughry, A.H. "Don't Buy Another Vote, I Won't Pay for a Landslide: The Sordid and Continuing History of Political Corruption in West Virginia. McClain Printing Co. (2006).

Ware, G.T. and Noone, G.P. "The Anatomy of Transnational Corruption." *International Affairs Review*, Volume XIV, No. 2, Fall / Winter 2005.

Noone, G.P. et al. "Prisoners of War in the 21<sup>st</sup> Century: Issues in Modern Warfare." *50 Naval Law Review* 1 (2004).

### ***Grant Funded Research***

West Virginia High Technology Consortium Foundation & the National Institute of Justice, Washington DC, *Electronic Crimes Initiative*. **\$40,000** (September 2008).

Institute for Scientific Research & the National Institute of Justice, Washington, DC, *Law Enforcement Information Technology and Analysis Program (LEITAP)*, **\$45, 538** (March 2006).

Learning Technologies Center, Fairmont State University, *Vista Online Course Development Grant* (fall 2006- fall 2007).

### ***Presentations***

Presented “LEITAP Project and Information Sharing” at the American Society of Criminologists, Atlanta, GA (November 2007).

Presented “Transnational Corruption” at the American Society of Criminologists, Toronto, Canada (November 2005).

Presented at the West Virginia Criminal Justice Educators Conference on “Enemy Combatants” Parkersburg, WV (November 2005).

### ***Professional Development Workshops and Conferences Attended***

Western Social Science Association, 51<sup>st</sup> Conference, Albuquerque, NM (April 2009)

Leadership for Today by Dr. Tim Rice, FSU (October 2008)

Listening Accurately and Responding Appropriately by Dr. Robert Mild (October 2008)

Information Workshop for Grant Managers, Chairs and Deans, FSU (September 2008)

Eastern Conference on Child Sexual Abuse Treatment, Washington, DC (March, 2008)

West Virginia High Technology Consortium Foundation. *Amberview Training* (February 2007)

National Conference on Science, Technology and the Law, St. Petersburg, FL (November 2006)

101 Great Ideas for Recruiting Graduate Students Seminar, FSU (October 2006)

Professional Grant Development Workshop, *Proposal Writing I*, FSU (September 2006)

Faculty Development Keynote Address and Workshops, FSU (August 2006)

Eighth Annual International Colloquium on Intelligence (IAFIE), Mercyhurst College (June 2006)

War Crimes Research Symposium: Terrorism on Trial, Frederick K. Cox International Law Center, Case Western Reserve University, Cleveland, Ohio (October 2004)

Faculty Development Keynote Address and Workshops, FSU (2004 - 2009)

## **Service**

### ***University Committee Service***

General Studies Outcomes and Assessments Committee of the Faculty Senate (2009-2015)

Member of the Faculty Senate (2019-2020)

Nominating Committee for Election of Officers and the Executive Committee of the Faculty Senate (April 2008)

Dean of the College of Liberal Arts Search Committee (2007-2008)

Athletic Committee of the Faculty Senate (2007-2008)

Provost/Vice President for Academic Affairs Search Committee (spring 2007)

Graduate Studies Council (2006-2007)

Fairmont State University Strategic Plan Task Force: Member of Human Capital Sub-Committee (2006-2007)

Committee on Annual Faculty Evaluation (Café) (2005-2007)

Legislative Advocacy Committee of the Faculty Senate (2006-2007)

Library Committee of the Faculty Senate (2005-2006)

### ***School of Social Sciences Committee Service***

Chairwoman of Thesis Committee for Pam Wilson (spring 2010)

Thesis Committee for Philip Wagner (spring 2010)

Chairwoman of Philosophy Faculty Search Committee (spring 2009)

Chairwoman of Criminal Justice Faculty Search Committee (spring 2009)

Criminal Justice Advisory Board (2009-2004)

Chairwoman of Thesis Committee for Joshua Smallridge (defended spring 2009)

Criminal Justice Faculty Search Committee (spring 2007)

Thesis Committee for Lennie (Betsy) Shaw (defended spring 2007)

Thesis Committee for Marc Pyles (defended spring 2006)

Chairwoman of Thesis Committee for Jessica Bennett (defended spring 2006)

Criminal Justice Faculty Search Committee (spring 2006)

### ***Public Service and Recognition***

Commissioned by the Mayor as Duchess of Hazard: Honorary Citizen Award of Hazard, Kentucky (June 2006).

### ***Professional Associations***

### ***Extracurricular Service Activities for the Institution***

Annual Academic Awards Celebration, FSU (April 2009- April 2019)

Campus Visitation Day (October 2019).

Gear-Up Presentation (February 2007)

College of Liberal Arts Honors Dinner ( spring 2004-spring 2019)

Fairmont State Foundation VIP Telephone Giving Campaign (April 2006)

Women of Color Luncheon (April 2006)

Gear-Up Presentation (April 2006)

Fairmont State Foundation VIP Telephone Giving Campaign (September 2006)

### ***Service Activities for the State of West Virginia***

Team Member of Fourth Circuit Federal Drug Court (2017- present)

Command Ombudsman for the Naval Reserve International and Operational Law Unit (2008 –present)

President of the West Virginia Criminal Justice Educators Association (2009-2010)

Chair of the West Virginia Criminal Justice Educators Association Conference, Fairmont, WV (November 2008)

First Vice President of the West Virginia Criminal Justice Educators Association (2008-2009)

Second Vice President of the West Virginia Criminal Justice Educators Association (2007-2008)

Gear-Up Presentation (February 2007)

Member of the Harrison County Democrat Executive Committee (May 2006- July 2007). Elected by popular vote to represent Democrats primarily in Bridgeport, WV

Member of the West Virginia Criminal Justice Educators Association (Fall 2004-current)

### **Professional Associations and Licenses**

Commonwealth of Pennsylvania Bar of Board Examiners

District of Columbia Bar of Board Examiner

Member of the Supreme Court of the United States

Certified Divorce/Family Mediator

# CHARLES A. SHIELDS, J.D.

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*21 Pheasant Drive  
Fairmont, WV 26554  
(304) 363-4073*

## **EDUCATION PROFILE**

### **West Virginia University College of Law, Morgantown, West Virginia**

- Doctor of Jurisprudence, May 1987
  - Member of Moot Court Board
  - Legal Clinic Intern at Federal Correctional Institution, Morgantown, WV

### **Marshall University, Huntington, West Virginia**

- Bachelor of Science in Criminal Justice, Minor in History, May 1983
  - Study Abroad, National Police Academy, Stockholm Sweden, Summer 1978
  - Internship, Cabell County Jail, Spring 1982

## **EMPLOYMENT PROFILE**

### **Fairmont State University, Fairmont, West Virginia**

- Professor of Criminal Justice, July 2008-present
- Associate Professor of Criminal Justice, July 2001- June 2008
- Assistant Professor of Criminal Justice, July 1997-June 2001
- Temporary Assistant Professor of Criminal Justice, February 1996-June 1997
- Temporary Instructor of Criminal Justice, January 1993-May 1994
- Adjunct Faculty (Instructor of Criminal Justice), January 1988-December 1992
- Coordinator of Criminal Justice Program, August 1999- August 2001
- Courses taught:
  - CRJU 2202-Criminal Law
  - CRJU 2240-Adjudication Process
  - CRJU 2246-Criminal Evidence
  - CRJU 2255-Law of Corrections and Prisoners' Rights
  - CRJU 3340-Laws of Arrest, Search & Seizure
  - CRJU 4411-Field Practicum
  - CRJU 4420-Legal Research
  - CRJU 5504-Constitutional Law (Master's level)
  - CRJU 6621-Advanced Criminal Law (Master's level)
  - CRJU 6630 Seminar In Law Enforcement (Master's level)
- Advisor to 60-75 criminal justice majors in B.S. program
- Advisor to Pi Gamma Mu—National Social Science Honor Society
- Advisor to Pre-law Society
- Registered with LSDAS (Law School Data Assembly Service) and LSAC (Law

School Admissions Council) as pre-law advisor for Fairmont State University

**University Committees and Institutional Service Activities:**

- Fairmont State University Faculty Senate
  - President, April 2020-present
  - Interim President's Council, July 2022-present
  - Academic Leadership Team, August 2020-present
  - President, May 2007-May 2016
  - Senate Personnel Committee
  - Past Chair, August 2015-present (currently ex-officio)
  - Vice-President, May 2004-May 2007
  - Senator (Social Science), January 2018-May 2020
  - Senator (Social Science), August 1997-May 2007
  - Faculty Senate Executive Committee, May 2003-May 2016
- Admission & Credits Committee, August 1998-May 2007
- Presidential Perception Survey Committee, Past Chair, August 2018-present (currently ex-officio)
- Committee For Revision of Faculty Handbook, Summer 2014
- Faculty Personnel Committee 2013-present
- Chair, Ad-hoc committee for revision of Board of Governors Sexual Harassment Policy, Summer 2011
- Chair Ad-Hoc Sexual Harassment Complaint Committee, Summer 2010
- Vice-President for Enrollment Management Search Committee, Fall 2009
- University President Search Committee, Fall 2009-Spring 2010
- Strategic Planning Committee, Spring Semester 2010 to present
- President's Advisory Council, August 2007-May 2007
- Strategic Plan Budget Review Subcommittee, 2006
- Faculty Senate Executive Committee, May 2003-present
- Interdisciplinary Studies Committee
- Committee to Determine Feasibility of Evaluating President and Provost (Chair)
- Admission & Credits Committee, August 1998-May 2007
- Women's' Studies Minor Coordinating Committee (Past Chair)
- Intelligence Research & Analysis Program Development Committee (Past Chair)
- Computer Forensics Minor-Coordinating Committee (Past Chair)
- Ad-hoc Committee to Develop Pre-Law Track in Social Science (Chair)
- Psychology Search Committee (2002)
- Psychology Search Committee (2003)
- Psychology Search Committee (2011)
- Criminal Justice Search Committee (2005)
- Criminal Justice Search Committee (2006)
- Criminal Justice Search Committee (2009)
- Criminal Justice Search Committee (2011/2012)
- Political Science Search Committee (2013)
- Member of Thesis committee for five master's degree candidates
- Comprehensive Examination Committee for M.S. in Criminal Justice, 2005-present

**Marion County Prosecuting Attorney's Office, Fairmont, WV, January 2005-present**

- Assistant Prosecutor assigned to advise and represent the Marion County Commission in matters involving public policy, drafting legislation, personnel issues, administrative policy issues, and statutory duties and responsibilities; trial of felony and misdemeanor cases. (Part time employment)

**Wilson & Shields, L.C., Fairmont WV, February 1991 to December 2004**

- Managing partner in law firm. Practice emphasis on criminal law, juvenile justice and children's advocacy in abuse and neglect cases. Responsible for daily operations of firm including personnel decisions, financial matters, and compliance with rules and regulations applicable to small businesses.

**Hon. Thomas Bedell, Chief Judge 15<sup>th</sup> Judicial Circuit, Clarksburg WV, January 1996-May 1997**

- Special Prosecutor

**Rose, Padden & Petty, L.C., Fairmont WV, June 1986-January 1991**

- Law Clerk and Associate in an eight-person law firm. Employed as law clerk summer of second year of law school. Obtained position as associate March 1987. Practice emphasis on insurance defense and corporate representation.

**Hon. Robert B. Stone, Judge 17<sup>th</sup> Judicial Circuit, Morgantown WV, January 1986-May 1986**

- Employed as Law Clerk during fourth semester of law school. Researched legal questions and drafted written opinions for Judge. Left for summer and continued employment with private firm (Rose, Padden & Petty, L.C.)

**PROFESSIONAL ASSOCIATION MEMBERSHIPS**

- West Virginia State Bar Association
- Marion County State Bar Association
- West Virginia Criminal Justice Educators' Association
  - Secretary 2009-present
  - President, 2003-2004
  - Vice President 2001-2003
  - Treasurer October 1997-October 2001
- Academy of Criminal Justice Sciences
- International Association for Intelligence Education

**COMMUNITY SERVICE**

- Marlyn E. Lugar Trial Association, West Virginia University College of Law- Volunteer judge for student trial competitions
- Hope Inc.- Volunteer Pro Bono Legal Services for Prevention of Domestic Violence

- North Central West Virginia Chapter American Red Cross - Member Board of Directors, Chair Board of Directors, September 2006-present
- Family Services of Harrison and Marion Counties-Member Board of Directors; Past President of Board May 2004-May 2005
- Marion County Habitat For Humanity - Member Board of Directors October 2007-June 2012; President Board of Directors-June 2012-present
- American Legion Mountaineer Boys State - Volunteer staff member and instructor/presenter at annual activity; Jackson's Mill, WV, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012
- Boy Scouts of America- Chartered Organization Representative and Scout Master for Troop 13 Church of Jesus Christ of Latter Day Saints, Fairmont WV
- Jayenne Elementary School-Member of Local School Improvement Council
- Marion/Fairmont Metro Government Charter Review Committee - Provided pro bono legal counsel to the Metro Government Charter Review Committee. Initiated contact and a dialogue with Senator Brooks McCabe, the primary sponsor of the legislation which provided for the creation of consolidated governments in West Virginia
- Marion/Fairmont Metro Government Charter Writing Committee - Served as a member of the Metro Government Charter Writing Committee which was a subcommittee of the Charter Review Committee. Specific assignment on the Charter Writing Committee was to research the methodology of consolidating Municipal and County police forces in the United States, the effectiveness of consolidation and to submit a report and recommendation to the committee regarding consolidation of the city and county police forces in Marion County
- Leadership Marion XXV - Sponsored by the Marion County Prosecutor's Office as a participant in the twenty-fifth class of Leadership Marion. Graduate of Leadership Marion, May 2007

#### **PROFESSIONAL DEVELOPMENT ACTIVITIES/SEMINARS ATTENDED**

- Semi-annual Fairmont State Faculty Development Week Activities, 2007-2013
- The Higher Learning Commission, "Making a Difference in Student Learning: Assessment as a Core Strategy", Marriott Hickory Ridge Conference Hotel, Lisle, IL., October 22-24, 2008
- Fall 2006 Vista Academy which consisted of training in WebCt applications in anticipation of receiving a grant for the development of an online course in the Master in Criminal Justice Program
- Recipient of a \$3000.00 grant for development of online course for the Criminal Justice Master's Program (Seminar in Law Enforcement).
- Participant in Constitutional Law Panel Discussion on the topic of "Education, Religion and the Constitution" in celebration of Constitution Day at Fairmont State, September 2006
- Visual Analytics Training Seminar (3 day training seminar), Poolesville Maryland, February 2005
- West Virginia Prosecuting Attorneys Institute Semi-Annual Conference, June 2005-June 2010
- West Virginia Public Defenders Conference, Canaan Valley, West Virginia, July 2002, July 2003, June 2004
- Excessive Use of Force by Police, Charleston West Virginia, July 2004

- West Virginia Criminal Justice Educators' Annual Conference - November 2008, November 2007, November 2006, October 2005, October 2004, October 2003, October 2002 (Conference Coordinator and Program Chair) October 2001
- Distance Learning and Copyright Issues, Pittsburgh, PA, April 2002
- Panel Member- FSC Brown Bag Luncheon Series, "A Constitutional Crisis? The Presidential Impeachment Issue" September 1998
- Presenter- Investigation of Burglary Seminar March 1996, In-Service Training for Police Officers, Fairmont State College, Fairmont, WV (Presentation on defense perspective)

# CURRICULUM VITAE

## PERSONAL INFORMATION:

Name: **Doctor John T. Schultz, D.E.L.**  
<https://www.linkedin.com/in/john-schultz478/>  
Email: [johnschultz@fairmontstate.edu](mailto:johnschultz@fairmontstate.edu)  
Mobile Telephone: 239.229.7093  
Office Telephone: 304.333.3735

## EDUCATION:

University of Charleston, Charleston, West Virginia Doctor of Executive Leadership, Awarded May 2019

Dissertation: "Community Policing and Executive Leadership: An Understanding of African American Police Executives."

University of Oklahoma, Norman, Oklahoma Master of Science  
Concentration-Criminal Justice  
Expected Graduation, December 2022

Barry University, Fort Myers, Florida Master of Arts,  
Awarded June 2010 Concentration-Administration  
Thesis: Sworn Officer, But Satisfied? A Study on Law Enforcement Job Satisfaction in Florida

Saint Leo University, Saint Leo, Florida Bachelor of Arts,  
Awarded November 2002 Major-Criminology  
Alpha Phi Sigma

2020 Florida State University, Tallahassee, Florida  
Certified Public Manager Certificate, Awarded September 2020

2011- 2022	State Trooper / Homicide Investigator Florida Highway Patrol
2010	Consultant Liberty Partners of Tallahassee
2006- 2010	Captain / Aide De Camp to Florida Lieutenant Governor  Florida Highway Patrol

2004-2006 State Trooper / Fraud Investigator with the State of Florida  
Florida Highway Patrol

1995-2004 State Trooper / Homicide Investigator with the State of Florida  
Florida Highway Patrol

1991-1995 State Trooper with State of Florida, Florida Highway Patrol

**PROFESSIONAL DEVELOPMENT:**

2020 Digital and Crime Scene Photography Techniques, Tallahassee Community College.

2019 Commercial Vehicle Electronic Control Module Technology, Florida Highway Patrol

2019 IS-00100.C, FEMA, Emergency Management Institute

2019 IS-00200.C, FEMA, Emergency Management Institute

2019 IS-00700 B, FEMA, Emergency Management Institute

2019 IS-00800 C, FEMA, Emergency Management Institute

2019 IT-300 Instructor Certificate, Emergency Management Institute

2019 IT-400 Instructor Certificate, Emergency Management Institute

2019 Human Factors in Traffic Crash Reconstruction, Institute of Police Technology and Management

2019 Grade Crossing Collision Investigation, Florida Highway Patrol

2019 Energy Damage Speed Analysis and Measuring Protocol, Florida Highway Patrol

2018 Field Training Officer School, Florida Highway Patrol

2018 Traffic Crash Reconstruction, Florida Highway Patrol

2018 Disaster Management for Public Service, MGT 317, Texas A & M

2017 Electronic Data Recorder Technician, Institute of Police Technology and Management

2017 Leadership through Understanding Human Behavior, U.S. Department of Homeland Security, Leadership Institute

2017 Occupant Kinematics, Florida Highway Patrol

2016 Event Data Recorder Use in Traffic Crash Reconstruction - Level 1, Institute of Police Technology and Management

2016 Forensic Mapping, Total Station, Florida Highway Patrol

2016 Lee County Public Safety Leadership Academy, Class 2016-1

2016 Traffic Homicide Investigation, Florida Highway Patrol

2016 Sport and Special Event Evacuation Training and Exercise, MGT-412, Texas A & M

2016 Emergency Operations Center Management and Operations, G-775

2016 Emergency Planning, G-235

2015 Introduction to Incident Command Systems, Series 100, 200, 230, 300, 400, 703 and 800

2015 L-449 Incident Command System (ICS) Curricula Train-the-Trainer Instructor Certificate, Series 100, 191, 200, 300, 400, 402, 700, 800

2015 G-265, Basic Instructional Skills

2012 National Traffic Incident Management Instructor Certificate

2012 Federal Emergency Management Professional Development Series Certificate

2007 Incident Command System for Single Resources & Initial Action Incidents

2007 National Incident Management System Resource Management

2007 National Response Plan, an Introduction, United States Department of Homeland Security

2004 Flying Armed, Institute of Police Technology Management

2004 Detecting Fraudulent Driver License Identification, Institute of Police Technology Management

2003 Pedestrian-Cyclists Crash Reconstruction, Florida Highway Patrol

2003 Investigation of Motorcycle Crashes, Institute of Police Technology Management

2002 Advanced Traffic Crash Investigations, Florida Highway Patrol

2002 Commercial Motor Vehicle Cash Investigation, Institute of Police Technology Management

2001 Interview & Interrogations, Institute of Police Technology Management

1999 Laser Radar Instructor, Institute of Police Technology Management

1999 Radar Instructor, Institute of Police Technology Management

1996 Traffic Homicide Investigation, Florida Highway Patrol

1995 Firearms Instructor, Florida Highway Patrol

1995 Field Training Officer, Florida Highway Patrol

1994 Instructor Techniques, Florida Highway Patrol

1991 State of Florida, Law Enforcement Officer, Florida Highway Patrol

PROFESSIONAL APPOINTMENTS:

2020-Present Policing Fellows Member, National Police Institute

2006-2010 Aide-De-Camp, Florida Lieutenant Governor

2003-2006 Security Detail Member, Florida Lieutenant Governor

2004-2006 United States Secret Service Financial Institution Strike Team Task Force

PROFESSIONAL AWARDS:

2017 Governor's Medal of Heroism Award

2017 Sons of American Revolution Medal for Heroism

2017 Trooper of the Month Award, Troop F

2016 Sons of American Revolution Law Enforcement Commendation Award

2016 Trooper of the Month Award, Troop F

2003 Director's Commendation Citation

PRESENTATIONS:

2019 Emergency Management Presentation, Florida Gulf Coast University  
2013 Traffic Safety Presentation, Cape Coral High School  
2010 Florida House of Representative Candidate

PROFESSIONAL MEMBERSHIPS:

Florida Association of State Troopers  
Florida Emergency Preparedness  
Association American Society for  
Public Administration American Society  
of Evidence-Based Policing Southern  
Criminal Justice Association American  
Society of Criminology  
Southeastern Homicide Investigators  
Association Police Executive Research  
Forum  
Florida Society of Certified Public Managers

**SPECIAL ASSIGNMENTS:**

1992	Hurricane Andrew Recovery
1999	Hurricane Floyd Recovery
2004	Hurricane Charley Recovery
2004	Hurricane Jeanne Recovery
2004	Hurricane Frances Recovery
2005	Hurricane Wilma Recovery
2006	Hurricane Matthew Recovery
2017	Hurricane Irma Recovery
2018	Hurricane Michael Recovery
1998-2000	Pepsi 400 NASCAR Race Detail
2002-2004	Pepsi 400 NASCAR Race Detail
2000	Election Security Detail
2003	United States Vice President Security Detail
2018	United States Vice President Security Detail
2019	United States Vice President Security Detail
2003	Governor's Inaugural Security Detail

- 2003-2004 United States Housing & Urban Development Secretary Security Detail
- 2003 Florida State Supreme Court Security Detail
- 2004 Secretary of State Security Detail

**LEADERSHIP INITIATIVE:**

**2008 Legislation Recognizing Slain Lee County Trooper**

Sought Introduction of Legislation in Florida Legislature naming new Florida Highway Patrol Station to honor 1967 slain Lee County Trooper. Florida Legislature passed legislation into law in 2008 designating the “Joseph P. Bertrand Building, Regional Transportation Management Center (Fort Myers), 2008-176; 2008-256.

**2005 First Honorary State Trooper Award**

Initiated recognition to award posthumously to Jimmy Lee Shelton, of Fort Myers, FL. Shelton, 21, died in Iraq in December of 2005.

**2004 Forgotten Officer Recognition**

Discovered a 67-year forgotten officer - Patrolman Royston Earl Walker, Florida State Road Department - who was the only Traffic Inspector slain in the line of duty on August 31, 1936. Reactivated file, conducted additional research, located family & initiated placement of the forgotten officer’s name on the National Law Enforcement Memorial, Panel 58-E, Line 23 during a candlelight vigil in Washington, DC on May 13, 2004.

**2003 Arrest of Nine-Year Fugitive Cop Killer**

Initiated and conducted an investigation that led to the arrest and lifetime incarceration of Walter Norman Rhodes on September 9, 2003.

**2002 Lee County License Suspensions**

Case research found, that 46% of persons found guilty in traffic fatality cases had license suspension requests that never reached the Division of Driver License Bureau of Records due to a computer glitch in the data link.

OUTREACH:

Outreach completed through the Florida Highway Patrol in the areas of traffic safety, emergency management, drug, alcohol, and motor vehicle safety.

Mothers Against Drunk Driving, Southwest  
Florida, Advisory Board Member

Initiator/Coordinator, Annual Harry Chapin Food  
Drive Agency Volunteer Coordinator, Torch Run  
Special Olympics

Member, Florida Department of Transportation, District One,  
Major Incident Evaluation Team

CONTINUING EDUCATION TRAINING:

Federal Emergency Management Agency

REFERENCES:

Available Upon Request

# Jeri Kirby

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- Education** Ph.D., Political Science, August 2017.  
West Virginia University, Morgantown, WV.
- M.A., Sociology, August 2006. West Virginia University, Morgantown, WV.  
Thesis title: “The Psycho-social Development of Neighborhoods: Implications of Situational Policing”.
- B.A., Political Science/Legal Studies with a minor in Sociology. August 2002.  
West Virginia University, Morgantown, WV.
- Doctoral Program** Political Science/Criminal Justice/Public Policy:
- Title of Dissertation** Rehabilitation in the Punitive State: An Oxymoron?  
An Examination of Rehabilitation and Punitive Practices in the United States.
- Dissertation Advisor** Dr. John Kilwein: West Virginia University, Department of Political Science  
(304) 293-3811 ex. 5287
- Fields of Study** Criminology, Criminal Justice, Corrections, Policing, Social Policy, Crime and Punishment, Urban Development, War on Drugs.
- Professional Experience** [Chair of Social Science Department, Fairmont State University.](#)  
August 2019 to Present.
- [Inside Out Prison Exchange Program Lead Trainer.](#)  
June 2017 to Present.

Assistant Professor, Fairmont State University Department of Criminal Justice:  
August 2015 to Present

Inside Out Prison Exchange Program Federal and West Virginia State  
Coordinator. August 2015 to Present.

Faculty Lecturer, West Virginia University Sociology Department: August 2007  
to August 2015.

Research Assistant, West Virginia University Survey Research Center: Dr.  
Ronald Althouse. May 2004 to August 2006

Research Assistant, West Virginia University Sociology Department: Dr. James  
J. Nolan III, Fall 2003 to Spring 2004.

### Teaching Experience

**Undergraduate Level:** Juvenile Justice, Introduction to Corrections, Female  
Offenders, Inside-Out Prison Exchange Program, Community Corrections, War  
on Drugs, Deviant Behavior, Criminology, Introduction to Criminal Justice, and  
Hate Crimes.

**Graduate Level:** Advanced Criminology Theory, Advanced Penology,  
Program Organization and Evaluation, and War on Drugs.

### Publications

Kirby, J. (2018). Education and Crime. In *Encyclopedia of Criminal  
Psychology*. Sage Publication.

**Nolan, J.**, Kirby, J., Althouse, R. (2011). Facilitating Neighborhood Growth: A  
Common Sense Public Safety Response from the Relational Paradigm. In Van  
Til, J., Lohmann, R. & Ford, D. (eds.).

*Sustained Dialogue and Public Deliberation*. Columbia University Press.

Nolan, J.J., Hass, S., Lester T., **Kirby J.**, and Jira C. (2006). Establishing the  
“Statistical Accuracy” of Uniform Crime Reports (UCR) in West Virginia.  
*Criminal Justice Statistical Analysis Center*.

1, Nolan, J.J., **Kirby, J.**, Althouse, R. (2011). Bridging the Gap Between  
Neighborhood Residents and Police. In Van Til, J., Lohmann, R. &  
Ford, D. (Eds.). *Public Deliberation and Sustained Dialogue*. Columbia  
University Press.

### Professional Conferences

2018: Testifying in front of WV Civil Rights Advisory Board on  
Collateral Punishments of Incarceration.

- 2017: “Prisoner Re-entry: Examination of Correctional Facilities Programming”. American Criminal Justice Academy, Kansas City, MO.
- 2016 “Voices from the Inside Out”. Women and Gender in the Social and Natural Worlds Conference. Marshall, WV.
- 2016 “Prisoner Re-entry: Examination of Correctional Facility Programming”. American Criminal Justice Society Meeting, Kansas City, MO.
- 2016 “Predicting Rehabilitative Policies in Correctional Facilities”. American Criminal Justice Society Meeting, Kansas City, MO.
- 2011: “Time Served? Analysis of State Punitive Policies”. American Criminology Association Annual Meeting, Washington D.C.
- 2006: “Commitment, Conflict, and Collective Efficacy: The Dynamics of a ‘Capstone’ Sociology Course Held Inside a West Virginia Prison.” American Criminology Association Annual Meeting, Los Angeles, California.
- 2006 “Who Is Speaking For Us? Community Representation”. American Criminology Association Annual Meeting, Los Angeles, California.
- 2006 “One Dimensional Policing”. American Criminology Association Annual Meeting, Los Angeles, California.
- 2006 With James J. Nolan, Ph.D. “Assessing Classification Error in Police Data: Implications for Statistical Adjustments”. Academy of Criminal Justice Sciences Annual Meeting, Baltimore, Maryland 2006
- 2005 “The Psycho-Social Development of Neighborhoods: Implications for Situational Policing”. American Criminology Association Annual Meeting, Toronto, Canada, November 2005.
- 2005 “Defended and Corporate Neighborhoods”. North Central Sociology Annual Meeting, Indianapolis, Indiana, 2005.
- 2010 Inside Out Prison Exchange International Organization
- 2010 Federal Bureau of Prisons badged Volunteer and Program Instructor
- 2015 West Virginia University Research Center on Violence
- 2011 Volunteer of the Year: Federal Bureau of Prisons, Hazelton Prison Complex
- 2012 Nominated: Professor of the Year, West Virginia University
- 2014 Nominated: White House Volunteer of the Year, Washington, DC.

**Professional Affiliations**

**Awards**

# **J. Christopher Moss**

## Curriculum Vitae

### **CURRENT POSITION**

**SUNY Plattsburgh**, Plattsburgh, NY  
Assistant Professor of Criminal Justice  
[jcmoss82@yahoo.com](mailto:jcmoss82@yahoo.com) or [jmoss005@plattsburgh.edu](mailto:jmoss005@plattsburgh.edu)

### **EDUCATION**

**Ph.D.**, Political Science, December, 2019, West Virginia University, Morgantown, WV.

Dissertation: *The Politics of Drug Courts*

Committee: John Kilwein (Chair), Jeff Worsham, Shauna Fischer, Corey Colyer, Patrick Hickey

**M.A.**, 2013, Political Science, West Virginia University, Morgantown, West Virginia.

**M.S.**, 2007, Criminal Justice, Fairmont State University, Fairmont, West Virginia.

**B.S.**, 2004, Criminal Justice, Fairmont State University, Fairmont, West Virginia.

### **TEACHING EXPERIENCE**

**Fairmont State University**, 2023-present

**SUNY Plattsburgh**, 2019-present

**West Virginia University**, 2012-2018

**Fairmont State University**, 2012-2013

#### Courses Taught

2023 Spring Courses: Introduction to Criminal Justice, Introduction to Criminology, Substance Abuse and the Criminal Justice System

Summer Courses: Criminological Theory and Movies, Online Course

Fall Courses: Introduction to Criminal Justice (2 sections), Criminology, Research Methods, Mental Health and the Criminal Justice System (SUNY Online course)

2022 Spring Courses: Introduction to Criminal Justice

Introduction to Criminology

Mental Health and the Criminal Justice System

Summer Courses: Criminological Theory and Movies, Online Course

Fall Courses: Substance Abuse and the Criminal Justice System

The Politics of Crime

Mental Health and the Criminal Justice System, Online Course

2021 Spring Courses: Introduction to Criminology (two sections), Online Course

The Politics of Crime, Online Course

Fall Courses: Introduction to Criminal Justice

Introduction to Criminology

Substance Abuse and the Criminal Justice System (two sections),  
Online Course

2020 Spring Courses: Introduction to Criminology (two sections), Hybrid Format

The Politics of Crime, Hybrid Format

Summer Course: Introduction to Criminology, Online Course

Fall Courses: Introduction to Criminology, Online Course

Mental Health and the Criminal Justice System, Online Course

Substance Abuse and the Criminal Justice System, Online Course

2019 Fall Courses: Introduction to Criminology (two sections)

Substance Abuse and the Criminal Justice System

2018 Teaching Assistant for American Constitutional Law

Introduction to Multidisciplinary Studies, Online Course

2017 Introduction to Multidisciplinary Studies, Online Course

2015 Introduction to Criminal Justice

White Collar Crime

Introduction to Criminal Law

2014 Law and the Legal System

2013 Introduction to American Government

2012 Introduction to American Government, two sections

2010 Graduate Teaching Assistant for Introduction to Criminal Justice

## **CONFERENCE PARTICIPATION**

Panel Chair for Administrative Politics, Public Policy, and Public Opinion at the Midwest Political Science Association's Annual Conference, April 2022.

"Moral Panics and the War on Drugs." Presented at the Midwest Political Science Association's Annual Conference, April 2022.

Panel Discussant on Race and Criminal Justice Policy. Midwest Political Science Association, April 2021.

"Combating the Current Opioid Crisis with Drug Courts." Presented to the Faculty, Students, and Administration at SUNY Plattsburgh as Part of the Tuesday Reflections Research Series on campus, April 2021.

"The Politics of Drug Courts." Lighting Round Presentation at the Midwest Political Science Association, April, 2019.