



CRIMINAL JUSTICE PROGRAM REVIEW 2015-2020

**PREPARED BY
CRIMINAL
JUSTICE
FACULTY
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DEPARTMENT
OF SOCIAL,
CULTURAL,
AND JUSTICE
STUDIES
THE
UNIVERSITY OF
TENNESSEE AT
CHATTANOOGA**

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PREFACE/HISTORY

Departmental Structure

The Criminal Justice Program is part of the Department of Social, Cultural, and Justice Studies in the College of Arts and Sciences at the University of Tennessee at Chattanooga, which is part of the University of Tennessee System. One of the largest programs within the College, the program offers face-to-face and on-line undergraduate degrees in Criminal Justice, as well as an undergraduate minor and a graduate program. Faculty members also contribute to the General Education curriculum in the category of Behavioral Science.

Organizational Chart

Randy Boyd	Interim President of the University of Tennessee System
Steve Angle	Chancellor of the University of Tennessee at Chattanooga
Jerold L. Hale	Provost and Senior Vice Chancellor for Academic Affairs
Joe Wilferth	Interim Dean of the College of Arts and Sciences
Lynn Purkey	Interim Head of the Department of Social, Cultural, and Justice Studies
Karen McGuffee	Associate Head of the Department of Social, Cultural, and Justice Studies
Gale Iles	Graduate Program Coordinator

Mission

The mission of the Department of Social, Cultural, and Justice Studies is to prepare students for professional and personal success in the context of a strong liberal arts education. The Department is committed to coursework that is grounded in theory, research, and community engagement to help students prepare for careers in their respective fields. Emphasis is placed on intellectual, experiential, critical thinking, and problem-solving abilities that will prepare students to become ethically informed, culturally sensitive, engaged scholars, able to address global, national, regional, and local challenges.

More specifically the mission of the Criminal Justice Program is to help students acquire a solid footing in the core of the criminal justice system and to explore crime and its social, cultural, and political implications.

Departmental History

During the 1990s, the Criminal Justice Program was part of the School of Social and Community Services, which, in 2003 split into different departments, including Criminal Justice. As of August 1, 2015, the Department of Criminal Justice merged with the Department of Sociology, Anthropology, and Geography to form the Department of Social, Cultural, and Justice Studies. Other recent changes include the elimination of the Legal Assistant Studies program, which became redundant when Chattanooga State Community College introduced a similar program that was virtually free of charge to students under the Tennessee Promise scholarship program.

Trends

Although college enrollments across the nation decreased by 7% from 2010 to 2017 (see https://nces.ed.gov/programs/coe/indicator_cha.asp), the Criminal Justice Program has steadily grown over the past ten years. This is no doubt due in part to the fact that it hosts the university's only fully on-line program for students with an associate degree (students without an associate

degree may need to take some classes face-to-face). Obviously, this is extremely beneficial for students who work or have other obligations.

Response to Previous Findings and Recommendations

The last review was quite favorable on the whole and highlighted several aspects unique to the Criminal Justice Program at the University of Tennessee at Chattanooga, including the undergraduate on-line program and the diversity of faculty, students, and the curriculum, as well as the program's unique orientation towards the liberal arts. It also noted the efficacy of the program in fulfilling its mission, the high level of faculty scholarship and high-quality teaching. However, the report also indicated some areas for improvement, particularly the dearth of full-time faculty and resources, on-going issues with assessment, and the need for better facilities. In addition, it suggested more shared governance and greater exposure of the program.

The reviewer of the last report repeatedly lamented the dearth of faculty in the Criminal Justice Program, which was inadequate to sustain the large number of students in the program and to provide the necessary support for the graduate program. As of this writing, enrollments have reached 400 undergraduate and 25 graduate students majoring in Criminal Justice. In 2013-2014, the reviewer suggested adding at least two tenure-lines, with an Assistant and an Associate or advanced Assistant Professor and two more graduate assistants. While staffing and a dearth of faculty continues to be a problem, the department is searching for two Assistant Professors and a lecturer in Criminal Justice this year, which will at least replace lost lines, and the program has funded additional graduate students, to help ameliorate the burden that faculty members bear. In connection with this, the reviewer suggested lowering the teaching load. Criminal Justice has long sustained a twelve-credit-hour teaching load, while some other members of the department have a nine-credit-hour teaching load. However, in the fall of 2019, the department voted to change the teaching load to nine to ten hours for all tenure-line faculty members and twelve for all lecturers. While this is feasible in part of the department, Criminal Justice was not able to fully move to this for the spring because of a lack of faculty, but with new hires next fall, it will be able to sustain this move with the judicious use of graduate assistants and on-line adjuncts.

Assessment was another significant area that the last few reports have indicated needed improvement. The last reviewer recommended the following: "The Department must begin a serious and methodical process of mapping the curriculum and conducting internal [...] assessment of learning objectives, outcomes and student success. [...] I would strongly encourage the faculty to undertake a systemic review and formal mapping of the curriculum and create its own internal assessments of student and faculty performance." In addition, the reviewer suggested some other curricular changes, including moving from an external to an internal assessment program, and focusing on areas more consistent with the program orientation, as well as eliminating some coursework that falls outside of those parameters or which are specialty courses that stretch limited resources. The faculty have taken this to heart and created a very thorough system of assessing learning outcomes tied to individual courses, which they track each semester, as indicated below in Part 2 of this report. In addition, they have eliminated some courses and realigned the curriculum more thoroughly to ensure that each course has learning outcomes that align with department goals.

The reviewer also emphasized the poor conditions of physical space housing the program. Since that time the Criminal Justice faculty have moved temporarily from their former building to the State Office Building. This space is more conducive to collaboration with colleagues and graduate teaching assistants. However, while this space is larger, there is a lack of space for working with undergraduate students. There are plans to relocate Criminal Justice together with the rest of the Department of Social, Cultural, and Justice Studies in the next two years, which may alleviate this issue.

An additional recommendation concerns the need for greater exposure at the University, community, and state level for the program. In concert with this, the reviewer suggested seeking more grants and external funding and raising the research and publication level required for tenure, promotion, and merit pay. Certainly, faculty are more involved than ever in the community; many participate in regional and national organizations and conferences, and they apply for grants frequently. At the same time the research profile of the faculty in Criminal Justice are significantly higher than they were at the time of the last review and indeed outpaces that of many departments in the College of Arts and Sciences.

Lastly, the reviewer suggested developing a comprehensive document that emphasized shared governance. The newest Bylaws of the Department more clearly delineate this relationship.

PART 1: LEARNING OBJECTIVES (OUTCOMES)

1.1 Program and student learning outcomes are clearly identified and measurable.

The Criminal Justice undergraduate program's goals are clearly defined on the department's website within the "undergraduate curriculum" tab (See this link: <https://www.utc.edu/social-cultural-justice-studies/criminal-justice/undergraduate-curriculum/index.php>). These goals/outcomes are listed below.

Graduates of the Criminal Justice Program will:

- CJ Learning Outcome (CJLO) 1: Identify and apply the major theoretical perspectives in criminology and criminal justice and apply the social and policy implications of these approaches.
- CJ Learning Outcome (CJLO) 2: Demonstrate an understanding of the components and functions of the criminal justice system (police, courts, and corrections).
- CJ Learning Outcome (CJLO) 3: Apply knowledge of the operation of the criminal justice system to practical problems in the field and understand the role of ethical decision making in the process.
- CJ Learning Outcome (CJLO) 4: Demonstrate the ability to identify, analyze, and interpret data on and related to crime.
- CJ Learning Outcome (CJLO) 5: Illustrate how gender, race, ethnicity, age, social class, and sexual orientation function at both the macro and micro level in the criminal justice system.

- CJ Learning Outcome (CJLO) 6: Students will experience a curriculum that requires them to think about issues of race, class, gender, sexual orientation and ethnicity.

All of the outcomes are measurable, using verbs derived from Bloom’s taxonomy, except CJLO 6, which states “experience a curriculum.” This objective was included as part of the department’s commitment to exposing students to issues of diversity throughout the program’s curriculum. The department can assess and measure this outcome by reviewing course syllabi and assignments that focus on issues of diversity and disparate treatment in the criminal justice system. Moreover, students in the program are required to take a course entitled: Race, Gender, Class, & Crime (CRMJ 3310). This course focuses exclusively on the topics of relevance to CJLOs 5 and 6. It is also important to note that many other required and elective courses, touch on issues of diversity and the disparate treatment in the criminal justice system. For instance, CRMJ 4010: Victimology discusses trends in victimization across gender, age, race, sexual orientation, and socioeconomic class, as well as unique issues that subsets of victims face (i.e., victims with disabilities or mental illness). Additionally, in CRMJ 3120: Corrections, there are multiple discussions on the treatment of women and minorities in the correctional system. For example, when discussing the history of prisons, students analyze how treatment differed for men and women by region and race (e.g., prisons in the North vs. convict leasing system in the South). Additionally, courses deal with issues for the LGBT+ community in current and emerging issues for corrections.

1.2 The program uses appropriate evidence to evaluate achievement of program and student learning outcomes.

Program/student learning outcomes are measured in a variety of ways. First, the department collects data related to program outcomes 1 through 5 via Campus Labs and this data is submitted to the institution. Data is collected in a rotating cycle with certain outcomes measured in a sequence and others scheduled for a different sequence. Depending on the particular objective, the department measures student achievement of an objective with either a pre- and post-test or based on student proficiency on an embedded course assignment. The charts below illustrate how learning outcomes are connected to a variety of assessment strategies recorded in Campus Labs (see Figure 1a). A sample pre- and post-test measure for CJLO 5 is provided in Appendix 1a and includes all embedded course assignments used for institutional data collection in the sections below.

Moreover, course professors and instructors measure student achievement of learning outcomes by utilizing a combination of tests, learning activities, and assignments embedded into student coursework. All required coursework is mapped to one or more of the program’s overarching learning outcomes. The following courses are required classes that all Criminal Justice undergraduate majors must take: Introduction to Criminal Justice (CRMJ 1100); Criminology (CRMJ 2100); Criminal Justice Research Methodology (CRMJ 3110); Policing (CRMJ 3100); Race, Class, Gender, & Crime (CRMJ 3310); Courts (CRMJ 3250); Corrections (CRMJ 3120); Ethics in Criminal Justice (CRMJ 4300); and Capstone in Criminal Justice Issues (CRMJ 4850). A copy of all syllabi for these courses is provided in Appendix 1b. Similar to the assessment of outcomes in Campus Labs, the department chose to present a figure that depicted how several of these courses address and measure student proficiency in program learning outcomes (see Figure

1b). Criminal Justice has a curriculum map that links courses to student learning outcomes (see Figure 1c). Additionally, the program website provides a “Clear Path” for advising that shows a typical student progression through the Criminal Justice Program (see Appendix 1c). Appendix 1d provides sample assignments and activities that meet the program learning outcomes for the following courses: CRMJ 2100, CRMJ 3110, CRMJ 3310, CRMJ 3250, CRMJ 3120, and CRMJ 4300. Multiple courses throughout the curriculum address the learning outcomes described above, as reflected in the following courses.

Figure 1a Criminal Justice Program Campus Labs Data Collection Process			
<i>CJ Learning Objective</i>	<i>Means of Assessment</i>	<i>Description of Assessment</i>	<i>Last Measurement Cycle</i>
CJLO 1: Identify and apply the major theoretical perspectives in criminology and criminal justice and apply the social and policy implications of these approaches.	Embedded coursework	An assignment from CRMJ 2100 is used to assess student competency/proficiency	Curriculum changes were made in 2015-2016 which reclassified this course as 2100 to allow students to take this course earlier in the program (will be assessed in 2020 cycle)
CJLO 2: Demonstrate an understanding of the components and functions of the criminal justice system (police, courts, and corrections).	Pre- and post-test	Pre-test is administered in CRMJ 1100 and post-test is administered in CRMJ 4850	2015-2016 cycle (will be assessed in 2020 cycle)
CJLO 3: Apply knowledge of the operation of the criminal justice system to practical problems in the field and understand the role of ethical decision making in the process.	Embedded coursework	An assignment from CRMJ 4300 is used to assess student competency/proficiency	2018-2019 cycle
CJLO 4: Demonstrate the ability to identify, analyze, and interpret data on and related to crime.	Embedded coursework	An assignment from CRMJ 3110 is used to assess student competency/proficiency	2017-2018 cycle
CJLO 5: Illustrate how gender, race, ethnicity, age, social class, and sexual orientation function at both the macro and micro level in the criminal justice system.	Pre- and post-test	Pre- and post-tests are administered in CRMJ 3310	2018-2019 cycle

Figure 1b Select Core Courses and Learning Outcome Assessment

<i>CJ Learning Outcome</i>	<i>Course(s)*</i>	<i>Course-Specific Learning Objective(s)</i>	<i>Assessment Strategy</i>
CJLO 1: Identify and apply the major theoretical perspectives in criminology and criminal justice and apply the social and policy implications of these approaches.	CRMJ 2100: Criminology	<ol style="list-style-type: none"> (1) Identify and describe the major criminological schools of thought (2) Identify the key concepts and assertions of major criminological theories (3) Explain how social causes and correlates are related to crime and deviance (4) Note links between criminological theories and crime prevention policies 	<ol style="list-style-type: none"> (1) Discussion board #2, #3, #4 (2) 4 writing assignments throughout the term, quizzes (3) 4 writing assignments throughout the term (4) Policy Implication quiz, Discussion Board #5
CJLO 2: Demonstrate an understanding of the components and functions of the criminal justice system (police, courts, and corrections).	CRMJ 3100: Policing	<ol style="list-style-type: none"> (1) Identify the various levels and types of policing in the United States (2) Describe the influence of organizational substructures, such as geography and scheduling, on the operations of police departments (3) Explain the aspects of the community policing model and problem-oriented policing (4) Evaluate the skills and requirements for police officers (5) Analyze the priorities of the three main styles of policing (6) Explore the cost and benefits of technology in policing 	<ol style="list-style-type: none"> (1) Test questions, in-class presentations (2) Test questions, in-class presentations (3) Test questions, research paper, in-class presentations (4) Test questions, in-class presentations (5) Test questions, in-class presentations (6) Test questions, in-class presentations
	CRMJ 3250: Courts	<ol style="list-style-type: none"> (1) To examine the function and structure of the court system in the United States (2) To identify and discuss the elements of a crime (3) To articulate the role and duties of the key actors of the courtroom (4) To identify and discuss the steps involved in prosecuting the accused (5) To demonstrate the ability to choose among sentencing options in sentencing those convicted of crimes (6) To demonstrate understanding of legal opinions by briefing court opinions. 	<ol style="list-style-type: none"> (1) court observation assignment (2) paper assignment, test questions (3) paper assignment, court observation assignment (4) paper assignment, test questions (5) paper assignment (6) paper assignment, case brief assignments
	CRMJ 3120: Corrections	<ol style="list-style-type: none"> (1) Identify the basic components of the correctional system in the U.S. including jails, prisons, and community corrections; (2) Identify and explain the reasoning for the 5 major justifications of punishment in the U.S.; (3) Explain how the roles of gender, age, race, and sexual orientation impact people's experiences within the correctional system; (4) Describe contemporary issues and how ethical dilemmas impact corrections 	<ol style="list-style-type: none"> (1) Exams 1-4 (2) Exam 1 (3) Exams 1 & 3 (4) Literature review, Exams 1 & 4

Figure 1c Criminal Justice Curriculum Map

NAME _____ CRIMINAL JUSTICE PROGRAM STUDENT LEARNING OUTCOMES

Program Curriculum Map Worksheet	Outcome 1 Theory	Outcome 2 Criminal Justice Competency	Outcome 3 Practice & Ethics	Outcome 4 Methods & Analysis	Outcome 5 Diversity
Courses Title & Number					
CRMJ 2100-Intro to Criminology	I		I		I
CRMJ 1100-Intro to Criminal Justice	I	I	I	I	I
CRMJ 3100-Law Enforcement in Criminal and Juvenile Justice	P	P/C	P	P	P
CRMJ 3110-Criminal Justice Research Methods	P		P	P/C	P
CRMJ 3120-Correctional Perspectives in Criminal and Juvenile Justice	P	P/C	P	P	P
CRMJ 3250-Law and the Criminal Justice System	P	P/C	P	P	P
CRMJ 4300-Philosophical and Ethical Issue in Criminal Justice	P	P	C	P	P
Capstone: CRMJ 4104-Advanced Criminological Theory (or)	C	P	P	C	C
Capstone: CRMJ 4111-Advanced Research Methods (or)	C	P	C	C	P
Capstone: CRMJ 4850-Community Engagement	C	C	C	C	P
Diversity Component: CRMJ 3310-Race, Gender, Class, & Crime	P	P	P	P	C
Law Component ; CRMJ 1700	I	I	I	I	I

I = INTRODUCED P= PRACTICED C= COMPETENCY

CRMJ 2100: Criminology – CJLO1

The criminology course meets CJLO1. In this course, students identify and apply the major theoretical perspectives in criminology and criminal justice and apply the social and policy implications of these approaches. The course-specific learning outcomes are evaluated based on students’ demonstrated competency and completion of chapter quizzes and four writing assignments. The sample writing assignment for this course demonstrates the assessment strategy used to record data in Campus Labs for CJLO1 (see Appendix 1d). Additionally, sample multiple-choice questions from quizzes in this course meet CJO01 by applying theoretical frameworks to policy (see appendix 1d). Please refer to Figure 1b to see how CJLO1 links to the course-specific learning outcomes for this class and how assessments are used to evaluate the course learning outcomes.

CRMJ 3120: Corrections - CJLO2

Corrections is one of the courses that works to meet CJLO2. Specifically, in this course, students learn about the history, processes, and current status of the correctional system in the US. This includes the treatment of inmates historically and currently, and ways treatment has/does vary due to gender, race, and sexuality of inmates/clients. The specific learning outcomes for this course are evaluated based on the students' demonstrated competency and completion of four exams and a literature review of some topics/issue related to the correctional system. Please see Appendix 1d for sample exam questions and the guidelines for the literature review.

CRMJ 3100: Policing- CJLO2

Policing is another core course that is designed to meet CJLO2. This course provides a comprehensive, yet concise, overview of both the foundations of policing and the expanded role of today's police officers. Policing in multicultural communities, the impact of technology on policing, policing strategies and procedures will be discussed in a thought-provoking way. Students will gain a realistic understanding of the issues such as police corruption, ethics, and attempts to control police behavior. See Appendix 1d for sample assignments and exam questions.

CRMJ 3250: Courts - CJLO2

The Courts course is one of the core courses that addresses CJLO2. The class provides students with an overview of the role of the actors in the American courtroom, the interaction of these actors and the effect of social forces on their behavior. The class focuses on the roles of the prosecutor, plaintiff and defense lawyers, judges, juries, eye witnesses, expert witnesses, and court staff. See Appendix 1d for sample assignments.

CRMJ 4300: Ethics in Criminal Justice - CJLO3

The Ethics course is specifically designed to meet CJLO3. The instructor designed this course to encourage critical thinking when analyzing their own decision-making process, as well as to critically assess decision-making within the context of the criminal justice system. The course-specific learning outcomes are evaluated based on students' demonstrated competency and completion of five in-class writing assignments, two paper assignments, and four exams. Appendix 1d includes a sample of an in-class writing exercise, paper assignment, and exam questions. The writing assignment example is the assessment strategy used to record data in Campus Labs for CJLO3. Please refer to Figure 1b to see how CJLO3 links to the course-specific learning outcomes for this class and how assessments are used to evaluate the course learning outcomes.

CRMJ 3110: Criminal Justice Research Methodology - CJLO4

The research methods class offered in the criminal justice discipline works to help students achieve CJLO4. As indicated in the course-specific learning outcomes on Figure 1b, in this course, students are tasked with assessments that evaluate the competency of their ability to evaluate the strengths/weaknesses of various research methodologies, describe how scholarly research is conducted and reported, and describe methodological issues faced in criminology.

These assessments include exams, out of class assignments, and in-class assignments. Appendix 1d provides examples of exam questions and assignment 5 - which is used as the data for Campus Labs for CJLO4.

CRMJ 3310: Race, Class, Gender and Crime - CJLO5 & CJLO6

This course meets both CJLO5 and CJLO6 in the criminal justice curriculum as shown in the course specific learning outcomes. Throughout this course, students examine the treatment of victims and offenders within the criminal justice system (CJS), and also the experiences of personnel working in the CJS. Students explore both individual and structural-level concepts such as the social constructions of class, gender, race, ethnicity, and sexuality, along with individual- and institutional-level classism, racism, sexism, and heterosexism. Appendix 1d exhibits an example of the policy paper, in which students examine a policy within the criminal justice system and disparate treatment individuals receive due to class, gender, race/ethnicity, or sexuality.

1.3 The program makes use of information from its evaluation of program and student learning outcomes and uses the results for continuous improvement.

Professors consistently revisit their course design and assignments. This procedure is made evident in the Evaluation and Development by Objectives (EDO) process that is integral to the institution's annual review of tenure/tenure track faculty and instructors. In particular, tenure-track faculty are required to submit responses to student course evaluations of courses in order to demonstrate a critical assessment of course design. The Faculty Handbook outlines the EDO process in section 3.2 (see <https://www.utc.edu/faculty-senate/pdfs/current-handbook/ch3handbook.pdf>, pp. 5-10; see also the EDO Form at <https://www.utc.edu/academic-affairs/pdfs/1-provost-page-forms/fac-eval-form-rev4-2016.pdf>).

Additionally, program administrators critically assess existing measurement strategies to determine if existing instruments remain useful and accurate reflections of student learning, most notably the tools used for data entry in Campus Labs. For instance, a review of the instrument used for assessing CJLO2 revealed that the former pre- and post-test were inadequate. Thus, the department is currently developing a new pre- and post-test instrument to pilot in the 2020 cycle of data collection. Any changes that may influence assessment results (i.e., curriculum revisions, syllabus revisions, course redesign, program redesign, etc.), as well as any follow-up actions based on assessment results are also recorded in Campus Labs. For instance, with CJLO3 it was recorded there were no changes made during the cycle and that the "professor will emphasize any area in which students did not perform adequately through lecture, assignments, and/or tests."

The program also assesses undergraduate student preparedness for the field by surveying all internship supervisors upon student completion of internships (see below for rating scale and sample questions). 44 of 46 students enrolled successfully completed internships between Fall 2018 and Summer 2019. For competency #3 questions A through D (see below for specific

questions), 91.6% (of 14) students were ranked at competent or higher by supervisors in fall 2018. All students (100%) were ranked at competent or higher by supervisors on competency #3 questions for spring and summer 2019. See Appendices 1e and 1f.

Figure 1d Internship Assessment Rating Scale

Internship Assessment Rating Scale		
Rating	Assessment Descriptor	Assessment Meaning
4	Mastered	Intern demonstrates a high level of development and has exceeded expectations in this area.
3	Advanced	Intern understands the concept and has consistently met the expectations in this area.
2	Competent	Intern understands the concept and is beginning to perform satisfactorily in this area; however, student's performance is uneven.
1	Developing	Intern has not yet met the expectations in this area, but there is evidence that the expectations can be met in the future.
0	Below Expectations	Intern has not met the expectations in this area and there is not much evidence that the expectations will be met in the future.
N/A		Did not observe.

Figure 1e Competency #3 Critical Thinking

Competency #3: Critical Thinking – The intern applies critical thinking to inform and guide the exercise of sound professional judgment.	
Specific Indicators of Competency	Rating (0 - 4)
A. Uses critical thinking augmented by innovative thought	
B. Is able to analyze, comprehend, and integrate multiple sources of information including academic knowledge in the performance of assigned tasks	
C. Utilizes appropriate models of assessment, application, and evaluation	
D. Exercises sound judgment when working with clients, victims, community groups, and/or organizational colleagues	
Comments as required:	

Graduates from the Criminal Justice undergraduate program have followed a variety of tracks upon program completion. Graduates are regularly hired in positions at local, state, and federal agencies. Criminal Justice students also enroll in graduate programs at a consistent pace. See the chart below for a sample of positions held by criminal justice undergraduate alumni.

Figure 1f Sample Positions Held by Undergraduate Alumni

Sample Positions Held by Undergraduate Alumni
TN Army National Guard / Platoon Leader
U.S. Army Officer
U.S. Secret Service academy trainee – Special Agent
U. S. Army – Captain
Border Patrol Agent
Union City Police Department – Police Officer
Chattanooga Police Department – Police Officer
University of Tennessee at Chattanooga – Police Officer
Lebanon Police Department – Patrol Officer / Crime Scene Tech
Spartanburg County Sheriff’s Office, SC – Deputy First Class
U. S. Secret Service Uniformed Division – Officer
FBI Investigative Specialist
Federal Probation Officer – W/TN
University of Memphis School of Law – student
U. S. Army – Multiple launch rocket system – Crew Chief
Nashville Metro Police Department – Juvenile crime task force
UTC Master’s Students – Criminal Justice Graduate Program
Hamilton Country Sherriff Department

1.4 The program directly aligns with the institution’s mission.

The University of Tennessee at Chattanooga’s institutional vision is:

"We Engage Students, Inspire Change and Enrich Community. We nurture students through community connections, tied to our values and our region, grounded in Chattanooga, a great drawing card and we value our place."

The institutional mission is:

“The University of Tennessee at Chattanooga is a driving force for achieving excellence by actively engaging students, faculty and staff, embracing diversity and inclusion, inspiring positive change and enriching and sustaining the community. At UTC we develop a community on campus, enable students to go into the global community and we provide a nurturing environment that connects students, community and opportunity.”

Both statements can be accessed at this link: <https://www.utc.edu/about/mission.php>

As shown in the Course Learning Evaluations (see Appendix 1g), a large majority of students note that faculty engage them in activities that increase their critical thinking skills, assist them in meeting the course learning outcomes, provide constructive feedback, and respond to questions

in a timely manner. All of these fall in line with providing a nurturing environment for students and helping them in their drive for excellence. Additionally, faculty continually mentor students and engage them in active research endeavors at both the undergraduate and graduate level, which aligns with connecting with students and providing opportunities for them. For instance, in Fall 2019, three undergraduate and two graduate students attended a regional criminal justice conference to present their literature. All of these students were sponsored by faculty members. The internship program also aligns with the university's vision and mission statements by connecting students to the community through placement in local, state, and federal agencies.

Part 2: UNDERGRADUATE CURRICULUM

The Criminal Justice Program in the Department of Social, Cultural, and Justice Studies averages approximately 350 majors each academic year. Criminal Justice offers a traditional, face-to-face B.S. program, an on-line B.S. degree completion program, and a MSCJ graduate program. In addition, as will be discussed, the program serves minors, general education, and other academic program needs. Thus, between the two undergraduate programs, a graduate program, the minor, and serving needs outside of the department, course offerings are vast and include traditional (day and evening), on-line, and hybrid modalities to meet student needs and promote the timely graduation of both majors and non-majors.

2.1 The curriculum content and organization are reviewed regularly and results are used for curricular improvement.

Each year, the faculty regularly review curriculum content and organization to ensure the curriculum reflects current discipline practices and meets the needs of the students. As a result, we have continued to institute both major and minor curriculum changes systematically, in the past five years. As noted in previous reviews, a major overhaul of the curriculum was completed in 1998 (effective in the 1999-2000 catalog). Several substantial changes were made during the 2011-2012 academic year.

After the last program review in 2014, substantive changes were made to streamline the program and allow for a clearer path to graduation (see Appendix 1c and 2a). Consistent with the external reviewer's recommendations, modifications were made to the curriculum to ensure the curriculum meets student needs, that "course titles represent course content," and that we "eliminate specialty courses outside of the four corners of the program content" as current faculty members are too few and cannot meet the demands placed upon the Criminal Justice Program. Courses that were not offered and program requirements that caused confusion in the path to graduation were eliminated. First, course names were simplified to better reflect the course content. For instance, CRMJ 3100 was changed from Law Enforcement in Criminal and Juvenile Justice to Policing. CRMJ 2100: Criminology was re-categorized from an introductory course (CRMJ 1000) to a 2000-level course to better reflect course content and the rigor of the class. Additionally, the course offerings were simplified to eliminate confusion during advising

and registration. Rather than allow students the option of taking CRMJ 3030 (comparative), 3170 (minorities), or 3180 (gender), a new course CRMJ 3310: Race, Class, Gender, and Crime was created; this course is offered almost every semester, including summer. The classes (CRMJ 3030, 3170, & 3180) were reclassified as electives. For further simplification, alternatives to the Capstone Course (CRMJ 4850: formerly Community Engagement) were eliminated (CRMJ 4105: Advanced Criminal Justice Theory and CRMJ 4110: Advanced Criminal Justice Methods).

It should be noted the CRMJ 4105 and 4110 were never offered since their creation in 2011 as the program did not have enough faculty members to offer these advanced classes in addition to the major and elective courses in the undergraduate, on-line undergraduate, and graduate programs. The social science general education requirement was also modified to eliminate SOC 1510: Introduction to Sociology and PSY 1010: Introduction to Psychology as the requirement for majors, thereby allowing students to use any approved, non-criminal justice social science general education course to meet the requirement. These changes went into effect in the 2015-2016 Catalog.

The last restructuring of the curriculum was completed in 2018. In that year, the university eliminated the Legal Assistant Studies (LAS) Program, and the department essentially renamed and added some key legal courses to the criminal justice curriculum (CRMJ 1700: Introduction to Criminal Law; CRMJ 2450: Family Law; CRMJ 3600: Law of Evidence, and CRMJ 4050: Constitutional Law). In addition, we revised the curriculum to reflect changing trends in criminal justice programs across the United States. Elective courses, including CRMJ 4200: Family Violence, were created to increase the number of victimization courses included in the course rotation. CRMJ 4500: Criminal Justice Administration was also created to merge two similarly themed courses and reduce the overreliance on too many system specific courses: Police Administration and Management (CRMJ 4040) and Correctional Administration (CRMJ 4120). These two courses along with Organized Crime (CRMJ 4020), a specialty class that was rarely offered, were also eliminated to reduce redundancy across the curriculum. Some courses such as Juvenile Justice (CRMJ 3750) were cross-listed with the Sociology Program, which is also housed in the Department of Social, Cultural, and Justice Studies, as they also offer a juvenile delinquency course. Perhaps, the biggest program change was the distribution of hours modifying the number of core hours from 27 to 30 with the inclusion of CRMJ 1700. Elective hours were reduced from 21 to 18, and students no longer have the option for two separate elective tracks, which was often confusing and led to problems during advising and registration.

The latest and current version of the curriculum is outlined below. A detailed description of the previous and current [CRMJ Undergraduate Program Requirements](#) can be found in the UTC Undergraduate Catalog.

2.1.1 Current Major Requirements

As of Fall 2019, students are required to complete 30 hours in core classes in the field which include the following courses:

- CRMJ 1100: Introduction to Criminal Justice;
- CRMJ 1700: Introduction to Criminal Law (formerly LAS 1700)
- CRMJ 2100: Criminology;
- CRMJ 3100: Policing;
- CRMJ 3110: Research Methods;
- CRMJ 3120: Corrections;
- CRMJ 3250: Courts;
- CRMJ 3310: Race, Class, Gender, and Crime
- CRMJ 4300: Ethics in Criminal Justice;
- CRMJ 4850: Capstone in Critical Justice Issues
- 18 elective hours in criminal justice with at least nine hours of the 18 hours at the 3000/4000 level; up to six 6 hours of internship credit as electives may be applied toward the major.
- In addition, students must achieve a minimum of a C in all core courses and an overall GPA of 2.0 in the major.

For further information, please see the 2019-2020 Undergraduate Course Catalog:

<http://catalog.utc.edu/content.php?catoid=28&navoid=964>

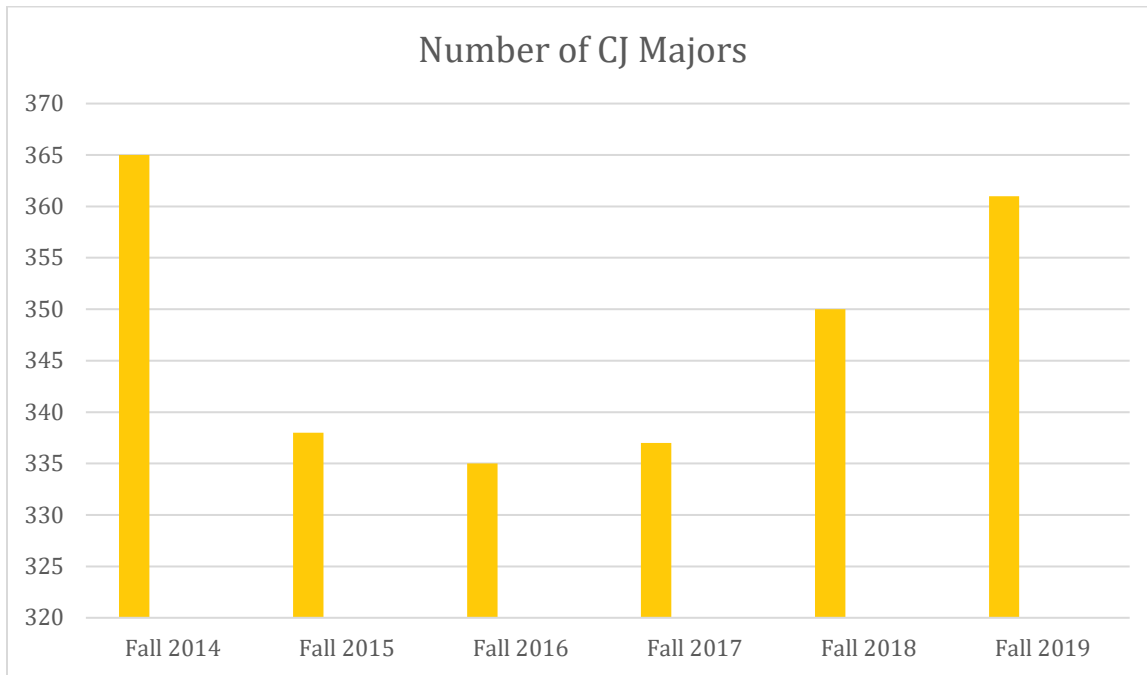
2.1.1 Minor Requirements

Students must take 18 hours of criminal justice courses, including two introductory courses (CRMJ 1000 and CRMJ 2100) and 12 hours of electives. At least 9 hours of the electives must be at the 3000/4000 level. The internship, individual study, and capstone courses are excluded from the possible list of electives. The minor enables students to continue to have freedom to select courses in ways that best fit their educational needs. The minor is consistent with programs nationally.

2.2 The program has developed a process to ensure courses are offered regularly and that students can make timely progress toward their degree.

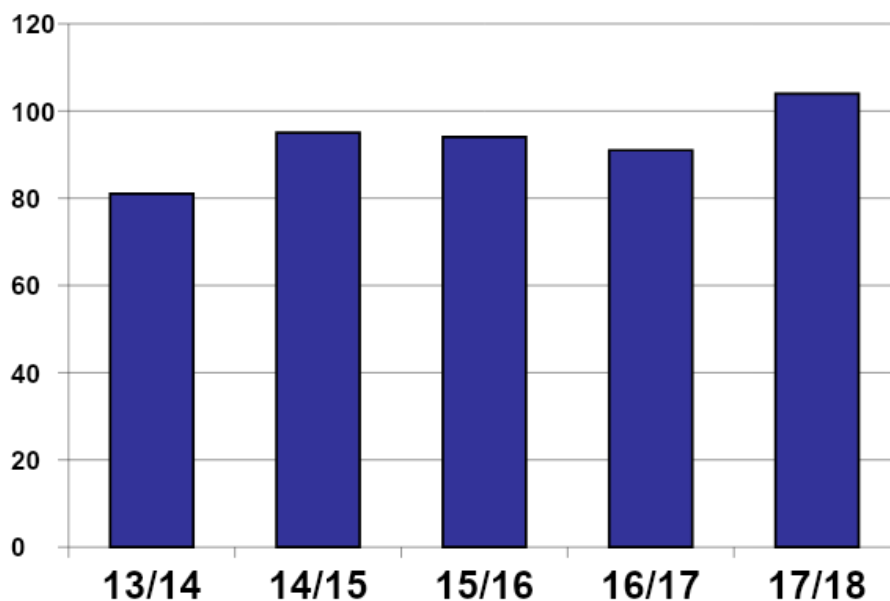
In an attempt to ensure students make reasonable progress through the major and graduate in a timely manner, the Criminal Justice Program endeavors to offer all core and elective courses on a regular basis (e.g. every semester, every year, or every other year). As noted in Figure 2a the number of majors in the program has remained relatively consistent over the last five years; however, it appears that if the number of students graduating has increased overall. As is evident in Figure 2.b, the number of students graduating has increased from 81 students in 2013/2014 to 104 students in 2017-2018. Much of this can be attributed to the curriculum revisions, an increase in the number of on-line courses offered, and the hiring of a departmental academic advisor. While all core courses are offered on a regular rotation, elective courses may not be offered as consistently. All core classes are offered in both on-line and traditional formats. All core courses and almost all elective courses were offered in the past two years (see Figure 2c).

Figure 2a: Number of Criminal Justice Undergraduate Majors from Fall 2014 to Fall 2018



The large number of majors has resulted in a high demand for courses, especially those required for the major and electives used by both the major and the minor or other programs. This is especially true among on-line courses, which are often closed after the first day of registration. As a means to alleviate this problem, the program has added more on-line courses to meet the requested demand, including the number of on-line courses offered in the summer. While this has helped to ensure majors can get the needed classes, there continues to be a demand for overrides and additional seats on on-line courses.

Figure 2b: Number of Undergraduate Degrees Awarded AY 2014-2018



About 10% of the coursework in the major is at the freshman or sophomore level. There are three required courses, Introduction to Criminal Justice (CRMJ 1100), Introduction to criminal Law (CRMJ 1700, formerly LAS 1700), and Criminology (CRMJ 2100), and a maximum of two more electives. All of the 3000 and 4000-level core courses require CRMJ 1100 as a prerequisite. Some of the broad-based elective courses that are used in other programs (e.g., Women's Studies and the Africana minor) allow students to enroll, if they have completed a general education social science course or with approval of the instructor. The rest of the 3000-level courses are intended to be junior-level courses and students are advised to take them at that time. The 4000-level courses are intended to be more demanding; the 4000-level required courses, Ethics (4300) and Senior Seminar (4850), are intended to be rigorous, integrate course work, and demonstrate the ability to apply critical thinking skills. As Senior Seminar is a culmination of student learning outcomes, the course requires that students complete lower division requirements (1110 & 2100), Research Methods (3110), and the three systemic courses (3100, 3120, and 3250). Senior standing is also required. Internships requires a personal interview with the internship coordinator, junior or senior standing, and a 2.00 grade point average, both overall and in Criminal Justice. Students are also required to interview with agency placements. The major and the minor both require that a minimum of 9 hours of electives be at the 3000/4000 level.

In order to decrease the demands on faculty, the program has created a more stringent sequencing methodology using double sections to ensure that required courses are offered in a predictable pattern. Courts (CRMJ 3250) is typically only offered in the fall semesters (on-line and face-to-face or F2F) and Corrections (CRMJ 3120) and Ethics (CRMJ 4300) are only offered in the spring semesters as both on-line and face-to-face classes. Policing (CRMJ 3110) is offered only in the spring in an on-campus format; the course is offered on-line in the summer to serve the needs of on-line and traditional students. Lower level courses (CRMJ 1100, CRMJ/LAS 1700; CRMJ 2100), research methods (CRMJ 3110), and Senior Capstone (CRMJ 4850) are offered each fall/spring due to demand and the nature of the courses. Due to the demand of the on-line program, CRMJ 3100, CRMJ 3110, and other required and elective classes are offered as needed in the summer, but space is limited; on-line courses are capped at 35 due to the intensive nature of the courses and for pedagogical concerns. Summer offerings are on-line only to dually serve both traditional and on-line students. Enrollment in criminal justice courses is consistently high (see Appendix 2b).

Figure 2c: Courses Offered from Fall 2017-Spring 2019

COURSE INFORMATION		Academic Yr			Academic Yr		
		2017-2018			2018-2019		
NO.	TITLE/CREDIT HOURS	FALL	SPR	SUM	FALL	SPR	SUM
1110	Introduction to the Criminal Justice System (3)	X	X	X	X	X	X
1700	Introduction to Criminal Law (3) (formerly LAS 1700)	X	X		X	X	
2100	Criminology	X	X		X	X	
2010	Violence in America (3)	X	X		X	X	
2110	Information Systems in Criminal and Juvenile Justice (3)		X			X	
2950	Violence Against Women (3)	X	X		X	X	
3030	Comparative Criminal Justice Systems (3)	X		X	X		X
3100	Policing (3)		X	X		X	X
3110	Criminal Justice Research Methodology (3)	X	X	X	X	X	X
3120	Corrections (3)		X			X	
3170	Minorities and Criminal Justice (3) ¹						
3180	Gender, Crime, and Criminal Justice (3)	X		X			X
3250	Courts (3)	X			X	X	
3300	Probation, Parole and Community Corrections (3)		X			X	
3310	Race, Class, Gender, & Crime	X	X	X		X	
3500	Media and the Criminal Justice System (3)	X	X			X	
3550	Public and Private Security (3)		X			X	
3700	Drugs: The Law and the Community (3)	X		X	X		
3720	Serial Murder (3)		X				
3750	Juvenile Justice (3)		X		X	X	
3900	Police Procedure and Criminal Investigation (3)						
4010	Victimology (3)	X	X	X	X		X
4020	Organized Crime (3) ^{*2}						
4040	Police Administration and Management Issues (3)*	X			X		
4120	Correctional Administration and Legal Rights of Inmates (3)*	X			X		
4140	Terrorism (3)	X		X	X		X
4150	White Collar and Corporate Crime (3)	X	X		X	X	
4300	Ethics in Criminal Justice (3)		X			X	
4340	Gangs and the Criminal Justice System (3)	X			X		
4600	Dispute Resolution (3)	X	X			X	
4780	Internship in Criminal or Juvenile Justice (3)	X	X	X	X	X	X
4790	Internship in Criminal or Juvenile Justice (3)	X	X	X	X	X	X
4850	Criminal Justice Senior Seminar (3)	X	X		X	X	
4995	Departmental Honors (1-3)	X	X			X	

¹ Highlighted courses are those from the 2017-2019 catalog that have not been offered in the past two years.

² *An asterisk denotes courses eliminated from the schedule and are no longer offered in the 2019-2020 catalog.

4997	Research (1-4) ³						
4998	Individual Studies (1-4)	X	X	X	X	X	
4999	Group Studies ⁴	X	X	X	X	X	

Faculty shortages and turn-over have prevented the program from offering some courses, regularly. While the Criminal Justice faculty have offered all undergraduate courses since the last evaluation cycle, there are a few courses that they have been unable to teach in the past two academic years: Minorities and Criminal Justice (3170), Police Procedure and Criminal Investigation (3900), and Organized Crime (4020). As the department attempts to offer courses that are most relevant and applicable to the field, faculty shortages in some areas have left us unable to teach elective courses. As will be further discussed in Section Four, the program is heavily reliant on adjunct faculty; however, part-time faculty are limited in what they can teach, especially in regards to morning and on-line courses. The program attempts to fill in these gaps with adjuncts but have had less success in some areas. Faculty have eliminated CRMJ 4020, 4040, and 4120 from the curriculum. CRMJ 4040 and 4120 were combined to make a single administration of criminal justice course. Additionally, as the last program review recommended eliminating fringe classes, faculty have eliminated 4020 and have filed a curriculum proposal to eliminate CRMJ 3720 as the faculty member who specialized in the area left the university. As minority issues are important to the field, the program is in the process of hiring someone with a race and crime specialization and hopes to offer CRMJ 3170 again with greater consistency. Systemic courses such as CRMJ 3900 will be taught again as there are faculty members, who specialize in this area; however, this will not likely occur until the 2020-2021 academic year.

The following principles guide scheduling assignments:

1. The first priority is to cover core courses at both the graduate and undergraduate level (on-line and traditional formats).
2. Full-time (primarily tenure track) faculty teach core courses in the undergraduate program when possible. This approach provides quality control. Exceptions have been made for extremely well qualified lecturers and adjunct faculty and in cases where it was impossible to cover courses without assistance.
 - 2a. Graduate courses are taught by full-time faculty with rare exceptions. All required courses in the graduate program also are taught by full-time tenure-track faculty. Graduate faculty must have a Ph.D. (or related degree) in the field.
3. Electives are offered when possible after all required courses are covered, with an attempt to rotate offerings while also ensuring that faculty expertise is used effectively.

³ CRMJ 4997 & 4998 are used interchangeably as both engage students in research. Thus, students regularly engage in one-on-one research projects with faculty.

⁴ Group Studies is used as a special topics designation. Courses taught during the two-year period include: Family Violence (added to the curriculum in 2019), Scientific Evidence for Non-Science Majors, Contemporary Issues in Policing, Hate Crimes, Law & Film, Law & Literature, and Mass Murder.

4. Courses that serve other programs are offered when possible; however, this is not a guarantee, as the first priority is to ensure majors can graduate in a timely manner.

2.2.1 Course Syllabi

All major course syllabi are on file in the department electronically and filed each semester in the Office of the Provost. All syllabi contain course descriptions and outcomes that demonstrate each course is appropriate for the level of the course. Courses are reviewed periodically as part of the curriculum process during routine faculty meetings and at the annual retreat. All syllabi and course content for non-tenured faculty also are reviewed annually in the reappointment and tenure process. Lower-level courses focus more on mastery of core concepts and content in the field. Upper division courses require more application and integration of knowledge and use of critical thinking skills (as demonstrated by course outcomes, assignments, and testing measures).

2.2.2 Program Curriculum Serving Students beyond the Major

The Criminal Justice Program offers courses designed to primarily serve program majors and minors, although there are some exceptions. Non-majors may take two criminal justice classes to satisfy the university general education requirement. Criminal Justice offers two of the 20 (10%) approved general education courses in the social science category: CRMJ 2950: Violence Against Women (cross listed with WSTU 2950) and CRMJ 1100: Introduction to Criminal Justice (both received recertification during this review cycle). Normally, these courses must submit an application, demonstrate that the outcomes meet general education goals and learning outcomes, and undergo a recertification process every five years.

Figure 2d: Course Offerings Outside the Major

Program	Courses
General Education	CRMJ 1100-Introduction to Criminal Justice
	CRMJ 2950-Violence Against Women
Africana Studies Minor	CRMJ 3170-Minorities and Criminal Justice
Child and Family Studies	CRMJ 2010-Violence in America
	CRMJ 2450-Family Law
	CRMJ 2950-Violence Against Women
Legal Assistant Studies ⁵	CRMJ 3700-Drugs: Law and the Community
	CRMJ 3110: CJ Research Methodology
	CRMJ 3250: Courts
Political Science & Public Service (Public Policy)	CRMJ 2010-Violence in America
	CRMJ 2950-Violence Against Women
	CRMJ 3700-Drugs: Law and the Community
	CRMJ 3750-Juvenile Justice
	CRMJ 4140-Terrorism
Women's Studies	CRMJ 2950-Violence Against Women
	CRMJ 3180-Gender, Crime and Criminal Justice
UTC Achieve Degree ⁶	CRMJ 3180-Gender, Crime, and Criminal Justice
	CRMJ 3700-Drugs: Law and the Community
	CRMJ 3750-Juvenile Justice
	CRMJ 4010-Victimology

As noted in Figure 2d, the Criminal Justice Program works with other majors and minors, including Women's Studies (e.g. CRMJ 3180: Gender, Crime, & Criminal Justice), Child & Family Studies (e.g. CRMJ 2010: Violence in America), Political Science (CRMJ 4140: Terrorism), the Africana minor (e.g. CRMJ 3170: Minorities & Crime), Legal Assistant Studies (CRMJ 4600: Dispute Resolution, and the former UTC Achieve degree (e.g. CRMJ 4010: Victimology) to assist their majors/minors in obtaining the necessary program requirements. Courses are often cross-listed for programs such as the Women's Studies program, the Sociology major, or Africana minor. Violence in America (CRMJ 2010), Media and Crime (CRMJ 3500), and Drugs: The Law and the Community (CRMJ 3700), for example, are popular electives among non-major in other majors/minors including Accounting, Psychology and Early Childhood Education. In addition, psychology allows students to take 18 hours of courses in a specified area. A number of students choose the criminal justice minor to fulfill these requirements.

In general, the curriculum has a good balance in terms of level of courses; it uses prerequisites and numbering systems to build knowledge and facilitates the development of critical thinking skills throughout the program. Courses are structured to ensure students can graduate in a timely manner.

⁵ The Legal Assistant Studies program was eliminated beginning 2019-2020.

⁶ The UTC Achieve Degree was eliminated beginning in 2016-2017. Additional on-line courses were made available to the degree option to ensure returning students could graduate. Up to 5 seats were saved per class and overrides were available upon request.

2.2.3 Experiential Learning

Currently, the Criminal Justice Program offers two courses that are certified as experiential learning courses. These courses are part of the UTC ThinkAchieve: Beyond the Classroom platform in which “students participate in and reflect on experience-based learning.

ThinkAchieve opportunities include some of the most remarkable experiences offered at UTC, in the Chattanooga area and around the world” <https://www.utc.edu/think-achieve/beyond/>. A relatively stringent application and review process is associated with gaining this course status.

The following CRMJ courses have received this certification:

CRMJ 4780: Criminal Justice Internship

CRMJ 4790: Advanced Criminal Justice Internship

2.2.4 Internships, Individual/Research Studies, and Honors Thesis

Criminal Justice courses external to the classroom are offered consistently to allow students the opportunity to engage in research and experiential learning (see Appendix 2b). Opportunities for working with field-specific agencies and faculty enable students to obtain practical application of to support what they have learned in the classroom. Students enrolling in individual/research studies (offered interchangeably) and honors theses engage in independent and collaborative scholarly research, writing of manuscripts, and data collection with the possibility of future publication. Students have engaged in a number of diverse research projects on field-specific topics including bullying, attitudes toward criminal justice polices, sexual violence, and the portrayal of diverse groups in academic publications. These innovative classes, which are typically uncompensated faculty work, are consistent with the University Strategic Plan to encourage “High Impact Educational Practices” (HIEP). Refer to Appendix 2b for the participation in such projects. Studies consistently indicate that HIEP courses offer 20-100% increase in learning.

2.3 The program incorporates appropriate pedagogical and/or technological innovations that enhance student learning into the curriculum.

2.3.1 Pedagogical Innovations

Curriculum content is designed to emphasize fundamental principles of Criminal Justice. Faculty provide syllabi each semester that clearly outline the student learning outcomes for each course, as well as the standards and expectations for the student. Current standards and practices are rigorous and provide the opportunity for students to utilize critical thinking and the principles from their past coursework. All content within the curriculum has the goal of cultivating students who are competitive and competent so that they will ultimately be successful in the career of their choice. Faculty continuously utilize resources at the Walker Center for Teaching and Learning to pedagogically enhance the classroom. Faculty incorporate various teaching styles including Team-Based Learning and Flipped Classroom initiatives to ensure comprehension and content awareness within the classroom. Keeping curriculum content and practices current ensures students are well-equipped for their future careers in the field.

Courses are designed to align with departmental outcomes (see Part 1). At all levels of the curriculum, there is a real-world application addressing critical field-specific issues. As noted, experiential learning is a key component in the program, and some courses have obtained the certification for providing active experiential learning. With the curriculum revisions in 2015 and 2018, faculty have mapped the curriculum to reflect the needs of both the program and the field. Ensuring a clear, pedagogically sound path to graduation by structuring courses in a logically sequential way has helped students be better prepared for upper division classes.

2.3.2 Technological Innovations

The use of Blackboard/Canvas has become a mainstay in all classes taught by full-time faculty. All full-time faculty work to be technologically literate to ensure that students employ technology in their coursework. All full-time faculty have participated in faculty development workshops offered by the Walker Center for Teaching and Learning on teaching and/or technology over the past evaluation cycle. All courses include a technological feature as syllabi, gradebooks, and the majority of the assignments are included in Canvas. Beginning in 2018, the University began the switch from Blackboard to Canvas. All full-time faculty engaged in workshops to learn the new learning management system (LMS). In addition, over the past three years, faculty have engaged in Quality Matters (QM) training to ensure the standards and outcomes set forth in on-line classes are being met. A number of faculty are certified at various levels, and some of them are certified to evaluate courses. Online classes taught by full-time faculty incorporate elements of QM into their courses. While faculty are working on getting courses ready for certification, this process has been slow due to the vast number of classes taught on-line in both the undergraduate and graduate programs.

All courses require students to use some type of computer or technology skill. Curriculum content require students to perform web-based research. Additionally, students must access the UTC system to obtain course materials including syllabi, assignment instructions, and grades. Students submit an array of assignments through the LMS including papers, discussion boards, journals, quizzes, and tests. One elective course, Criminal Justice Information Systems (CRMJ 2110) is designed to teach students to access field-specific data and resources. Discussion and use of software platforms (e.g. SPSS) are incorporated into Research Methods (CRMJ 3110). As students progress through the program, they are required to integrate their knowledge of technological skills in the classroom.

Until 2018-2019, the program had a designated computer lab; however, after relocating, the program now shares space with the university. The university ensures classrooms are equipped with technology in the classroom. Almost all university classrooms are equipped with computer podiums enabling faculty to use PowerPoint, multi-media, and other technological innovations such as i-clickers in the classroom.

2.3.3.2 CJ Online Program

The Criminal Justice Program was one of the first programs at the university to participate in the distance learning initiative. To ensure a quality program, the entire faculty participated in developmental activities with staff from the Walker Center for Teaching and Learning, which

involved extensive training in a structured manner on how to design and develop effective on-line courses. While many courses were developed beginning in 2008, the program did not officially go on-line until January 2011 (spring semester). Initially, courses were limited as the intent of the program was to allow students to take six hours of academic credit per semester; however, due to demand, the number of hours offered increased and many on-line students are now enrolling in 12 to 15 hours per semester.

Although initially designed as a 2+2 program, because of the great demand for on-line courses, the program has established a complete on-line program for students who already possess an Associates Degree or the equivalent. Normally, students must meet this requirement prior to being admitted into the on-line program; however, in some cases, students may be admitted into the program if they are lacking only a few hours; this decision is heavily reliant on their general education courses already taken. The program has added an on-line Introduction to Criminal Justice to course offering. In addition, since our merge with Sociology, an on-line social science general education requirement (CRMJ 1510: Introduction to Sociology) has been created and is often used to serve student needs. When other departments add more on-line offerings more frequently, the department hopes to offer a fully on-line four-year degree.

Online courses are offered in regularly scheduled intervals. This requires careful planning to make certain that courses are taken in the proper sequence to ensure prerequisites and graduation requirements are satisfied. Students may complete the degree program in 3 years if they take 6 hours a semester and 18 months if they take a full-time load (12 hours) a semester (including summer semesters); this, of course, is if they have completed all general education requirements and 60 hours of course work prior to entering the program. Currently, the program has a designated CJ Online Program Coordinator responsible for scheduling and advising on-line students. As this position is tied to the current Academic Advisor, who will be removed from the department and housed in an advising hub, faculty will need to ensure a position is created to replace and reclassify this role.

2.4 The curriculum is aligned with and contributes to mastery of program and student learning outcomes identified in 1.1.

The curriculum is aligned with program and student learning outcomes. Please refer to Part 1, sections 1.1 and 1.2 for information on aligning the program with student learning outcomes.

2.5 The curriculum content of the program reflects current standards, practices, and issues in the discipline.

Criminal Justice is a relatively new field in the academy dating back to only about 1970. There continues to be debate over whether it is a separate academic discipline, an interdisciplinary field, or a sub-set of other traditional disciplines (e.g., such as sociology or political science). Regardless of the answer to this philosophical debate, most criminal justice programs nationally are independent departments and view themselves as a separate academic discipline. There is, however, a lack of consensus about the “ideal” curriculum. There is no accrediting body and programs tend to identify largely as liberal arts in nature or as applied programs. As such, there

can be a vast difference between programs and curricula nationwide, as well as major differences in the focus and approach of individual classes within programs. The only published study that examines undergraduate curriculum nationally is over 15 years old. In general, however, it is safe to say that most programs have some mixture of introductory, law, theory and methods courses. Providing students with foundational courses in the three major systemic areas is consistent with most criminal justice programs. The degree to which the various system courses (police, courts, and corrections) are required is more diverse as are elective options. As students are only required to take one course from each system, they can tailor their learning experience to coincide with their practical goals.

In general, the Criminal Justice Program is best conceptualized as a blend of liberal arts focus and applied content. This focus is reflected in the curriculum in terms of the breadth and depth of requirements and electives. It also is evident in the varied background of faculty, some of whom have prior practical experience and some of whom do not. In addition, most adjunct faculty are working or have worked in the field and also bring more of an applied element to their courses. Thus, Criminal Justice students get a good blend in this regard. Faculty work to stay current on course material, which is often reinforced by their research.

The criminal justice curriculum is designed to emphasize the fundamental theoretical and practical application within the field. The curriculum is consistent with national norms requiring basic courses in policing, courts, and corrections beyond the introductory criminal justice course. Also consistent with national standards, students are required to take courses in theory, research methods, and criminal justice ethics. Theory, methods, and ethics courses remain a mainstay of most curricula; however, faculty determined that advanced courses in these areas are more suitable at the graduate level, which is consistent with other programs.

Unique aspects of the curriculum include a diversity course, the senior capstone course, the newly added criminal law requirement, and a wide variety of electives. The new diversity component requires students to be exposed explicitly to the intersectionality of race, class, and gender, which did not occur with the previous diversity requirement. The capstone course (CRMJ 4850) enables students to integrate all of their core courses into a cumulative application of theory, research, and practice and apply it to current, real-world problems. The curriculum offers diverse electives including courses on media and popular culture, violence against women, community corrections, private security, drugs, juvenile delinquency, police procedure, victimology, criminal justice administration, terrorism, white collar crime, gangs, dispute resolution, and internships.

Finally, the faculty have attempted to increase victimization-related courses, as this is a consistent trend in many programs across the nation. As the focus on trauma-informed justice within the three systemic areas are increasingly being incorporated into the field, creating new courses such as Family Violence and incorporating aspects trauma-informed concepts into required and elective courses is consistent across the nation. Currently, the program offers a number of victimization-focused elective classes including: Violence against Women, Family Law, Family Violence, Juvenile Justice, and Victimology.

2.6 The curriculum fosters analytical and critical thinking and problem-solving.

The sequencing of courses, course outcomes, assignments, and readings all build sequentially to emphasize rigorous critical thinking skills as students advance through the curriculum. The ability to think critically is essential in any field; however, in criminal justice, lacking the ability to do so can have dire consequences. While the program cannot directly expose students in the Criminal Justice field to current real-world circumstances, it can expose them to situations, literature, and scenarios that help develop critical and problem-solving skills that they can take into the workplace. Critical thinking skills enable student to identify a problem and determine based on the information presented. Activities in the classroom are designed to enhance students' critical thinking skills and to help identify student limitations. Students are required to critique readings, evaluate policy, interpret data, and identify effective solutions to real-world problems.

2.6.1 NSSE Data: Critical Thinking, Solving Problems, and Real-World Application

Data from the 2018 National Survey of Student Engagement indicate that majors reported that the Institution contributed to thinking critically and analytically. Over 90% of majors indicated that the institution contributed to thinking critically or analytically “quite a bit” or “very much.” These figures are higher than University and College ratings (see Figures 2e and 2f). The faculty have worked to increase critical thinking assignments incorporated into the classroom, and the faculty members feel that these results are a reflection of those efforts.

For example, assigned research papers, article critiques, reading applications, discussion boards, and other innovative assignments require that students demonstrate critical thinking skills. These skills also are showcased in the Senior Seminar course where students are asked to integrate theory, research, and system content to apply critical analyses on a variety of projects including issues of diversity.

Figure 2e: NSSE Student Survey: Institution Contributed to Thinking Critically and Analytically

	UTC	College	Department
Very much	40.8	42.9	51.0
Quite a bit	40.6	37.8	39.2
Sometimes	16.6	16.6	5.9
Very little	2.0	2.7	3.9

Data from the 2019 National Survey of Student Engagement indicate that Criminal Justice majors reported that the Institution contributed to their ability to solve complex real-world problems. Just over 86% indicated that the Institution contributed to their ability to solve complex real-world problems “quite a bit” or “very much” These figures are higher than University and College ratings (see Figure 2f).

Figure 2f: NSSE Student Survey: Institution Contributed to Ability to Solve Complex Real-World Problems

	UTC	College	Department
Very much	27.3	26.5	32.7
Quite a bit	31.6	31.1	42.3
Sometimes	31.2	31.8	13.5
Very little	10.0	10.6	11.5

2.6.2 CRMJ 4850: Capstone in Criminal Justice Issues

Criminal Justice Capstone is required for all criminal justice majors. As such, it is a course in which students use knowledge obtained across the curriculum and critical thinking and problem-solving skills previously acquired to develop an applied research project. As noted in the catalog, the course “synthesizes student’s knowledge and skills obtained in previous courses to address problems and topic of interest in justice studies. The course is based on reading and discussions of major works in the field of crime and justice. Final projects will be grounded in relevant literature and will emphasize the integration of knowledge acquired in previous courses.” Students should have completed (or in special circumstances be enrolled in) all required courses in the major excluding ethics (CRMJ 4300). The course concentrates on three primary outcomes, which include: 1) identification and application of practical and theoretical perspectives in the field; 2) understanding and critical examination of each of the 3 major subsystems in the field; and 3) examination and application of theories of crime to address criminal behavior and other problems, including race, class, and gender perspectives. Critical issues are discussed across the entire criminal justice system and concentration is placed on both existing problems and unintended consequences of recent and past public policy. Students engage in discussion and practical application activities to critically address past and current problems in the field. Students conduct research critique and develop a policy, based in the academic literature to address critical issues within the field (see syllabi in Appendix 1b).

Students must be actively engaged in the reading process, and as a result must also be able to apply the concepts to real-world examples. Six reading applications are assigned during the semester. Each reading application must address the scenario given and be able to incorporate the actual readings into the scenario as well as providing theoretical and legal support. Students may only rely on objective academic sources or Bureau of Justice Statistics (BJS) to support their answers. All aspects of the question must be answered. Extensive feedback is provided.

Sample Assignment:

Please make sure to answer the following scenario using internal and external sources to support your answers. Please make sure that each portion of the scenario is answered and supported using academic literature.

You are a new police officer who has just completed all of your training. You are on patrol alone. You receive a call for service relating to a possible break in at a grocery store at 1:42 am. You arrive to find a 17-year-old, black male (David) near the building. When you confront him,

he runs. You chase him and in the heat of the moment, you draw your gun and shoot. David falls to the ground, and you realize you have shot him in the back and the wound has exited his chest. Before you can react, he takes his last breath...

What action would you immediately take at the scene?

What led you to shooting the individual? How does discretion and training affect this decision?

What laws support or oppose your decision?

What are the likely work-related outcomes in this situation based on your actions?

What individual and community factors would cause David to run? Later we find that David was not involved in the crime, does this change your perception of why he fled?

Is there a theory or data that guides your actions? Is there a theory or data that guides David's decision to run?

What are the ethical issues evident in this scenario?

2.7 The design of degree program specific courses provides students with a solid foundation.

The B.S. in Criminal Justice is designed to give students a solid theoretical and practical foundation in the field. Courses have been developed using standards across the discipline. Courses are sequenced to reflect the rigor and content of the program. Prerequisites have been established to ensure students are prepared to enter courses. As noted, students entering CRMJ 4850 must have taken all prerequisites (or be currently enrolled) before entering the class as it builds upon the foundation of previous classes and assumes a basic understanding of core theoretical and systemic concepts. A clear path (see Appendix 1c) has been established to ensure students making the necessary progress towards graduation can complete the program in a four-year period.

2.8 The curriculum reflects a progressive challenge to student and that depth and rigor effectively prepares students for careers or advanced study.

The Criminal Justice Program is a rigorous and clearly structure program that provides students with a solid foundation for entering the workforce or continuing on to graduate studies/law school. Criminal Justice Students are required to take a general education statistics course, CRMJ 3110 (Research Methodology), and CRMJ 4850 (Capstone) to ensure students have a foundation in the research process that prepares them for study beyond the bachelor's degree. Coupled with these classes, elective courses require extensive writing and critical thinking assignments. As discussed in this section, criminal justice majors indicate that the institution assisted in developing clear and effective writing skills as well as thinking critically and

analytically. As the majority of our MSCJ graduate students are drawn from our department, and they have successfully demonstrated the ability to successfully obtain an advanced degree, we are confident that our undergraduate curriculum effectively prepares student for advanced study.

2.8.1 Career Preparation

While all courses are designed to prepare students for working in the field as either an academic or a practitioner, we consistently rely on internships in the community to give students access to criminal justice agencies and prepare them for their area of interest.

While we find that internships are beneficial to students in preparing them for the workplace, we understand that all students do not have the time to engage in an internship as many of our students are working full or part time. Students must take field-specific core and elective courses that not only educate but prepare students for their roles within the community. Thus, students have the chance to engage in courses beyond the required courses that offer advanced knowledge of the system. Many of these classes are taught by current and former professionals, who have practitioner experience. Additionally, we use field trips (e.g. courts) and guest speakers from local, state, and criminal justice organizations (e.g. Chattanooga Police Department; Tennessee Board of Probation and Parole; Alcohol, Tobacco, & Firearms) to enhance student knowledge of the field.

As service and experiential learning remains a priority to the university, the faculty encourage students to engage in internships as students often gain employment from the agencies in which they intern (see Goal Number 1 of the Strategic Plan, <https://www.utc.edu/strategic-plan/resources/flipbook/index.php#features/1>).

Internships require that students complete both an academic and applied component. Work placement supervisors evaluate student performance and students must receive a satisfactory evaluation in order to pass the course. Students also are required to complete a paper integrating their work experiences with academic coursework. Internships are graded Completion/Non-Completion to avoid grade inflation (see Part1 for student for enrollment and completion rates).

2.9 The curriculum encourages the development of and the presentation of results and ideas effectively and clearly in both written and oral discourse.

All majors are required to take Rhetoric and Composition I and II (ENG 1010 and 1020) as these are foundational general education courses that introduce students to basic oral and written communication skills. In the Criminal Justice Program, all courses implement some form of writing assessment into the course content. Lower level courses such CRMJ 1100 (Intro) and CRMJ 2950 (Violence against Women) are general education courses that must adhere to general education standards and outcomes. For the Behavioral and Social Science General Education Outcome, students must, upon completion, be able to:

- Use and communicate evidence and theory to examine individual, social and or cultural phenomena.

- Explain the strengths and limitations of behavioral or social science methods in predicting human behavior.
- Describe and explain social or behavioral phenomena by applying a discipline’s concepts and/or theories.
- Engage in reasoning using qualitative or quantitative social science or behavioral science tools and information.
- Analyze empirical observations in relation to discipline-appropriate theoretical constructs.

Although there is no requirement for specific written or oral communication assignments within criminal justice classes, all classes incorporate one or both types of discourse. Upper level 3000/4000 level courses require a variety of written assignments including: research papers, literature reviews, journals, reading assessments, application papers, etc. While not as prevalent, courses such as CRMJ 4500 (formerly 4040), CRMJ 4140, and CRMJ 4850 require oral presentations (see syllabi).

2.9.1 NSSE Student Survey: Effective Written and Oral Skills

Data from the 2018 National Survey of Student Engagement indicate that approximately 96% of majors reported that the institution contributed to developing clear and effective writing skills (21.2% said some, 38.5% quite a bit, and 36.5% very much). These figures are higher than University and College ratings (see Figure 2g). The strong evaluation of writing skills in the program is due in large part to the extensive use of required writing assignments in the courses. Virtually all courses have some writing component and the program has a substantive writing assignment in 100% of 3000/4000 level courses.

Figure 2g: NSSE Student Survey: Institution Contributed in Developing Clear and Effective Writing Skills

	UTC	College	Department
Very much	31.0	33.2	36.5
Quite a bit	39.2	36.7	38.5
Sometimes	24.5	23.7	21.2
Very little	5.3	6.4	3.8

Data from the 2018 National Survey of Student Engagement indicate that just over 94% of majors reported that the Institution contributed to developing clear and effective speaking skills (25.0% said some, 30.8% quite a bit, and 38.5% very much). These figures are higher than University and College ratings. Although this data demonstrate that oral communication skills are strong in the department, they are a bit more conservative than in other areas of the survey. This situation occurs, in part, because of large class sizes, making it difficult to integrate oral presentations into courses. Some elective offerings have group presentations, which require students to engage in oral dialogue. Oral presentations are often assigned in Capstone where 100% of students who passed the course in the past five years completed an oral presentation.

Figure 2h: NSSE Student Survey: Institution Contributed in Developing Clear and Effective Speaking Skills

	UTC	College	Department
Very much	27.1	27.7	38.5
Quite a bit	33.7	33.6	30.8
Sometimes	29.4	28.6	25.0
Very little	9.7	10.1	5.8

2.10 The curriculum exposes students to discipline-specific research strategies from the program area.

All classes engage students in some form of research at various levels. Introductory and upper-level courses often require students to engage in the research process from identifying relevant refereed journal articles, to writing a literature review, to other research-related activities. However, formal research is also required. Criminal Justice majors are required to take CRMJ 3110: Criminal Justice Research Methodology which exposes them to the foundations of research methods and some introductory statistics. In CRMJ 3110, students are required to write a research proposal, which includes an introduction, literature review, and methodology. These skills are utilized in various research assignments throughout the curriculum, especially in the capstone course. Students also have a variety of research-based assignments in other upper division courses, as demonstrated by syllabi (see Appendix 1b for sample syllabi). One student has completed a departmental honors project (2018) and two students are currently enrolled in the honor’s course. Additionally, the faculty work with students on a number of individual studies projects. As noted in section 2.2, while most individual study projects are conducted with graduate students, faculty do engage in working with students in a collaborative process (see Figure 2c).

PART 3: STUDENT EXPERIENCES

3.1 The program provides students with opportunities to regularly evaluate the curriculum and faculty relative to the quality of their teaching effectiveness.

In accordance with university practice, the Criminal Justice Program strongly encourages students to complete on-line course evaluations and provide qualitative feedback regarding their courses, curricula, and learning experiences. Beginning in the fall semester of 2018, the university implemented a new course learning evaluation. Accordingly, all Likert-style items included in the instrument were revised. Results of the course evaluations are therefore calculated as average scores for two distinct categories: 1) Fall 2018 – Spring 2019; and 2) Summer 2014 – Summer 2018. Furthermore, Criminal Justice was merged with Sociology, Anthropology, and Geography into the Department of Social, Cultural, and Justice Studies in the Fall of 2016. Average scores for SCJS displayed in Figures 3a and 3b are therefore based on evaluations from Fall 2016 to Summer 2018 and Fall 2018 to Spring 2019. Evaluations for each

semester are provided in table format in Appendix 3a at the program, department, college, and university levels. Figure 3a provides average scores for student evaluations of learning.

Figure 3a. Criminal Justice Average Course Learning Evaluation Scores (FA 2018-SP 2019)

	Strongly Agree (%)	Agree (%)	Somewhat Agree (%)	Neither Agree nor Disagree (%)	Somewhat Disagree (%)	Disagree (%)	Strongly Disagree (%)
I am aware of the learning outcomes of this course, as stated in the syllabus.	76	16	4	2	1	0	1
The course content addresses the learning outcomes of this course.	75	17	3	3	0	1	1
The course structure assists me in achieving the learning outcomes of this course.	72	16	4	3	2	1	2
I am achieving the learning outcomes of this course.	70	18	4	3	2	1	2
I keep up with all course readings and assigned work.	63	22	9	3	1	1	1
The course encourages my use of critical thinking skills.	65	19	8	4	1	1	2
The way this course is delivered encourages me to be actively engaged.	65	16	8	4	3	1	3
The instructor is willing to assist me with achieving the course learning outcomes.	74	15	4	3	1	1	2
The instructor provides constructive feedback on my coursework.	71	14	5	5	2	1	2
The instructor responds to my questions and emails within the time-frame indicated in the syllabus.	73	15	4	5	1	0	2

As demonstrated above outcomes between Fall 2018 and Spring 2019 were quite positive and aligned with those at the department, college, and university levels (see Figures 3a-3b). It is noteworthy that for each of the statements included in the learning evaluation, program level scores either matched or exceeded those at the department, college, and university levels across desirable outcome measures (e.g., strongly agree, agree, and somewhat agree). In their totality, these descriptive statistics provide preliminary evidence that the program is meeting the educational needs and expectations of its students.

Figure 3b. SCJS Average Course Learning Evaluation Scores (FA 2018-SP 2019)

	Strongly Agree (%)	Agree (%)	Somewhat Agree (%)	Neither Agree nor Disagree (%)	Somewhat Disagree (%)	Disagree (%)	Strongly Disagree (%)
I am aware of the learning outcomes of this course, as stated in the syllabus	71	19	5	2	1	1	1
The course content addresses the learning outcomes of this course.	70	19	6	2	1	1	1
The course structure assists me in achieving the learning outcomes of this course.	65	19	7	3	2	2	2
I am achieving the learning outcomes of this course.	63	20	8	3	3	1	2
I keep up with all course readings and assigned work.	58	23	11	3	2	1	2
The course encourages my use of critical thinking skills.	58	21	10	5	2	2	2
The way this course is delivered encourages me to be actively engaged.	57	19	10	4	3	3	4
The instructor is willing to assist me with achieving the course learning outcomes.	66	19	6	4	2	1	2
The instructor provides constructive feedback on my coursework.	60	17	8	6	3	3	3
The instructor responds to my questions and emails within the timeframe indicated in the syllabus.	63	19	4	8	2	1	3

Figure 3c. Average Course Learning Evaluation Scores (FA 2018-SP 2019)

	Strongly Agree (%)	Agree (%)	Somewhat Agree (%)	Neither Agree nor Disagree (%)	Somewhat Disagree (%)	Disagree (%)	Strongly Disagree (%)
I am aware of the learning outcomes of this course, as stated in the syllabus	71	20	5	1	1	1	1
The course content addresses the learning outcomes of this course.	69	20	6	2	1	1	1
The course structure assists me in achieving the learning outcomes of this course.	64	18	8	3	3	2	2
I am achieving the learning outcomes of this course.	61	20	9	3	3	2	2
I keep up with all course readings and assigned work.	59	24	11	2	2	1	1
The course encourages my use of critical thinking skills.	61	21	10	3	3	1	1
The way this course is delivered encourages me to be actively engaged.	59	18	9	4	4	3	3
The instructor is willing to assist me with achieving the course learning outcomes.	67	18	6	3	3	1	2
The instructor provides constructive feedback on my coursework.	61	16	8	4	5	3	3
The instructor responds to my questions and emails within the time-frame indicated in the syllabus.	65	17	5	5	5	1	2

Figure 3d. UTC Average Course Learning Evaluation Scores (FA 2018-SP 2019)

	Strongly Agree (%)	Agree (%)	Somewhat Agree (%)	Neither Agree nor Disagree (%)	Somewhat Disagree (%)	Disagree (%)	Strongly Disagree (%)
I am aware of the learning outcomes of this course, as stated in the syllabus	71	19	5	2	1	1	1
The course content addresses the learning outcomes of this course.	69	20	6	2	1	1	1
The course structure assists me in achieving the learning outcomes of this course.	64	18	8	3	3	2	2
I am achieving the learning outcomes of this course.	61	21	9	3	2	2	2
I keep up with all course readings and assigned work.	60	24	10	2	2	1	1
The course encourages my use of critical thinking skills.	62	22	9	3	2	1	1
The way this course is delivered encourages me to be actively engaged.	60	19	10	3	3	2	3
The instructor is willing to assist me with achieving the course learning outcomes.	68	18	6	4	2	1	2
The instructor provides constructive feedback on my coursework.	62	17	8	5	3	3	2
The instructor responds to my questions and emails within the time-frame indicated in the syllabus.	66	18	4	7	2	1	2

As previously noted, the university implemented a new course learning evaluation instrument in the Fall of 2018. Similar to the Fall 2018-Spring 2019 course learning evaluations, these descriptive statistics suggest that the Criminal Justice Program is meeting the educational needs and expectations of its students.

Figure 3e. Criminal Justice Average Course Learning Evaluation Scores (SU 2014-SU 2018)

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	77	13	4	2	2	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	78	12	4	2	2	1	1
The instructor provides timely feedback on assignments and exams.	74	13	7	2	2	1	1
The instructor includes activities and assignments that help students learn the content of this course.	71	14	6	3	2	2	2
The instructor clearly communicates expectations of students for this course.	74	13	6	2	2	1	2
The instructor expects high quality work from students.	79	13	4	2	1	0	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	74	12	5	3	2	1	3

Figure 3f. SCJS Average Course Learning Evaluation Scores (FA 2016-SU 2018)

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	75	13	6	2	2	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	73	13	7	3	2	1	1
The instructor provides timely feedback on assignments and exams.	71	13	9	2	2	1	2
The instructor includes activities and assignments that help students learn the content of this course.	67	14	9	3	3	2	2
The instructor clearly communicates expectations of students for this course.	71	13	7	2	3	2	2
The instructor expects high quality work from students.	75	15	6	3	0	0	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	70	12	8	3	2	2	3

Figure 3g. CAS Average Course Learning Evaluation Scores (SU 2014-SU 2018)

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	74	14	6	2	2	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	73	14	6	3	2	1	1
The instructor provides timely feedback on assignments and exams.	68	16	7	2	3	2	2
The instructor includes activities and assignments that help students learn the content of this course.	66	15	8	3	3	2	3
The instructor clearly communicates expectations of students for this course.	68	15	7	3	3	2	2
The instructor expects high quality work from students.	75	15	5	3	1	0	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	69	14	7	3	2	2	3

Figure 3h. UTC Average Course Learning Evaluation Scores (SU 2014-SU 2018)

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	74	14	6	2	2	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	72	15	6	3	2	1	1
The instructor provides timely feedback on assignments and exams.	67	16	7	3	3	2	2
The instructor includes activities and assignments that help students learn the content of this course.	66	16	8	3	3	2	2
The instructor clearly communicates expectations of students for this course.	68	16	7	3	2	2	2
The instructor expects high quality work from students.	75	15	4	3	1	1	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	68	15	7	3	2	2	3

3.2. The program ensures that students are exposed to professional and career opportunities appropriate to the field.

The Criminal Justice Program provides students with a multitude of opportunities to participate in professional development and experiential learning. The internship program maintains healthy involvement from both students (see Figure 3i) and agencies. Agency participation continues to be maintained at the local (e.g., Chattanooga Police Department, Hamilton County Sheriff’s Department, The Next Door), state (e.g., Tennessee Bureau of Investigation), and national (e.g.,

ATF, FBI) levels. Thanks to the efforts of Lecturer and Internship Coordinator Sara Knox, CRMJ 4780 (Criminal Justice Internship), CRMJ 4790 (Criminal Justice Advanced Internship), and CRMJ 5600 (Graduate Level Criminal Justice Internship) have each been certified as “ThinkAchieve Beyond the Classroom (BTC) Experiential Learning Classes” by the University of Tennessee at Chattanooga. Furthermore, Ms. Knox coordinates an annual job fair in each spring semester, with annual participation by more than a dozen local, state, and federal agencies.

Figure 3i. Student Involvement in the Criminal Justice Internship Program

Semester	Year	Number of Students Participating
Fall	2014	19
Spring	2015	13
Summer	2015	34
Fall	2015	16
Spring	2016	16
Summer	2016	26
Fall	2016	14
Spring	2017	22
Summer	2017	28
Fall	2017	17
Spring	2018	14
Summer	2018	24
Fall	2018	15
Spring	2019	16
Summer	2019	20

In addition to internship and job fair opportunities, the Criminal Justice Program recognizes the value of student research in terms of professional development and experiential learning. Each year, the Office for Undergraduate Research and Creative Endeavor sponsors “Research Dialogues” (<https://www.utc.edu/research-dialogues/>), a campus-based conference devoted to showcasing the research efforts produced by students at UTC. In the last five years, three criminal justice faculty (Garland, Crittenden, and Policastro) have supervised/co-authored a total of 16 presentations with 28 students (Figure 3j).

Figure 3j. Criminal Justice Student Presentations at Research Dialogues

Year	Student (Faculty Advisor)	Title
2014	Mackenzie Grimes (Garland)	Blurring the Lines: Rape and Rape Myths in Comic Books
2014	Katherine Larsen (Garland)	Bullying and Bystanders
2015	Candice Ammons/John A. Browne (Garland)	Prime-Time Crime: Female Federal Agents in Popular Culture
2016	Leah Adams/Derek Cathey/Lasha McCullough (Garland)	Gender Issues in Comic Books
2016	Aprill Bennett/Elizabeth Twitty (Garland)	Mass Shootings and Media Misconceptions
2016	David Sherit/Brandon Sissom (Garland)	Comprehending the Ebola Outbreak of 2014: A Study of Newsprint Media and Moral Panics
2016	Carson W. Green/Joseph B. Ketron (Garland)	Depictions of Crime and Justice in Post-Apocalyptic Comics
2017	April Bennett (Crittenden/Garland)	Faculty Attitudes Toward Consensual Sexual Relationships with Students
2017	Whitney Ridley (Policastro/Crittenden/Garland)	Perceptions of Male Rape
2018	Bryant Plumlee (Garland)	University Student Perceptions of Body-Worn Cameras
2018	Zachary Rush (Policastro/Garland)	Is Corporal Punishment the Best Punishment? A Millennial Perspective
2019	Katelyn Hancock (Policastro/Crittenden/Garland)	Perceptions of Male Rape Victims
2019	Zachary Rush/Candace Murphy (Garland)	Black and Blue: Images of Policing in Comics
2019	Katelyn Hancock/Hannah Gateley (Garland)	Methodology and Breaking Bad: General Strain
2019	Bethany Bray/Lauren Williams (Garland)	Moral Panics, Child Abductions, and the Myth of Missing Children
2019	Katelyn Hancock/Bethany Bray/Kaitlyn Kennedy/Brandon Miller (Garland/Policastro)	Reinforcing IPV in Popular Music

Criminal Justice faculty have also co-authored a number of papers and posters that have been presented at regional and national conferences, including annual meetings of the Southern Criminal Justice Association (SCJA), Academy of Criminal Justice Sciences (ACJS), and American Society of Criminology (ASC). In total, six criminal justice faculty (Garland, Bumphus, Iles, Crittenden, Policastro, Dierenfeldt) have co-authored 14 presentations with 10 different students over the course of the last five years (see Figure 3k).

Figure 3k. Criminal Justice Student Presentations at Regional and National Conferences

Year	Student (Faculty Advisor)	Title
2014	Mackenzie Grimes (Garland)	An Examination of Rape Myths in Comic Books (ACJS)
2015	Candace Ammons/Andy Browne (Garland)	Women in Prime Time: Representation of Federal Female Officers (ACJS)
2015	April Bennett (Crittenden/Garland)	Crossing the line: Student Perceptions of Student/Faculty Consensual Sexual Relationships (ASC)
2017	April Bennett (Crittenden/Garland)	Consensual Sexual Relationships: How Do Faculty and Students' Opinions Compare? (SCJA)
2017	April Bennett (Garland)	Attitudes and the Needs of Practitioners Working with Foster Youth (ACJS)
2018	April Bennett (Crittenden/Garland)	Faculty Perceptions of Consensual Sexual Relationships between University Students and Faculty (ACJS)
2018	Katelyn Hancock (Policastro/Crittenden/Garland)	Victim Blaming Attitudes Among College Students: Exploring Perceptions of Male Rape Victims (SCJA)
2019	Katelyn Hancock (Policastro/Crittenden/Garland)	Perceptions of Male Rape Victims: Examining Rape Myth Acceptance and Victim Blaming Attitudes Among a Sample of College Students (ACJS)
2019	Zachary Rush (Policastro/Crittenden/Garland)	Spare the Rod? The College Student Perspective on Corporal Punishment
2019	Hannah Gateley/Dalyn Hodge (Crittenden/Bumphus)	Exploring Social Constructs in Criminological Research (ACJS)
2019	Hannah Gateley/Dalyn Hodge	Measuring Gender and Sexuality in Criminology (Crittenden) (SCJA)
2019	Hannah Gateley/Dalyn Hodge (Crittenden)	Looking for Intersections in Research (SCJA)
2019	Samantha Scott/Merideth Smith (Dierenfeldt/Iles)	Examining College Student Perceptions of Criminal Justice Outcomes Among Persons with Mental Illness (SCJA)
2019	Merideth Smith/Samantha Scott (Dierenfeldt/Iles)	How Often Does It Really Happen? College Student Perceptions of the Frequency and Predictors of False Convictions (SCJA)

3.4 The program seeks to include diverse perspectives and experiences through curricular and extracurricular activities.

The Criminal Justice Program offers a diverse set of perspectives and experiences through their academic program. In contrast with many other criminal justice programs, the program at UTC offers an orientation towards the liberal arts. As such students receive a very broad education that includes areas of study, such as non-western culture, behavioral science classes outside of criminal justice, and the humanities, including history, literature, and the visual and performing arts. Within the program, students are required to take at least one course that deals with diversity, CRMJ 3310, Race, Class, Gender, and Crime. In addition, students are offered elective courses that explore diverse opinions. For example, CRMJ 2950, Violence against Women, explores crime as it relates to women, and CRMJ 3030, Comparative Criminal Justice Systems, examines crime from an international perspective.

The Criminal Justice Program currently maintains two student organizations: The Criminal Justice Club and Alpha Phi Sigma Honors Society. The Criminal Justice Club consistently maintains a membership of 30-40 students, with 10 of these being active members. The Criminal Justice Club maintains a focus on community outreach endeavors such as Project Homeless Connect and the Salvation Army's Angel Tree Drive—efforts specifically aimed at

socioeconomically challenged communities. These communities are diverse not only in terms of race and gender, but also overall life stories and experiences. Our club members are exposed to the challenges faced by these members of our community in a tangible way. Similarly, the Criminal Justice Honor Society, Alpha Phi Sigma, is a nationally recognized academic organization whose mission is to promote diversity, community leadership, and academic excellence. Our chapter, Alpha Mu, also serves as a platform for the Criminal Justice Club. Through these efforts and interactions, our students' undergraduate experiences are enriched.

3.5 Students have access to appropriate academic support services.

Advising

With the exception of freshmen, who are advised through the university's advising hub, all criminal justice majors are advised within the program. The program's professional advisor, Mr. John A. Browne, meets with all sophomores and juniors to discuss the degree program, course sequence, prerequisite structures, and students' individual goals. During their senior year, students are assigned by Mr. Browne to criminal justice faculty in accordance with their specific discipline interests and future goals. In response to university policy regarding advising holds, students are required to meet with their advisor before they are permitted to register for classes. This process ensures that students are meeting major requirements, completing their degrees in a timely fashion, and receive advising related to both suggested courses and internship/career opportunities. The most recent data available from the NSSE Student Survey Results (2019) strongly suggest that favorable views of the quality of advising they receive from the program as it relates to preparation to their future careers. In response to the question "Talked about career plans with a faculty member or advisor," 68.9% of respondents indicated that such conversations happen "Often" or "Very Often," compared to 47.1% at the college level and 47.6% at the university level.

Other Support Services

The university offers a broad array of services designed to support student's academic success as well as their physical and mental wellbeing. These include the Center for Academic Support and Advisement, the Writing Center, the Center for Women and Gender Equity, the Disability Resource Center, Leadership Programs, the Office of Multicultural Affairs, the Center for College Student Success, Student Outreach and Support, Student Engagement, and Veteran Student Services, among others. Other programs of this type can be found at the Student Affairs website:

<https://www.utc.edu/enrollment-management-student-affairs/index.php>.

PART 4: FACULTY

4.1 All faculty, full-time and part-time, meet the high standards set by the program and expected SACSCOC guidelines for credentials.

The Criminal Justice faculty meet SACSCOC guidelines. For example, all tenure-line faculty have a Ph.D. in the appropriate field (Criminal Justice or Doctor of Jurisprudence in the case of Karen McGuffee, who teaches law classes), and full-time lecturers have a Masters of Science Degree in Criminal Justice. Furthermore, as detailed below, different faculty members specialize in different areas to create a cohesive and well rounded program, which offers students a variety of classes taught by experts in their field. The faculty has changed over the past five years due to a variety of circumstances. As of fall, 2019 the following faculty members are no longer with us: Dr. Vic Bumphus, Dr. Helen Eigenberg, Dr. Seong Park, Dr. Sharon Love, Dr. Christopher Hensley, Dr. Roger Thompson, and Professor Susan Thomas. However, the department has added the following new faculty members: Dr. Rick Dierenfeldt, Dr. Courtney Crittenden, Dr. Ahmet Kule, Dr. Christina Policastro, and Professor Karen McGuffee.

The Criminal Justice faculty members are comprised of different educational backgrounds and experiences that serves the students well. All faculty members have strengths in certain areas. Faculty have expertise in law enforcement (Kule, Dierenfeldt), corrections (Crittenden, Dierenfeldt), courts (Iles, McGuffee) research (Policastro, Crittenden, Garland), theory (Crittenden, Iles, Dierenfeldt), juveniles/ juvenile law (Garland, McGuffee), victimology (Policastro, Garland), and multicultural/diversity issues (Crittenden, Garland, Iles, Dierenfeldt, Kule). Each faculty member teaches the classes in which he or she has specialized knowledge. A listing of classes by instructor for the previous five years demonstrating that faculty teach in their areas of specialization is attached in Appendix 4a.

The following list the specific degrees and outlines more specifically areas of interest held by faculty member:

Courtney Crittenden: Ph.D. in Criminology and Criminal Justice with her dissertation titled “Gender and Programming: A Comparison of Program Availability and Participation in U.S. Prisons for Men and Women.” Her teaching specialties and interests include Violence against Women, Women and Crime, Criminological Theory, American Criminal Justice System, Corrections, Research Methods, and Intersectionality in Criminal Justice.

Rick Dierenfeldt: Ph.D. in Criminal Justice with his dissertation titled “Disentangling the effects of violent subculture and structure: A multi-level analysis of race-specific gun violence in urban U.S. counties.” His teaching specialties and interests include Race, Gender and Crime, Policy evaluation, Policing, and Corrections.

Tammy Garland: Ph.D. in Criminal Justice with her dissertation titled “Saving our Youth: A preliminary Assessment of the Adults Relating to Kids Program.” Her teaching specialties and interests include Gender and crime, Criminology, Popular Culture, Victimology, Juvenile justice, Drug Policy, and Criminal Justice Research Methods.

Gale Iles: Ph.D. Criminal Justice with her dissertation titled “The Forgotten Paradise: An Assessment of Sentencing Decisions and Outcomes in the United States Virgin Islands.” Her teaching specialties and interests include: Comparative Criminal Justice Systems, Criminology, and Court systems.

Sara Knox: Lecturer, Masters of Science in Criminal Justice. Her teaching specialties and interests include: Introduction to the Criminal Justice System, Media, and Gender and Crime.

Ahmet Kule: Ph.D. in Criminal Justice with his dissertation titled “Socialization of Individuals Who Join Terrorist Organizations in Turkey “. His teaching specialties and interests include: Terrorism, Policing, and Comparative Criminal Justice Systems.

Karen McGuffee: Doctor of Jurisprudence (J.D.) Her teaching specialties and interests include: Evidence Law, Courts, Family Law, Constitutional Law, and Criminal Law.

Candace Murphy: Lecturer, Masters of Science Degree in Criminal Justice. Her teaching specialties and interests include Introduction to the Criminal Justice System, Juvenile Delinquency, Interpersonal Violence, International Crimes, and Serial/Mass Murders.

Christina Policastro: Ph.D. Criminal Justice with her dissertation titled “Victimization of the Elderly: An Application of Lifestyle/Routine Activities Theory.” Her teaching specialties and interests include Intimate Partner Violence, Victimization/Victimology, Elder Abuse, Family Violence, Violence against Women, White Collar Crime, and Ethics.

Some faculty members also have practical experience in the field. Dr. Kule was a police officer with the Turkish Police and with NATO in Germany. Professor Sara Knox works as a forensic technician in fire investigations, Professor Karen McGuffee practiced law for several years in the area of family, criminal, and juvenile law, and Dr. Rick Dierenfeldt served as an intelligence investigator in the Missouri Department of Corrections, as a police officer in the Gower Police Department in Missouri, and as a deputy sheriff in the Buchanan County Sheriff’s Department in Missouri.

Faculty vitae are attached as Appendix 4b.

Adjunct Faculty

All adjunct faculty members meet SACSCOC criteria. All of them have a Masters in Criminal Justice or a J.D. for faculty teaching law-related courses. There are two adjuncts who have master’s degrees in other fields but teach the Violence Against Women course (2950). Both adjuncts have significant training and work experience in this area, which justifies this exception and the appropriate SACSCOC justification forms are completed each time they teach this course. Justification forms are approved by the Dean and Provost. All adjunct faculty members have experience in the field. Adjunct vitae are attached in Appendix 4c.

4.2 The faculty are adequate in number to meet the needs of the program with appropriate teaching loads.

The regular workload of full-time faculty members in the Criminal Justice Program is 12 hours, however, the department has recently revised the departmental bylaws (fall 2019) to change the workload to 9 hours per semester in fall 2020 to try to alleviate the high teaching load. When scheduling courses the department has used double sections (with enrollments of 80-90) in some required courses (introduction to criminal justice, introduction to criminology, policing, corrections, courts, ethics, and theory), diversity courses (comparative, gender, and minorities), and occasionally for popular electives (juveniles, drugs) to allow faculty time to engage in research and service. In general, each faculty member on a normal load has taught a double section, one regular section, and one graduate course unless they have release time for other administrative duties. All tenure-line faculty engage in teaching, research, and service with teaching as the central focus of UTC.

Full-time CRMJ Faculty Teaching Loads and Adjunct Faculty Teaching Loads for the prior three years are attached in Appendix 4d.

Student credit hour (SCH) production has fluctuated in the past three years due to faculty availability and course demand. As of fall 2019, the department lost three full-time tenured faculty members who taught in the fall of 2018. This loss has placed a substantial burden on the remaining faculty. The department is currently searching for two tenure-track positions for fall 2020 and one Visiting Assistant Professor position. With high enrollments and the number of faculty in the department, it is understandable why approximately 25% of courses are taught by adjuncts. As discussed previously, the program attempts to limit adjunct faculty to teaching electives or lower level introductory courses. The data demonstrates that Criminal Justice has higher student credit hour production per full-time faculty than does the College or the University. See Appendix 4e.

Figure 4a SCH Totals for Criminal Justice Faculty

Full-time faculty (undergraduate courses) (Dr. Garland was on sabbatical during Fall 2016)

Fall 2015	Fall 2016	Fall 2017	Fall 2018
3690	3510	3234	3209
Per Faculty Member			
Fall 2015	Fall 2016	Fall 2017	Fall 2018
269	390	359	357

Figure 4b SCH Totals for College of Arts and Sciences Faculty

Full-time faculty (undergraduate courses)

Fall 2015	Fall 2016	Fall 2017	Fall 2018
69,888	72,787	68,388	66,780
Per Faculty Member			
Fall 2015	Fall 2016	Fall 2017	Fall 2018
279	288	267	259

Figure 4c SCH Totals for UTC

Full-time faculty			
Fall 2015	Fall 2016	Fall 2017	Fall 2018
104,398	107,693	104,577	104,059
Per Faculty Member			
Fall 2015	Fall 2016	Fall 2017	Fall 2018
224	225	214	207

Figure 4d Percentage of Classes Taught by Full-time v. Adjunct Faculty

Spring 2017

32 classes taught by full-time faculty

10 classes taught by adjunct faculty

76.19% taught by full-time faculty

Fall 2017

34 classes taught by full-time faculty

10 classes taught by adjunct faculty

77.27% taught by full-time faculty

Spring 2018

34 classes taught by full-time faculty

11 classes taught by adjunct faculty

75.5% taught by full-time faculty

Fall 2018

33 classes taught by full-time faculty

11 classes taught by adjunct faculty

75% taught by full-time faculty

Spring 2019

37 classes taught by full-time faculty

13 classes taught by adjunct faculty

74% taught by full-time faculty

Fall 2019

38 classes taught by full-time faculty

15 classes taught by adjunct faculty

71.6% of classes taught by full-time faculty

4.3 The faculty strives to cultivate diversity with respect to gender, ethnicity, and academic background, as appropriate to the demographics of the discipline.

UTC and the department actively recruit diverse faculty and students. The program has a diverse faculty with respect to gender and ethnicity. Presently, seventy-eight percent of faculty are women (n=6; Crittenden, Policastro, Garland, Iles, Knox, McGuffee) which is high for a traditionally male-dominated field. Eleven percent of faculty are African American/Black (n=1

Iles). However, these figures will change with the new hires next year. Listed are the figures for the past several years.

Figure 4e. Faculty Gender and ethnicity (full-time faculty- fall of each year) (4.3)

	2015-2016		2016-2017		2017-2018		2018-2019	
	F	M	F	M	F	M	F	M
Asian	0	1	0	0	0	0	0	0
African/Amer.	1	1	1	1	1	1	1	1
White	6	1	6	2	6	2	5	2

Figure 4f. Faculty Gender and Ethnicity (Adjunct faculty- fall of each year) (4.3)

	2015-2016		2016-2017		2017-2018		2018-2019	
	F	M	F	M	F	M	F	M
White	1	7	3	6	2	7	3	7

Charts showing the gender and race/ethnicity of the full-time faculty for the department of Social, Cultural and Justice Studies and for the Criminal Justice Program for the previous five years are attached as Appendix 4f.

4.4 The program uses an appropriate process to incorporate the faculty evaluation system to improve teaching, scholarly and creative activities, and service.

The faculty members are excellent teachers as is evidenced by the students’ evaluations each semester. Upon comparison of the criminal justice students’ satisfaction with the overall course, including use of critical thinking skills, knowledge of the course content, use of active learning, and timely feedback from the professor, criminal justice students consistently score criminal justice faculty higher than those in the College of Arts and Science and University as a whole. This comprehensive examination of all faculty in all courses demonstrates the high quality of faculty teaching in the program. (Appendix 4g)

4.5 The faculty engages in regular professional development that enhances their teaching, scholarship and practice.

Professional Development

Faculty routinely attend and participate in conferences related to criminal justice and law. Faculty can apply and receive financial assistant to attend the conferences through the UTC. Graduate School, the College of Arts and Science, and the department. Students who have participated in conferences (graduate and undergraduate) have also received funding from school sources. Faculty routinely participate in research with students which has been beneficial to all involved. For a list of professional development for the previous five years, see Appendix 4h.

Faculty Productivity

Current faculty members are quite active in terms of research. They also are involved in a wide variety of university, community, and professional service. Their involvement in city, state, and national organizations demonstrate commitment to the university mission to be an engaged metropolitan university. The following individual summaries provide an overview of faculty accomplishments, including information on publications, grants, journal review service, conference presentations, offices in professional organizations, service on grant review panels, professional awards, university and community service, and other significant professional activities.

Courtney Crittenden (hired 2015): Dr. Crittenden, with co-authors, had four refereed articles published in the following journals: *International Journal of Offender Therapy and Comparative Criminology* (2017), *Journal of Aggression, Maltreatment and Trauma* (2017); *Feminist Criminology* (2018); and *Journal of Offender Rehabilitation* (2018). She also had one book chapter published in the *Oxford Bibliographies in Criminology* (2018) and one technical report funded by the Tennessee Department of Human Services (2019). She has two refereed journal articles forthcoming and three works under review or in process. In the past five years Dr. Crittenden has had twelve presentations at conferences including the Southern Criminal Justice Association Annual Conference, Academy of Criminal Justice Sciences, and the American Society of Criminology.

Her service to the community includes serving as a community representative for the United Way (2019), a chair for the curriculum committee for the St. Paul's Episcopal Church (2019), and a volunteer and patron for the Athens Area Council for the Arts in Athens, Tennessee (2015-present). Her service to the discipline includes Committee Chair for the Southern Criminal Justice Association Ad Hoc Internal Policy Audit Committee (2018-2019), a Panel Chair for Sexual Offense Suspects, Offenders, and Victims at the Southern Criminal Justice Association (2018), and a Committee Member for the Southern Criminal Justice Association Student Poster Competition Committee (2016-present). Her University service includes Safe Zone Ally Training Facilitator (2017-present), Faculty Grants Committee member (2016-2017), a Women's Center Renaming Committee member (2016-2018), a Women's Center Search Committee for Assistant Director member (2016), the Institutional Review Board member (2016-present), a CAT Grader (2015-present), and a Safe Zone Ally Training Ally (2015-present). Her departmental service includes serving as chair on four graduate theses (2015-2019), and a committee member on four graduate theses. She also chaired an undergraduate Honor's Thesis (2018-2019). Additionally, she graded comprehensive exams (2015-present), served as independent study faculty advisor for a student in 2019, served on the Curriculum Committee (2019-2020), served as a member on the Search Committee (2018-2019), served as a member on the Faculty Expectations Ad Hoc Committee (2017) and served as a member on two additional Search Committees (2015-2017).

Dr. Crittenden served as a reviewer on journals such as *European Journal on Criminal Policy and Research*, the *International Journal of Offender Therapy and Comparative Criminology*, the

International Journal of English and Literature, SAGE Open, the Journal of Interpersonal Violence, Feminist Criminology, the Journal of Offender Rehabilitation, and Criminal Justice and Behavior.

She received a grant in 2019 from the Tennessee Department of Human Services for \$50,000 as a co-investigator to do a needs assessment on the topic of drug abuse and recovery in rural Tennessee communities. She has received six internal grants in the past five years to travel and present at conferences. She was named a U.C. Foundation Assistant Professor beginning in 2015.

Rick Dierenfeldt (hired 2018): Dr. Dierenfeldt, with co-authors, had seven peer-reviewed articles accepted and/or published in the following journals: Deviant Behavior, the International Journal of Adolescence and Youth, the Journal of Interpersonal Violence, the American Journal of Criminal Justice, and Crime and Delinquency. He currently has ten articles in progress and he has completed two technical reports.

He was awarded a grant with the Tennessee Department of Human Services for \$50,000 to complete a needs assessment on the topic of drug abuse and recovery in rural communities and received two other grants at his prior institution travel and research.

He has presented eight conference papers in the past five years at the American Society of Criminology and the Academy of Criminal Justice Sciences. He has also supervised student poster presentations.

He was awarded the Hayfield Award – Faculty Member of the Year (2016-2017) (2017-2018), he received the Hayfield Award – Undergraduate Research Excellence (2016-2017), and he received the Outstanding Recent Alumnus Award from the University of Central Missouri (2016).

His service to the discipline includes peer reviewer for the Journal of Interpersonal Violence (2018-present), Deviant Behavior (2018-present), Police Quarterly (2018-present), Journal of Criminal Justice (2017-present), American Journal of Criminal Justice (2016-present), and the Criminal Justice Policy Review (2015-present). His service to the department includes: search committee member for two searches (2019, 2018), writing and collecting assessment data for CRMJ 3110 (2019), serving as a grader for comprehensive exams (2019), and managing a Facebook page for the department (2018-present). His service to the University includes being a faculty advisor for the baseball team and chairing the Social Sciences Committee at his prior institution. In the community, Dr. Dierenfeldt founded and coordinated a Students for Justice Club 5k run at his prior institution.

Tammy Garland (hired 2005): Dr. Garland, with co-authors, had six refereed articles published and one forthcoming in the following journals: Journal of Academic Ethics (2019), Educational Policy (2018), Feminist Criminology (two in 2018, one in 2017, one in 2016), and the Journal of Aggression, Maltreatment, & Trauma (2017). She has one journal article currently under review. She has published one book and one book chapter in 2018 and has two book chapters forthcoming. Dr. Garland has published four encyclopedia articles in the past five years and she

has written a technical report in 2019 on Drug Abuse and Recovery in Rural Tennessee Communities. She currently has six works in progress.

She served as a co-investigator and was funded \$50,000 in a grant from the Department of Human Services concerning drug abuse and recovery in rural Tennessee communities (2019).

She has participated in sixteen conference presentations, panels, and/or poster sessions at the Academy of Criminal Justice Sciences (2015, 2016, 2017, 2018, 2019), the Southern Criminal Justice Association (2016, 2017, 2018), and the American Society of Criminology (2015). She has participated in fourteen university presentations, panels, and/or poster sessions (2015, 2016, 2017, 2018, 2019).

She has served on the following departmental committees during the past five years: Chair of Visiting Criminal Justice Assistant Professor Search (2019-2020), Chair of the Criminal Justice Assistant Professor Search Committee (two positions)(2019-2020), Retention, Tenure and Promotion Chair (2018-2020), the SCJS Curriculum Committee (2018-2019), Chair of the Sociology Assistant Professor Search (2018-2019), Comprehensive Exam grader (2018-2019), the Master's in Criminal Justice Appeals Committee (2018-2019), a junior faculty mentor (2017-2019), a member of the Sociology/Criminal Justice Assistant Professor Search (2017), Bylaws Committee (2016-2020), the Chair of the Criminal Justice Lecturer Search Committee (2016), member of the Criminal Justice Assistant Professor Search Committee (2016) and the OED faculty mentor (2015). Her service to the College/University is as follows: FARC Committee Member (2019-2020), College of Arts and Sciences Post-Tenure Review committee member (2019-2020), Rank, Tenure and Promotion External Member (2018-2019), Grade Appeals (2018-2019), UTC Institutional Review Board (2012-2019), Graduate Council- Best Practices Committee (2017-2018), Graduate Council- ad hoc Disciplinary Committee (2016-2018), Graduate Council- Graduate Appeal Committee (2016-2018), UTC SACSCOC Distance Learning Subcommittee (2016), CAS Strategic Planning Committee (2015), Faculty Grants Committee (2015-2017), Graduate Council, Chair and Graduate Appeals Committee, Chair (2015), CAS College Council Committee, (2015-2016- Chair) (2014-2018), Institutional Assessment and Effectiveness Committee (2015), and the Walker Center for Teaching and Learning Advisory Board (2015-2016). Dr. Garland has extensive community service including: My Own Two Feet and Wheels Volunteer (2019), CREATE Volunteer (2017-2019), St. Peter's Episcopal Sunday school teacher (2018-2019), Moccasin Bend Mental Health Institute Board of Trustees (2016-2019), YMCA Board member (chair-2017, past chair 2018, and vice-chair 2016), Project Homeless Connect Planning Committee and Volunteer (2009-2018), and Chattanooga Community Housing Development Organization Board Member (2008-2019; secretary 2015-2018; vice chair 2018). Her service to the discipline includes: Past Chair for the ACJS Victimology Section (2019), Chair for the ACJS Victimology Section (2017-2019), Committee member for ACJS, Bruce Smith Sr. Award (2016-2017), Committee member for the ACJS, Donel McNamara Award (2015-2016), Awards Committee, Victimology, ACJS (2014-2017) and the Teaching Committee, Victimology, ACJS (2014-2015).

She served as an external program reviewer for five Universities (2015, 2018, three in 2019). She served as a journal manuscript reviewer for twenty journals including: Crime and

Delinquency; Crime, Media & Culture; Criminal Justice & Behavior; Feminist Criminology; Feminist Media Studies; International Journal of Drug Policy; Journal of Criminal Justice; Journal of Criminal Justice and Law Review; Journal of Crime and Popular Culture; Journal of Drug Issues; Journal of Interpersonal Violence; Journal of Juvenile Justice; Violence and Gender; Violence and Victims; and Violence against Women. She has chaired two theses in the past year.

She has received the following awards: Harold Love Outstanding Community Service Award (2019), UTAA Public Service Award (2018), Dr. Carolyn Thompson and Roger Brown Community Engagement Award (2018), and the Outstanding Service Award, College of Arts and Sciences (2018).

Gale Iles (hired 2006) During the prior five years, Dr. Iles has published two refereed articles (2018, 2019) and a technical report (2018). She has two manuscripts currently under review and three manuscripts in progress. She also serves as Co-Investigator to one external grant (2019 - Enhancing Law Enforcement Response to Victims, Department of Justice - International Association of Chiefs of Police -\$33,000). In 2017 she completed the P.O.S.T. certified training on NamUs (National Missing and Unidentified Persons System).

She has attended and presented at the Crime and Justice Summer Research Institute on Broadening Perspective and Participation in Newark, NJ (2019), presented on General and Specific Attitudes Regarding the Police in Kansas, MO (2017), and presented on Country of Citizenship Variation in Sentencing at the Academy of Criminal Justice Sciences Annual Conference (2016). She served as a discussant at the New Directions in Critical Criminology conference (2016) and as a panel discussant on informing students of their rights at the Ninth Annual NAACP Criminal Justice Seminar (2016).

During the past five years, her service to the discipline includes serving on the editorial board for the International Journal of Criminology and Sociology (2017-2018) and serving as a journal manuscript reviewer for three journals including: American Journal of Criminal Justice (2017); Criminal Justice Policy Review (2016); and International Journal of Criminology and Sociology (2017, 2018). Her service to the department includes serving as Graduate Coordinator for the Criminal Justice Program (2018-present) and as a faculty representative for the athletic (football) recruitment program. In addition, she served as a chair for a search committee (2016); as a chair for a thesis committee and as a reader on another thesis committee. University-wide, she sits on the graduate council and serves on the grade appeals committee. She also currently serves as a member of the UTC Police Department Hiring Committee and as the faculty advisor for UTC Bigs (student organization affiliated with the Big Brother Big Sister national organization). As a volunteer, she worked with the University's GEAR UP program to help local high school students complete the college application process (2017). She served on the Student Rating of Faculty Instruction Committee (2017-2018), and the Faculty Senate and Faculty Handbook Committee (2015-2017). In the community, she serves as an evaluator for the Hamilton County Veterans Treatment Court Planning Initiative (2019-present), on the Board of Directors for Big Brothers and Big Sisters of Greater Chattanooga (2016-present), Salvation Army Community Relation Board (2010-present) and the Hamilton County Coalition (2007-present).

Sara Knox (hired 2008): Professor Knox was a guest speaker on the topic of Reliability of Eyewitness Testimony at Southern Adventist University (2016) and presented on Ethics and the Fire Investigator at the Tennessee chapter of the International Association of Arson Investigators Annual Conference in Pigeon Forge, TN (2019).

Professor Knox served as the internship coordinator for the criminal justice majors (2018-2019), served as a member of the SCJS search committee for a lecturer position (2019), served as a member of the Education Committee for the TN Chapter of the IAI (2019-present), served as a member of the UTC Police Department Hiring Committee (2019), and served as a member of the SCJS Department Head Search Committee (2019-2020). Her community service includes: Volunteer with the Homeless Connect Project, Totes for Tots Drive, Food Bank drive, sponsors the annual Criminal Justice Club Career Day, co-facilitates a young adult's class for her church, and sponsors and child for the Salvation Army's Angel Tree with the Criminal Justice Club.

She received a Certificate of Achievement from the TN chapter of the IAI (2019- 32 hours tested), Certificate of Achievement from the TN chapter of the IAIA (2018- 21.5 hours tested), Certificate of Achievement from the TN chapter of the IAI Expert Witness Courtroom Testimony (2018- 40 hours tested), training for the Practical Application of the Relationship between NFPA 1033 and NFPA 921 (two hours tested), training for the Scientific Methods for Fire and Explosives Investigation (2018- three hours tested), training NFPA 1033 and your Career (2018- two hours tested), training on Ethics and the Fire Investigator (2018- 3 hours tested), training on Documenting the Event (2018- four hours tested), and a Certificate of Achievement from the TN chapter of the IAI (2019-28 hours tested).

Ahmet Kule (hired 2016): In the past five years, Dr. Kule published three articles in the refereed journals of Journal of Ethnicity in Criminal Justice (2019), Journal of Comparative and Applied Criminal Justice (2019), and The Global: A Journal of Policy and Strategy (2015). He also published one book, Unmanned Aerial Systems: Past, Present and Future (2015). Additionally, he has three manuscripts under review, and two scholarly works in progress.

Dr. Kule presented several papers at the annual meetings of the American Society of Criminology (2019, and 2018), and the Academy of Criminal Justice Sciences (2019, 2018, and 2017).

He also received a Faculty Grant, and a Merit Increase Award in 2018.

Over the past five years, his service to the University & College includes serving on the Faculty Senate (2018, 2019), on the UTC National Center for Academic Excellence for Cyber Defense (CAE-CD) Advisory Board (2018, 2019), the UTC Law Enforcement Selection Board (2016-2019), and Statewide Dual Credit Exam Validation Teams (2018). Dr. Kule's service to the department includes serving on three faculty search committees, serving on comprehensive exam committees, and serving on a thesis committee. For service to the discipline, Dr. Kule served as the panel chair at the annual meeting of American Society of Criminology (2018). He served his community by volunteering for Project Homeless Connect in 2016 and 2018.

Karen McGuffee (hired 2000- moved into CJ in fall 2019) Professor McGuffee has published one peer-reviewed journal article in the International Journal of Offender Therapy and Comparative Criminology, and one encyclopedia article on juvenile court in the Wiley Encyclopedia of Crime and Punishment in the prior five years.

She has served as a reviewer for the Introduction to Law book by Hames & Ekern (2019), and Family Law and Practice book by Luppino and Miller (2015).

She currently has one publication submitted for review and one in progress and she has served on four thesis committees.

Presently, she serves as associate department head for Social, Cultural and Justice Studies and her duties include: preparing the course schedule for all classes in the five programs, completing Campus Labs assessments for all programs, organizing the program reviews for the department, assist the department head in conducting meetings and addressing issues in the department. She has also been the Legal Assistant Studies coordinator for the past several years before its discontinuation and has collected all the data for American Bar Association approval, hired all adjuncts for the program, conducted internal and external employer surveys, conducted advisory board meetings, advised all majors, prepared all faculty and program meetings, prepared the schedule for LAS, and placed students in internships and jobs.

For service to the program, she has advised criminal justice majors, attended numerous recruitment sessions, and attended orientation sessions. Professor McGuffee has served on the following committees the past five years: Faculty Rating of Administration (2018, 2019, 2020), served on the Bylaws Committee for Social, Cultural, and Justice Studies as chair (2017, 2018, 2019, 2020), served on Departmental Search Committees (2019-2020), (2017-2018- chair), (2016-2017), served on the Student Rating of Faculty Administration Committee (2016-2017), served on the Admissions Committee (2015-2016), served on the Curriculum Committee (2017-2019). For community involvement, she has served on the Advisory Board for the Chattanooga State paralegal program (2015-present), served as a guest speaker at Chattanooga State (2015-2016), and was a speaker for the Tennessee Victims' Academy (2015, 2016, 2017, 2019).

Prof. McGuffee received the Outstanding Advising Award for the University (2016) and received the Outstanding Advising Award for the College of Arts and Sciences (2016).

Candace Murphy (Lecturer, hired 2019): Candace Murphy has one book chapter in progress and one manuscript in progress.

She presented at Research Dialogues at UTC on “Black and Blue: Depictions of Law Enforcement in Gotham City” (2019).

She has received the following awards: Graduate Assistant Award (2018), the C.G. ‘Doc’ Schettler Scholarship (2018-2019), the Judge Bailey Scholarship (2017-2018), the Julius Ochs Adler Scholarship (2016-2017) and the TN TSAA Award (2015).

Christina Policastro (hired 2015): Dr. Policastro has published thirteen peer-reviewed journal articles in the past five years in the following journals: (Journal of Aggression, Maltreatment,

and Trauma (two articles in 2017), Women and Criminal Justice (2015), Violence and Gender (2016), Feminist Criminology (2018), Journal of Interpersonal Violence (2016, two in 2017), American Journal of Criminal Justice (2015), the Journal of Crime and Justice (2015), the Journal of Quantitative Criminology (2016), Criminal Justice Review (2016), and the International Journal of Offender Therapy and Comparative Criminology (2018). She published one book entitled, “Deviance Among Physicians: Fraud, Violence, and the Power to Prescribe” in 2019. She completed five book chapters, encyclopedia entries and bibliographies in the prior five years. Dr. Policastro completed a technical report on drug abuse and recovery in rural Tennessee communities. Presently, she has four works in progress and/or under review.

She has fourteen professional presentations during this time period at the following conferences: Southern Criminal Justice Association (2019, 2018, 2016), the Academy of Criminal Justice Sciences (two in 2019, 2017, 2016, three in 2015 Research Dialogues at the University of Tennessee at Chattanooga (2017), and the American Society of Criminology (2016, two in 2015). Dr. Policastro has also presented a webinar on elder abuse.

She has received three grants: one for a needs assessment concerning drug abuse and recovery in rural communities in TN (2019) and the others as principal investigator for the Tommy Burks Victim Assistant Academy (2018, 2019). She has also received four financial awards for travel during this time.

She received the following awards: Outstanding Research and Creative Achievement Award for the College of Arts and Sciences (2019), the UC Foundation Professorship (2017-2022), Promising Young Scholar of the Year by the College of Arts and Sciences at UTC (2017), and the New Scholar Award by the Academy of Criminal Justice Sciences, Division of Victimology (2017).

Her service to the discipline includes: Chair of the Victimology Section of the Academy of Criminal Justice Sciences (2019-present), member of the Donal MacNamara Award Committee for the Academy of Criminal Justice Sciences (2019), Director at Large for the Southern Criminal Justice Association (2016-2019), member of the Southern Criminal Justice Association Outstanding Professional Award Committee (2016), and Panel chair for the American Society of Criminology meeting (2015). She has served as a manuscript reviewer for the International Journal of Offender Therapy and Comparative Criminology (2019), Journal of Interpersonal Violence (2015-2018), Criminal Justice Review (2015-2019), Aging and Mental Health (2015), Asian Journal of Criminology (2015), Journal of Family Violence (2019), and Youth and Society (2019). Her service to the University includes: a member of the Institutional Review Board (2016-present), member of the Walker Center for Teaching and Learning Advisory Board (2016-present), panelist for the Provost Student Research Awards competition (2016), member of Walk-a-Mile in her Shoes Planning Committee (2015), member of Student Conduct Board (2015), and a member of the Undergraduate Research Council at Georgia Southern University (2015). Service to the College and the Department includes: a member of the College Curriculum Committee (2015-2017), member of the CJ Assistant Professor Search (2019), departmental representative for a recruiting event (2019), member of the Curriculum Committee (2018-2019), member of the By-Laws Committee (2018-2019), representative at the Majors Fair

(2017), member of the Criminal Justice Graduate Committee (2017-present), comprehensive examination grader (2019, 2017, 2016, 2015), member of Lecturer in Criminal Justice Search Committee (2016), and a member of the (Transitional Executive Committee for CJ (2015). Dr. Policastro has served as a chair on four theses committees and served as a member on six of these committees. For service to the community, she volunteers at her church youth program and serves as a volunteer for Project Homeless Connect.

Faculty Development

New faculty members are assigned a mentor when coming to UTC. Additionally, there is a culture in the department that encourages untenured and new faculty to seek the guidance of senior and tenured faculty to assist with faculty development and to help with adjustment to the University.

All new, full-time faculty members attend an extensive, university-wide orientation in August. Adjunct faculty members are asked to attend a university-wide orientation annually as well. All new adjuncts are provided with an adjunct handbook that outlines expectations. They also are provided with copies of syllabi for the course(s) they are teaching.

Internal Support

Dr. Crittenden received CAS travel funding awards of \$500 to present at the annual meeting of the American Society of Criminology in 2015, a travel award of \$500 to attend the annual meeting of the American Society of Criminology in 2016, and a grant of \$1,000 from the CAS Faculty Achievement Award for \$1,000.00 in 2019. She received a travel award from the Office of Diversity Access and Diversity Professional Development to a meeting of the Academy of Criminal Justice Science for \$1,103.70 in 2016. She also received the UTC Library's Affordable Course Materials Initiative grant for \$500 in 2018. Dr. Kule received a faculty grant supporting travel to the annual meeting of the American Society of Criminology for \$495.62 in 2018. Dr. Policastro received CAS Faculty Travel Funding Awards in 2016 and 2015 (\$500 each) to attend the annual meeting of the American Society of Criminology, the Access and Diversity Professional Development Funding award (\$1,096.70) to attend the annual meeting of the Academy of Criminal Justice Sciences in 2016. She also received a Faculty Summer Fellowship (\$2,500) to support the project "Perceptions of male rape victims: Examining rape myth acceptance and victim blaming attitudes among a sample of college students" in 2016.

External Support

Dr. Dierenfeldt, along with Drs. Garland, Crittenden, and Policastro received a \$50,000 grant from the Tennessee Department of Human Services to complete a needs assessment on drug abuse and recovery in rural communities in TN.

Dr. Iles received a \$33,000 grant from the Department of Justice to study "Enhancing Law Enforcement Response to Victims" in 2019.

Dr. Policastro received grants in 2018 (\$37,725) and 2019 (\$39,440) as principle investigator and organizer of the Tommy Burks Victim Assistance Academy, sponsored by the Tennessee Coalition to End Domestic Violence and Sexual Violence.

Faculty development opportunities also are supported through departmental funding. University budgets have provided inadequate support for faculty travel historically. As such, the department has funded additional travel to conferences by using indirect funds.

4.6 The faculty is actively engaged in planning, evaluation, and improvement processes that measure and advance student success.

All full-time faculty members are actively engaged in planning, evaluating, and improving teaching and the curriculum and play an integral part in the program assessment process. Individual professors plan and teach courses with program outcomes in mind, administering exams and formal written and oral assignments to ensure that students are achieving course and program outcomes. This data is collected each semester and reported to the Associate Head, Karen McGuffee, who then submits the information in the university's assessment tool (Campus Labs). Program faculty routinely meet to discuss the strengths and weaknesses of the program, as well as to discuss curricular changes. When a major or minor curriculum proposal is necessary, a faculty member creates a proposal, the entire Department of Social, Cultural, and Justice Studies votes on the proposal, and the department head approves of it. The proposal is then vetted by the College of Arts and Sciences Curriculum and University Curriculum Committees.

Student teaching evaluations are completed on-line for each class every semester, excluding independent studies. Students are encouraged to complete these evaluations because the information gleaned is used for EDO purposes by administration to improve teaching and by professors to make positive changes to their classes. Criminal Justice faculty have consistently received excellent teaching evaluations throughout the years. Criminal Justice faculty also exceed the average scores received by faculty at the College of Arts and Sciences and UTC levels. A thorough analysis of teaching evaluations for all faculty in criminal justice, the college, and campus is provided in Appendix 3a.

UTC also sends out student/alumni surveys (National Student Survey Evaluations) addressing curriculum, faculty involvement, cultural experience, and the students' total satisfaction with UTC. The Criminal Justice Program receives positive scores in all areas. The results are examined to see what changes need to be made to the curriculum or departmental practice and, if need be, changes are made. The previous five-year results are attached as Appendix 4i.

Overall Faculty Quality

The Criminal Justice Program has outstanding faculty at all levels. The faculty are excellent teachers, researchers, and community leaders. Faculty routinely receive exceptional merit on EDOs and have received awards and recognition at the departmental, college, and university levels in the previous five years in all three areas. The program needs additional faculty to continue the outstanding work of the department since it lost three full-time tenured faculty members this past year. Hopefully, the addition of faculty next year will alleviate some of the

strain placed on current faculty, but more faculty is necessary to grow the on-line Criminal Justice Program and the graduate program. The program also is fortunate to have a talented pool of dedicated adjunct faculty who are dedicated to the mission of UTC and the department. As is evidenced by the student evaluations and alumni surveys, the faculty in the Criminal Justice Program are exceptional.

PART 5: LEARNING RESOURCES

5.1 The program regularly evaluates its equipment and facilities, encouraging necessary improvements within the context of overall institutional resources.

The Criminal Justice department is located on the 4th floor of the State Office Building (540 McCallie Avenue). All faculty have offices in this space and there is also cubicle space equipped with 6 desktops for graduate student use. Graduate students also use this space to meet with undergraduate students during office hours as several graduate assistants also teach courses or assist faculty with classes. The program relocated to this space from the building located at 801 McCallie Avenue in the summer of 2018. This is a renovated space and the department used gift fund money to purchase all new office furniture for faculty after the relocation. Prior to the purchase of new furniture, faculty were using extremely old office furniture that was often in disrepair (e.g., drawer handles falling off, locking cabinets that failed to secure, etc.). The new space is also equipped with a large conference room space with projector/computer podium and smart TV system, a kitchen equipped with sink and refrigerator, a break room, and a copy room. The departmental administrative assistant also has her own dedicated space with waiting area.

Faculty computers are refreshed via the institution's computer refresh program on a set cycle. Several faculty members had their computers replaced based on the refresh schedule in the fall of 2019 (i.e., Karen McGuffee, Christina Policastro, Courtney Crittenden, Andy Browne). All faculty/staff offices are equipped with desktops (either Mac or Dell personal computers). The building is a vast improvement over the last space. There are classrooms in the State Office Building that may be requested for courses that may require a computer lab; however, there is not a dedicated Criminal Justice Department computer lab space for undergraduate use.

The University regularly upgrades and maintains classroom space and computer labs. There are staff members, who clean, and those who maintain physical spaces, as well as those who deal with classroom and computer issues. When there is a problem, the faculty member or administrative assistant calls Facilities or the Computer Help Desk, who send over personnel to fix the problem.

5.2 The program has access to learning and information resources that are appropriate to support teaching and learning.

All faculty and students have access to the Walker Center for Teaching and Learning (WCTL), as well as the university library. The WCTL regularly holds workshops for faculty and staff related to a variety of teaching topics (see website here: <https://www.utc.edu/walker-center-teaching-learning/index.php>). The WCTL is a valuable resource to assist faculty in course development and design, integration of technology in the classroom, and assessment. One area that the WCTL is heavily involved in is the implementation of Quality Matters (QM) standards in courses across the university. For instance, in the summer of 2019, they worked with a cohort of faculty and helped them design a QM certified course with a \$1,500 incentive for those who successfully completed the certification. One faculty member, Courtney Crittenden, was a part of this cohort and her CRMJ 2950: Violence Against Women course is now a QM certified on-line course. Dr. Crittenden is also working with WCTL currently to redesign her CRMJ 5030: Criminology course to a QM certified hybrid course, for which a stipend of \$2,000 is provided for the successful completion of the redesign and certification.

Students also have access to the Writing and Communication Center on campus (see: <https://www.utc.edu/library/services/writing-and-communication-center/about.php>). This resource provides assistance both in-person and electronically to students. The center focuses on helping students improve their writing abilities and will work with faculty to tailor their services based on the particular writing assignments required for a course.

The university library was recently relocated to a new building (Spring 2015) and houses a plethora of resources for students and faculty. Importantly, students have access to the university writing center and librarian instruction services to help improve their writing/research skills (see: <https://www.utc.edu/library/help/>). Students and faculty may access individual and small group study rooms that are stocked with state-of-the-art equipment depending on the needs of the individual/groups. The UTC Library Studio is located on the 3rd floor of the library and has a host of resources for students/faculty who are interested in using innovative equipment and software to create a range of media (e.g., produce movies, prototype inventions, 3D print, etc.). There are 24 workstations on the 3rd floor and staff present to assist in the use/navigation of the software/technology. Faculty can also work with the Affordable Course Material Initiative (ACMI) program through the library. This program assists faculty in choosing low or no cost materials for their courses to assist with affordability for the students. Dr. Courtney Crittenden completed the ACMI program in Spring 2019 for the required CRMJ 3310: Race, Class, Gender, and Crime. Her syllabus including the new course materials, that result in no additional costs for students, is included in Appendix 1b.

Here is a link to the university's library webpage: <https://www.utc.edu/library/>

Faculty in the department are also actively involved in grant projects funded by external entities.

The Tommy Burks Victim Assistance Academy is hosted each summer at UTC in partnership with the Tennessee Coalition to End Domestic and Sexual Violence. Dr. Policastro took over the

role as principal investigator on the Academy in the Summer of 2018. Last year, a total of \$39,440 was funded by the Coalition for the Academy.

Drs. Dierenfeldt, Garland, Crittenden, and Policastro received a grant for \$50,000 from the South East Tennessee Human Resource Agency to collect data on drug use and recovery in rural jails in Tennessee.

Drs. Bumphus and Iles administered a grant focused on improving law enforcement's response to victims with Chattanooga Police Department as one of the national research sites. This project was funded through the Department of Justice in the amount of \$33,000 over four years.

PART 6: SUPPORT

6.1 The program's operating budget is consistent with the needs of the program.

Overall, the operating budgets at UTC are insufficient to sustain the level of research, teaching, and service the department completes. There has been very little fluctuation in the budget since Criminal Justice merged with Sociology, Anthropology, and Geography, other than salaries due to new hires, promotion, and tenure. However, there is an on-line funds account from the criminal justice on-line completion program. This money is used to support additional graduate assistants who assist professors teaching on-line classes. It is also used to support salaries for on-line classes taught by full-time and adjunct faculty members. Criminal Justice is also fortunate to have a gift fund. This fund recently enabled the program to furnish a conference room with tables, chairs, and new equipment. The faculty also purchased new furniture for their offices with these funds, and the program has started a scholarship for students with these funds in honor of Dr. Vic Bumphus, a criminal justice professor who recently passed away. Finally, the department has an account (Facilities & Administrative Costs) for other needed items in criminal justice. The budget is attached as Appendix 6a. Separate from the budget, there are additional ways for faculty to secure funding for research, travel, and teaching. The Walker Center for Teaching and Learning provides funding for course redesign for on-line instruction. The Collaborative Research Initiative for Sponsored Programs provides funding for collaborative research. The Experiential Learning Faculty Fellows grant helps faculty with funding to create experiential learning classes. The High-Impact Practices Development Grants provide funds for the development of active learning in classes. The Ruth Holmberg Grant for Faculty Excellence supports time, through course releases and money, for research and special projects. The UTC Engaged Grants Competition: Arts-Innovation – Activation supports engaged research. Finally, various faculty grants sponsored by the College of Arts and Sciences provide funding for faculty for research and teaching.

6.2 The program has a history of enrollment and/or graduation rates sufficient to sustain high quality and cost-effectiveness.

Enrollment

Over the last five years, fall enrollment numbers for the Criminal Justice Program have ranged from a low of 335 to a high of 365 at the beginning of the fall semester. The numbers have been generally steady, with a slight trend toward higher enrollment in the most recent years. See Appendix 6b for enrollment data.

Retention

Over the last five years, fall-to-fall retention rates have increased except for 2017, when the retention rate declined. Rates have ranged from a low of 55.5% to a high of 61%. It is important to consider that although the retention rate declined in 2017, the percentage of enrolled students who graduated that same year increased. See Appendix 6c for retention data.

Graduation

Over the last five years, the number of degrees awarded in the Criminal Justice Program remained steady, with a trend starting toward a higher number. The number of degrees awarded ranged from a low of 81 to a high of 104. In the 2017-2018 school year the number of degrees awarded increased substantially. The program added a professional academic advisor in 2015, implementing a new advising model. The 2017-2018 cohort was the first cohort that experienced the new advising model. Four-year graduation rates for the program have increased from an average of 28.75% to a high of 41.6%. See appendix 6d for graduation data.

The data for enrollment, retention, graduation, and placement are collected by the Office of Planning, Evaluation, and Institutional Research. The Alumni Office also keeps records relevant to placement. Overall, the Criminal Justice Program has been a high-quality degree based on the dedication and hard work of the faculty, and it has been very cost-effective for UTC based on the number of majors versus the number of full-time faculty over the past several years. Also, the on-line program has been beneficial for UTC since it allows students who are unable to attend face-to-face classes to complete their criminal justice degree.

6.3 The program is responsive to local, state, regional, and national needs.

The Criminal Justice Program has responded to local, state, regional, and national needs in several ways. The program is routinely examining and changing current course offerings to reflect the needs of the local and national job markets. The program also creates and revises classes based on student interest and current issues. This past year, the Criminal Justice Program added CRMJ 1700- Criminal Law to the required class curriculum based on the essential concepts learned in the class. The program also acquired CRMJ 4050- Constitutional Law, CRMJ 2450- Family Law, and CRMJ 3600- Law of Evidence from the Legal Assistant Studies program when it was deactivated to allow criminal justice students who are interested in law-related classes to take these as electives. CRMJ 3180-Gender, Crime and Criminal Justice was renamed Women in Criminal Justice to better reflect the course coverings, CRMJ 4850- Capstone: Community Engagement Seminar was changed to CRMJ 4850- Capstone: Critical Issues in Criminal Justice to allow for discussions and study of current criminal justice issues in society; and CRMJ 4200- Family Violence and Criminal Justice and CRMJ 4500- Criminal

Justice Administration were added to cover specialized areas. Each semester, the program offers special topics classes to provide a variety of issues unique to criminal justice majors. The program also offers a variety of internship opportunities to allow students to get “real world” experience. The feedback from the internship employers also provides the program with ideas and suggestions for improvement. The on-line program’s expanded course offerings help those locally and nationally by allowing more flexibility in degree completion.

APPENDIX 1A: CJLO 5

Direct Assessment of CRMJ 3310

Evaluative Report

Spring 2019

Prepared by: Rick Dierenfeldt, PhD

Department of Social, Cultural, and Justice Studies

University of Tennessee at Chattanooga

Planned Learning Outcome

“Critically think about issues of age, race/ethnicity, social class, gender, sexual orientation and other global issues and integrate how these function at both the macro and micro level in the criminal justice system.”

Student Learning Concerns

Throughout their experiences in the Criminal Justice Bachelors of Science Program, students should demonstrate increased recognition and understanding of issues related to age, race/ethnicity, social class, gender, sexual orientation and other global issues; how these concepts integrate and function at both the macro and micro level; and their relevance to criminological theory and the criminal justice system. Introduction to the importance of these issues should begin in 1000-level coursework and students are expected to exhibit mastery level knowledge by the completion of 4000-level coursework. Although student knowledge of these subjects, concepts, and issues is ascertained through completion of written assignments, exams, and other course materials, a pre-/post-test was administered in the Spring 2019 sections of CRMJ 3310 to determine: 1) the degree to which student knowledge of critical content areas develops through program progression and 2) the extent to which instruction in CRMJ 3310 corresponds with increased recognition and understanding of critical content issues as they relate to race/ethnicity, social class, gender, sexual orientation and other global issues.

Assessment Measure Description

The direct assessment method to deployed was a pre-/post-test consisting of multiple-choice questions (see Appendix A). This exam was administered to all students enrolled in all Spring 2019 sections (face-to-face and online) of CRMJ 3310. The pre-test was administered in the first week of each section, while the post-test was administered within the final two weeks of each section. The test measured student knowledge as it relates to several foundational, mainstream criminological concepts and associated theories (macro and micro) pertaining to the subjects of race/ethnicity, social class, gender, sexual orientation, and other global issues, as well as how they function within the criminal justice system.

Implementation Plan

This assessment tool was designed by Assistant Professor Rick Dierenfeldt and reviewed by Professor and SCJS Associate Department Head Karen McGuffee. As noted above, the pre- and post-test was administered to all students enrolled in the Spring 2019 sections of CRMJ 3310. The assessment tool, which consisted of 30 multiple choice questions, was administered during class time and scored within 14 days of completion. Each item was worth 3.33 points for a total of 100 points. Participation was compulsory, as the assessment was considered part of the course requirements. As a means of securing student cooperation, the purpose of the pre- and post-test was explained to all students and credit totaling 20 points (10 points for each test) was provided as part of the overall course point total, regardless of the score received.

Performance Criterion

The performance criterion, or target level, established for the post-test was an average of 70%. This target reflects the goal of the program to build cumulative knowledge regarding

critical issues throughout the program curriculum. The target of 70% is, therefore, reasonable in relation to the 3000-level status of the course.

Evaluation and Action Plan

Assistant Professor Rick Dierenfeldt reviewed results within 14 working days of the pre-test and post-test, allowing for identification of common strengths and weaknesses related to one or more of the subjects tested. The overall average score was treated as the primary dependent variable in analyses described below. Secondary dependent measures were developed through creation of scales consisting of grouped questions of common concepts (e.g., race/ethnicity). Data related to student race/ethnicity, sex, academic major, semester standing, and section (face-to-face or online) were also collected from the detailed course records maintained by UTC and treated as independent variables. These measures were analyzed through a variety of statistical techniques, including t-tests for paired samples, bivariate correlation analysis, and ordinary least squares regression.

Results

Descriptive Statistics

As displayed in Table 1, a total of 113 students completed the CRMJ 3310 pre-test. Approximately 27% of the students who took the pre-test were enrolled in the online section, versus 73% who were enrolled in the face-to-face section of the course. The average student maintained junior semester standing. 30% of the overall sample was male, while 82% were white and 88% were declared Criminal Justice majors. Average scores on each of the pre-test outcome measures tended to be failing or near-failing. The average score on the class and crime question grouping was 51.43% with a range of 11.11% to 88.89%. The average score on the race and crime question grouping was 56.86% with a range of 12.5% to 100%. The average score on the

gender and crime question grouping was 64.60% with a range of 25% to 100%. The average score on the sexual orientation and crime grouping was 60.71% with a range of 0% to 100%. Finally, the average overall pre-test score was 57.94%, with a low score of 23.33% and a high score of 83.33%.

Table 1. Descriptive Statistics for All Pre-Test Measures (n = 113)

	M	SD	Min	Max
Online	26.55	.44	0	1
Semester Standing	3.20	.68	2	4
Sex (male/female)	.30	.46	0	1
Race (white/ Non-white)	.82	.38	0	1
CJ Major (yes/no)	.88	.33	0	1
Pre-Class %	51.43	16.61	11.11	88.89
Pre-Race %	56.86	15.31	12.50	100.00
Pre-Gender %	64.60	16.61	25.00	100.00
Pre-Sexual Orientation %	60.71	16.68	0	100.00
Pre-Test Total %	57.94	10.28	23.33	83.33

Descriptive statistics for the post-test sample are displayed in Table 2 (n = 110).

Although demographic characteristics remained consistent, there was a considerable increase in the average score for each of the outcome measures between the pre- and post-test. Importantly, the average score for each outcome measure exceeded the target threshold of 70%. The average score on the class and crime question grouping increased to 73.13% with a range of 11.11% to 88.89%. The average score on the race and crime question grouping increased to 84.20% with a range of 25.0% to 100%. The average score on the gender and crime question grouping increased to 71.48% with a range of 12.50% to 100%. The average score on the sexual orientation and crime grouping increased to 73.27% with a range of 20.00% to 100%. Finally, the average overall pre-test score increased to 75.67%, with a low score of 26.67% and a high score of 100%.

Table 2. Descriptive Statistics for All Post-Test Measures (n = 110)

	M	SD	Min	Max
Online	25.45	.44	0	1
Semester Standing	3.19	.68	2	4
Sex (male/female)	.31	.46	0	1
Race (white/ Non-white)	.83	.38	0	1
CJ Major (yes/no)	.87	.33	0	1
Post-Class %	73.13	18.58	11.11	100.00
Post-Race %	84.20	17.24	25.00	100.00
Post-Gender %	71.48	19.32	12.50	100.00
Post-Sexual Orientation %	73.27	23.86	20.00	100.00
Post-Test Total %	75.67	14.69	26.67	100.00

T-Tests for Equality of Means

To determine the extent to which differences in outcome measures between the pre- and post-test achieved statistical significance, t-tests for paired samples were utilized (see Table 3). The sample size was reduced to 103 in order to exclude cases in which students did not take both the pre- and post-test. The average score on the question grouping related to class and crime increased by 22.23 percentage points between the pre- and post-test, a difference that achieved statistical significance ($t = -12.763, p \leq .001$). The average score on the question grouping related to race and crime increased by 28.27 percentage points between the pre- and post-test, a difference that also achieved statistical significance ($t = -14.327, p \leq .001$). The average score on the question grouping related to gender and crime increased by 7.76 percentage points between the pre- and post-test, a difference that also achieved statistical significance ($t = -3.301, p \leq .001$). The average score on the question grouping related to sexual orientation and crime increased by 14.17 percentage points between the pre- and post-test, a difference that also achieved statistical significance ($t = -5.426, p \leq .001$). Finally, the average overall score increased by 18.64 percentage points between the pre- and post-test, a difference that also achieved statistical significance ($t = -15.426, p \leq .001$). Overall, these results are promising

insofar as they demonstrate not only statistically significant increases in all competency areas, but also that all target goals were met. The discussion now turns to the examination of individual correlates of scores for each competency area, as well as overall pre- and post-test performance.

Table 3. T-Tests for Equality of Means between Pre- and Post-Test Scores (n = 103)

	Pre-Test Mean	Post-Test Mean	t	Sig.
Class %	51.56	73.79	-12.763	.000
Race %	56.92	85.19	-14.327	.000
Gender %	64.08	71.84	-3.301	.001
Sexual Orientation %	60.39	74.56	-5.426	.000
Overall %	57.80	76.44	-15.549	.000

Bivariate Analysis

Supplemental analyses of pre-test results were performed using Pearson's Correlation Coefficient. As depicted in Table 4, enrollment in the online section of the course shared a moderate, positive and statistically significant relation with semester standing ($r = .291, p < .01$). Semester standing shared a moderate, positive and statistically significant correlation with performance on questions related to class and crime ($r = .214, p < .05$), suggesting that students' knowledge concerning this particular subtopic increases throughout their undergraduate experience—translating to a higher corresponding pre-test score. Interestingly, the influence of semester standing did not manifest in relation to other question groupings or overall pre-test performance. Equally interesting, biological sex shared a negative and statistically significant relation with the grouping of pre-test questions related to gender ($r = -.200, p < .05$), indicating that male students performed more poorly with respect to questions concerning gender and crime than did their female peers. In contrast, the correlation between race and questions concerning sexual orientation and crime was weak, positive, and statistically significant ($r = .187, p < .05$), indicating that white students tended to perform more strongly in this sub-topic in comparison to non-white peers. A potential point of concern was the lack of a statistically significant relation

between major and any of the outcome measures, suggesting that status as a CJ major maintained no impact on pre-test performance. Finally, scores for each sub-topic tended to be strongly and positively correlated with one another, as well as overall performance on the pre-test.

Table 4. Bivariate Correlation Analysis of Pre-Test Measures (n = 113)

	1	2	3	4	5	6	7	8	9
Online									
Semester Standing	.291**								
Sex	-.089	-.026							
Race	.069	-.134	-.100						
CJ Major	-.139	-.164	.071	.037					
Pre-Class %	.002	.214*	-.082	.180	-.148				
Pre-Race %	.124	.047	-.042	.114	.103	.268**			
Pre-Gender %	.075	.021	-.200*	-.011	.109	.005	.283**		
Pre-SO %	.047	.081	-.098	.187*	-.049	.197*	.208*	.212*	
Pre-Test Total %	.095	.154	-.169	.178	.003	.647***	.706***	.603***	.540***

Results of supplemental analyses of post-test results using Pearson's Correlation Coefficient are displayed in Table 5. Of immediate interest was the fact that while the relation between enrollment in the online section and semester standing remained consistent, a negative and statistically significant correlation emerged between taking the online version of the class and performance on the sub-grouping of questions related to race and crime ($r = -.207, p < .05$). This relationship did not manifest for any other outcome measure, offering preliminary evidence of a problem area to be remedied in future iterations of the course. The pre-test relation between semester standing and performance on questions related to class and crime was reduced to statistical non-significance on the post-test. Overall performance on the post-test, however, shared a weakly positive and statistically significant relation with semester standing ($r = .190, p < .05$). The correlation between student sex and performance on gender-crime questions, as well as the relation between student race and performance on sexual orientation-crime questions, were reduced to statistical non-significance. To further probe the nature of these relationships,

ordinary least squares regression (OLS) was used. The discussion now turns to the results of these analyses as they relate to pre-test performance.

Table 5. Bivariate Correlation Analysis of Post-Test Measures (n = 110)

	1	2	3	4	5	6	7	8	9
Online									
Semester Standing	.296**								
Sex	-.120	-.014							
Race	.101	-.084	-.059						
CJ Major	-.153	-.173	.078	.042					
PostClass %	-.016	.183	-.068	.001	-.129				
PostRace %	-.207*	.102	-.029	.140	-.093	.401***			
PostGender %	-.083	.129	.059	.041	.019	.582***	.283**		
PostSO %	.131	.158	-.175	.134	.053	.491***	.398***	.432***	
PostTest Total %	-.065	.190*	-.062	.095	-.057	.842***	.672***	.777***	.732***

Multivariate Analysis

The relationship between semester standing and performance on questions related to class and crime persisted in multivariate analysis. Specifically, each additional year of education was associated with an average increase of 6.17 percentage points on this sub-topic grouping. Similarly, student race shared a positive and statistically significant relation with pre-test performance on questions related to class and crime with white students receiving scores that were, on average, 9.57 percentage points higher on this sub-topic grouping. The relation between student sex and performance on questions related to gender and crime described in bivariate analysis also manifested in multivariate analysis, with male students receiving scores that were, on average, 7.46 percentage points lower than their female peers. On average, white students also tended to perform better on pre-test questions related to sexual orientation, as well as overall pre-test scores. In comparison to their non-white peers, white students received, on average, scores that were 8.5 percentage points higher on questions related to sexual orientation and crime and 4.9 percentage points higher on the overall pre-test. Finally, each one year increase in undergraduate education corresponded with an average increase of 2.6 percentage points on the

overall pre-test. The discussion now turns to application of OLS to post-test results as a means of examining the salience of the relationships that have been described.

Table 6. OLS Regression Analysis of Pre-Test Outcomes Measures (n = 113)

	Class	Race	Gender	Sexual Orientation	Pre-Test Total
Online	-.109	.118	.076	-.008	.024
Semester Standing	.254**	.046	.011	.102	.174†
Sex	-.054	-.029	-.207*	-.074	-.147
Race	.221*	.104	-.041	.195*	.184†
CJ Major	-.126	.125	.137	-.035	.038

In terms of the post-test analyses, several interesting findings emerged. First, the influence of semester standing on questions related to class and crime was attenuated to marginal statistical significance. The magnitude of this relation was also reduced to an average increase of 5.3 percentage points for each additional year of undergraduate education. The impact of student race on questions related to class, sexual orientation, and crime was also reduced to statistical non-significance; however, a positive and statically significant relation emerged between student race and performance on questions related to race and crime. Compared to non-white students, whites received scores that were, on average, 8.57 percentage points higher for this sub-topic grouping. Perhaps more worrisome is the fact that students enrolled in the online section received scores that were, on average, 11.98 percentage points lower on questions related to race and crime in comparison to their peers enrolled in the face-to-face section. Although identical content was delivered to both sections, this finding may correspond with a known problem in online learning environments: they are not conducive to “spontaneous” questions and conversations the facilitate clarification. On a more hopeful note, the relation between student

sex and questions related to gender and crime that manifested in the pre-test was reduced to statistical non-significance in the post-test. In contrast, semester standing emerged as a predictor of performance on questions related to gender and crime. Specifically, each additional year of undergraduate education corresponded with an average increase of 5.08 percentage points on this sub-topic grouping. Further, each additional year of undergraduate education corresponded with an average increase of 5.17 percentage points on the overall post-test.

Table 7. OLS Regression Analysis of Post-Test Outcomes Measures (n = 110)

	Class	Race	Gender	Sexual Orientation	PostTest Total
Online	-.101	-.304**	-.134	.064	-.163
Semester Standing	.196†	.188	.180†	.165	.241*
Sex	-.068	-.043	.047	-.166	-.067
Race	.028	.189*	.072	.128	.129
CJ Major	-.106	-.111	.023	.099	-.041

Discussion and Conclusions

Overall, these results are promising insofar as they demonstrate not only statistically significant increases in all competency areas, but also that all target goals were met. A number of the findings presented here warrant additional discussion. The impact of student race on questions related to class, sexual orientation, and crime was reduced to statistical non-significance between the pre- and post-test. Similarly, the relation between student sex and questions related to gender and crime that manifested in the pre-test was reduced to statistical non-significance in the post-test. Given the relevance of class, gender, and sexual orientation as contemporary social issues, it is imperative that our program produces informed and responsible citizens and criminal justice practitioners. To this end, these findings are highly desirable. Less

hopeful are the post-test relationships that emerged between student race, enrollment in the online section of the course, and performance on the question grouping related to race and crime. As previously noted, a positive and statically significant relation emerged between student race and performance on questions related to race and crime. Compared to non-white students, whites received scores that were, on average, 8.57 percentage points higher for this sub-topic grouping. Perhaps more worrisome is the fact that students enrolled in the online section received scores that were, on average, 11.98 percentage points lower on questions related to race and crime in comparison to their peers enrolled in the face-to-face section. It is noteworthy, however, that average scores for students of color, as well as those enrolled in the online section, still exceeded the target goal of 70% for this competency area.

Notwithstanding, these findings may suggest the need for the instructor to identify and implement additional and/or alternative methods of delivering content related to race and crime. Although identical content was delivered to both sections, this finding may correspond with a known problem in online learning environments: they are not conducive to “spontaneous” questions and conversations that facilitate additional clarification. Interestingly, the questions most frequently missed corresponded with assigned readings outside of the test—particularly those of Clark, Sampson and Wilson, and Anderson. Thus, it may be fruitful to devote additional time to on such topics as the racial invariance hypothesis and street code thesis.

It should also be noted that this assessment suffers from several notable shortcomings and center largely around omitted variable bias. The analyses used here did not control for the effects of admit type (transfer or beginning freshman), attendance, average number of hours per week spent by students engaging with course materials, or student GPA. Regarding admit type, it would like to worthwhile to examine disparities in performance between students who began

their undergraduate experience at UTC as freshman and those who transferred from another institution. Academic programming and content may vary between institutions, which may have impacted student knowledge in each of the competency areas explored in this evaluation. Similarly, the numerous studies have demonstrated the degree to which attendance and time spent engaging course materials impact course outcomes. Finally, the literature has consistently highlighted the strong correlation between student GPA and performance in individual courses. Given that these factors were not considered, the findings presented here, at least as they relate to regression analyses, should be interpreted with a degree of caution. Overall, however, the statistically significant increases in each of the competency areas, as well as overall performance on the post-test, are strongly indicative of the students' willingness to engage with course content and their ability to retain that information.

CRMJ 3310
Program/Learning Outcome Assessment
Pre-Test and Answer Key
Fall 2019

Class

1. Which term was not originally identified by Karl Marx?
 - a. Precariat *
 - b. Bourgeoisie
 - c. Proletariat
 - d. Petty bourgeoisie
 - e. Lumpenproletariat

2. According to Karl Marx, the _____ are the exploited working class who are without power.
 - a. proletariat*
 - b. bourgeoisie
 - c. petit bourgeoisie
 - d. materialists

3. Class biases do not operate in the social construction of “perpetrators” and “victims”. F

4. If minimum wage (\$7.25) increased at the same rate as the earnings of the top 1% it would be
 - a. \$15.50 an hour in 2013
 - b. \$28.79 an hour in 2013 *
 - c. \$33.47 an hour in 2013
 - d. \$21.82 an hour in 2013
 - e. \$19.04 an hour in 2013

5. Top earners in the United States in any given year are
 - a. Corporate lobbyists
 - b. Professional athletes
 - c. Hedge-fund managers *
 - d. CEOs
 - e. Celebrities

6. Corporations hold immense political power. The results of this influence can be
 - a. Deferred prosecutorial agreements
 - b. Civil matters instead of criminal
 - c. Less regulation
 - d. Tax breaks
 - e. All of the above *

7. The U.S. criminal justice system reinforces and reflects class biases in society. T

8. According to social disorganization theory, concentrated structural disadvantage acts through ethnic heterogeneity and _____ to influence crime.
- a. poverty
 - b. residential instability*
 - c. low educational attainment
 - d. strain
9. Which is not true about punishment for a worker's death from willful safety violations?
- a. the level of punishment has not changed since created 1970 in Congress
 - b. repeat violators were at least regularly prosecuted *
 - c. Congress has voted down all laws to increase penalties on these types of deaths
 - d. only 7% are referred for prosecution
 - e. it's a misdemeanor with a maximum of six months in jail

Race

10. The code of the street is a cultural adaptation to community conditions that encourages _____ and _____ violence.
- a. routine/group
 - b. White/Hispanic
 - c. preemptive/retaliatory*
 - d. less serious/less frequent
11. Race and crime scholars have noted that the most structurally disadvantaged white communities are _____ disadvantaged than the average black community.
- a. equally
 - b. more
 - c. similarly
 - d. less*
12. The racial threat thesis holds that as a minority population represents an increased threat in terms of political mobilization, economic competition, or criminal victimization, the majority population will use _____ to maintain its dominance.
- a. informal social controls
 - b. war
 - c. magic
 - d. formal social controls*
13. According to the racial invariance hypothesis, the structural causes of crime are _____.
- a. the same for all races*
 - b. vary between races
 - c. are different for Blacks in comparison to Whites.
 - d. none of the above
14. Immigration is positively correlated with crime.

- a. True
- b. False*

15. Research has demonstrated that rates of drug use among Blacks are _____ as/than Whites.

- a. higher
- b. lower
- c. about the same*
- d. none of the above

16. Part of the profound racial divide in the U.S. subjects minority communities to

- a. air pollution
- b. lead poisoning
- c. municipal waste
- d. pesticides and asbestos
- e. All of the above ***

17. According to James Clark, the black subculture of violence was created by generations of _____ violence.

- a. black-on-black
- b. black-on-white
- c. white-on-white
- d. white-on-black*

Gender

18. Sex denotes the biological components that identify male and females while gender discusses the social construction of roles and behaviors society endorses for males and females. T

19. According to Agnew's general strain theory, males _____ their negative emotional responses to strain, while women _____ their negative emotional responses to strain.

- a. externalize/internalize*
- b. act on/ignore
- c. internalize/externalize
- d. ignore/focus on

20. Most women who kill

- a. are lesbians or bisexual
- b. focus on their children
- c. target a chronic male abuser *
- d. display "unnatural" tendencies
- e. aim mostly at male strangers

21. Females are the fastest growing incarcerated population. T

22. Freda Adler proposed that

- a. as women entered nontraditional roles and occupations, their involvement in crime would become closer to that of men.*
- b. the relationship of gender and criminality will remain stable over time.
- c. cross-cultural research suggests that socialization does not affect gender involvement in crime.
- d. there is something about gender per se that is responsible for the observed gender differences in crime commission.

23. Which is an effect of the War on Drugs?

- a. Increased incarceration rates for women of color
- b. Increased arrest rates for women in general
- c. Breakup of families
- d. Women sentenced for conspiracy
- e. All of the above*

24. Men are more likely to be victimized by

- a. another male who is a stranger *
- b. another female who is a stranger
- c. by a male known to them
- d. by a female known to them
- e. none of the above

25. Within women's prisons

- a. inmates often form supportive "prison families" *
- b. sexual violence tends to be inmate-on-inmate
- c. they were the model for all prisons
- d. they have more diverse programs
- e. All of the above

Sexual Orientation

26. According to critical and queer criminology, heteronormativity acts through _____ to subjugate and exclude gay masculinity and homosexuality.

- a. normal masculinity
- b. hegemonic masculinity*
- c. natural masculinity
- d. none of the above

27. Gay men, as well as heterosexual men, who are sexually victimized, are often made to feel that they are not "real men."

- a. True*
- b. False

28. Rates of domestic violence are highest among _____.

- a. lesbian couples
- b. gender fluid couples
- c. strangers
- d. gay male couples*

29. Most victims and offenders in cases of male sexual victimization are _____.

- a. heterosexual*
- b. homosexual
- c. transgender
- d. bisexual

30. LBGTQ persons often fail to report their victimization to police because they believe their complaints will not be taken seriously.

- a. True*
- b. False

APPENDIX 1B: SAMPLE SYLLABI

Courts

Spring 2019

Criminal Justice 3250

TT 3:05-4:20 Fletcher 100

Crn 29254; 3 hours

Instructor: Karen McGuffee

Email and Phone Number: Karen-McGuffee@utc.edu; (423) 425-2137

Office Hours and Location: Tuesdays and Thursdays 12:00-2:00 and other times by appointment

Course Meeting Days, Times, and Location: Tuesdays and Thursdays 3:05-4:20 pm; Fletcher 100

Course Catalog Description: An overview of the role of the actors in the American courtroom, the interaction of these actors and the effect of social forces on their behavior. Includes prosecutor, plaintiff and defense lawyers, judges, juries, eye witnesses, expert witnesses, and court staff.

Course Pre/Co Requisites: Prerequisites: CRMJ 1100 or department head approval

Course Student Learning Outcomes:

- To examine the function and structure of the court system in the United States
- To identify and discuss the elements of a crime
- To articulate the role and duties of the key actors of the courtroom
- To identify and discuss the steps involved in prosecuting the accused
- To demonstrate the ability to choose among sentencing options in sentencing those convicted of crimes
- To demonstrate understanding of legal opinions by briefing court opinions.

Required Course Materials: America's Courts, 13th Edition, Neubauer and Fradella, 2019, ISBN: 978-1-337-55789-4, Cengage Publishing

Technology Requirements for Course: Students should have internet access to get to UTC Learn.

Technology Skills Required for Course: Students should be able to use UTC Learn.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Course Assessments and Requirements:

The course assessment will consist of 4 tests, 2 case briefs, 1 in-class writing assignment, and 1 court observation report.

Exam 1 = 20%

Exam 2 = 20%

Exam 3 = 20%

Exam 4 = 20%

Case Briefs (2 @5% each) = 10%

Court Observation = 5%

In-class Writing Assignment = 5%

Total = 100%

Course Grading

Course Grading Policy: Grading is as follows:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

Below 60 = F

Instructor Grading and Feedback Response Time: I will grade tests within 1 week of the test date. The other assignments will be graded within 1 week of receipt.

Course and Institutional Policies

Late/Missing Work Policy: Late assignments will not be accepted and make-up assignments and exams will not be allowed unless the student provides the instructor an acceptable rationale for the lateness or absence.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Attendance Policy: Attendance is not counted as a grade in this class. However, you are responsible for any material covered in class.

Course Participation/Contribution: I do not grade participation in course discussions but it is highly encouraged.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Calendar/Schedule:

January 8	Introduction to the class
January 10	Chapter 1- Law, Crime, Courts, and Controversy
January 15	Chapter 1- Law, Crime, Courts, and Controversy
January 17	Chapter 2- Federal Courts
January 22	Chapter 2- Federal Courts
January 24	Chapter 3- State Courts
January 29	Chapter 3- State Courts
January 31	Exam 1
February 5	Chapter 4- Juvenile Courts
February 7	Chapter 5- The Dynamics of the Courthouse Justice

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February 12 Chapter 6- Prosecutors
February 14 Video on Evidence
February 19 Chapter 7- Defense Attorneys
February 21 Chapter 8- Judges
February 26 Chapter 9- Defendants, Victims, and Witnesses
February 28 Exam 2
March 5 Chapter 10- From Arrest and Bail through Arraignment
March 7 Chapter 11- Disclosing and Suppressing Evidence
March 12 Spring Break
March 14 Spring Break
March 19 Chapter 11- Disclosing and Suppressing Evidence
March 21 Video on Evidence
March 26 Chapter 12- Negotiated Justice and the Plea of Guilty
March 28 Exam 3
April 2 Chapter 13- Trials and Juries and in-class assignment
April 4 Chapter 13- Trials and Juries and in-class assignment
April 9 Chapter 13- Trials and Juries
April 11 Chapter 14- Sentencing
April 16 Chapter 15- Appellate and Habeus Corpus
April 18 Review for final exam
April 30 Final Exam 3:30-5:30

POLICING
Spring 2019

CRMJ 3100-0

COURSE	CRMJ 3100-0, CRN # 21132
TITLE	Policing
CLASS SCHEDULE	2:00 pm – 3:15 pm, MW
CLASS LOCATION	Fletcher Hall 113
CREDIT	3 Credit Hours
PROFESSOR	Dr. Ahmet Kule
OFFICE PHONE	423-425-4512
OFFICE LOCATION	540 McCallie, Rm 451
OFFICE HOURS	11:00 a.m. – 12:30 p.m., MW, or by appointment
E-MAIL	Ahmet-Kule@utc.edu , Your email will be responded within 2 business days.

Course Description:

This course provides a comprehensive, yet concise, overview of both the foundations of policing and the expanded role of today's police officers. Policing in multicultural communities, the impact of technology on policing, policing strategies and procedures will be discussed in a thought-provoking way. Students will gain a realistic understanding of the issues such as police corruption, ethics, and attempts to control police behavior.

Course Objectives:

1. Identify the various levels and types of policing in the United States

2. Describe the influence of organizational substructures, such as geography and scheduling, on the operations of police departments
3. Explain the aspects of the community policing model and problem-oriented policing
4. Evaluate the skills and requirements for police officers
5. Analyze the priorities of the three main styles of policing
6. Explore the cost and benefits of technology in policing

Required Text:

M.C. Steven, S. Marchionna, & B.D. Fitch (2016). **Introduction to Policing.**

Third Edition. Sage Publications. ISBN 978-1-5063-0754-1

Prerequisite:

CRMJ 1100 or department head approval.

ADA Policy:

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall. <http://www.utc.edu/disability-resource-center>.

Counseling Center Statement:

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438 or <http://www.utc.edu/counseling-personal-development-center/index.php>.

Communication:

The best way to communicate with the instructor in this class is emailing. Your email will be responded within 2 business days. To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis. If you have problems with accessing your UTC email account, contact the Call Center at 423/425-4000.

Course Format:

- If you have any questions or need consulting during the semester please do not hesitate to contact me, and I will do my best to assist you in any way that I can. Email communication is the best way to reach the Instructor.
- It is important that you are prepared; this means that you should always read the required assignment, be familiarized with the topic and be prepared to contribute to the classroom requirements.
- Every student is expected to do his or her own work, and all of the work produced will be expected to be completed in its entirety by the student registered for this course.
- I will not change any student's grade unless there is a calculation error on my part. Do not email the Professor asking for extra time to complete an assignment. Assignments must be typed in Times New Roman, double spaced utilizing a 12-point font size.
- Labeling Emails and Signatures: The subject line must always include CRMJ 3100 and a brief reason for your email. Examples: CRMJ 3100 — Student Question or CRMJ 3100 —Help Finding a Source. Remember to “sign” your email, to include your full name (first, last; no nickname) and UTC email address.

Course Assessments and Requirements:

Term Research Project (20% of grade)

Students are expected to submit a short paper assignment (between 500-600 words). This research project will review the approaches and research as pertains to a specific policing practice or issue. Students will be provided with specific instructions and a rubric for the assignment. Students are encouraged to submit a rough draft for feedback before 2/20/19. No drafts will be reviewed after this date.

No assignments will be accepted late without prior consent – exceptions will only made in the case of unforeseeable and acceptable circumstances (i.e. accidents, death of a family member, etc.)

It is easy to download from the internet, but that is not only morally dishonest but also educationally counterproductive, since you are defeating the purpose of writing and thus cheating yourself as well. All papers in this class must be submitted to UTC Learn (Blackboard)

text-matching software (SafeAssign) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTC Student Handbook.

Students are expected to use and cite at least three academic sources (only books and journals, no websites allowed), and they are not allowed to use more than two direct quotes (twenty words or less each). All papers must be formatted in the APA citation method. Students will use the American Psychological Association (APA) style for written assignments, as appropriate.

Exams (60% of total grade)

Including the final exam, four exams (15% each) will be administered during the semester. These exams will consist of multiple choice, true/false, short answer, and short essay questions that are based on assigned readings and class lectures. Failure to take an exam at its scheduled time will result in a grade of zero (0) being used in the computation of your final grade— exceptions will only be made in the case of unforeseeable and acceptable circumstances (i.e. accidents, death of a family member, etc.).

Free-Write Exercises (10% of total grade)

During the semester, students will randomly be assigned in-class writing exercises following a short video related to course topics (2% each). Students will be expected to answer a question or comment on a topic briefly in 10-15 minutes. For instance, “In the video, what was correct and incorrect regarding ethics in policing?” Students will be presented seven opportunities, and expected to submit five of those seven free-write exercises.

Group Presentation (10% of total grade)

In the first week, all students will be grouped and each group will be assigned a presentation topic. You, as a member of one group, should prepare a presentation on the assigned topic with other group members. Your group is also required to join other groups’ presentations by asking a question, criticize their opinion, or raise an issue on the topic.

Attendance Policy:

Although attendance is not mandatory, students are strongly encouraged to attend the classes. Attendance is in the best interest of the students. Should a student miss a class, she/he will be responsible for the material covered in the class.

Course Learning Evaluation:

Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Grading Protocol:

Individual performance will be measured and final grades determined by the following:

Four Exams (15% each)	60%
Term Research Project	20%
Group Presentation	10%
5 Free-Write Exercises (2% each)	<u>10%</u>
	100%

Grading Scale – The numerical values of the grades are as follows:

A = 90-100 %

B = 80-89 %

C = 70-79 %

D = 60-69 %

F = below 60 %

Academic Integrity:

All students are expected to be familiar with the UTC's standards on academic integrity, honesty, cheating and plagiarism. These standards will be strictly observed and enforced in this class. You are expected to do your own work on all assignments and pledge that you will neither knowingly give, nor receive any inappropriate assistance in academic work, thus affirming your personal commitment to honor and integrity. This pledge includes both issues of cheating and plagiarism.

This course outline can be changed by the Instructor when necessary. Any changes will be announced in class and/or via email/Blackboard.

The students will be given extra credit opportunities throughout the semester. Details about extra credit (i.e. point values and assignment) will be announced during class time.

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Class Schedule

Week	Dates	Subjects	Reading
Week 1	January 7 January 9	Introduction – Syllabus Policing in the United States	Chapter 1
Week 2	January 14 January 16	A Brief History of Police in the United States A Brief History of Police in the United States	Chapter 2
Week 3	January 21 January 23	Holiday Police Organization and Administration	Chapter 3
Week 4	January 28 January 30	Recruitment and Selection of Police Officers Exam 1 (Chapters 1-4)	Chapter 4
Week 5	February 4 February 6	Police Training and Education Police Work: Operations and Functions	Chapter 5 Chapter 6
Week 6	February 11 February 13	Police Work: Operations and Functions Contemporary Strategies in Policing	Chapter 6 Chapter 7
Week 7	February 18 February 20	Contemporary Strategies in Policing The Police Culture and Work Stress	Chapter 7 Chapter 8
Week 8	February 25 February 27	Law, Court Decisions, and the Police Exam 2 (Chapters 5-8)	Chapter 9
Week 9	March 4 March 6	Law, Court Decisions, and the Police Discretion and Ethics in Policing (Paper Due)	Chapter 9 Chapter 10
Week 10	March 11-17	Spring Break	
Week 11	March 18 March 20	Police Misconduct and Accountability Policing in a Diverse Society	Chapter 11 Chapter 12

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Week 12	March 25	Policing in a Diverse Society	Chapter 12
	March 27	Technology and the Police	Chapter 13
Week 13	April 1	Exam 3 (Chapters 9-12)	Chapter 13
	April 3	Technology and the Police	
Week 14	April 8	Organized Crime, Homeland Security, and Global Issues	Chapter 14
	April 10		
Week 15	April 15	Private Police	Chapter 15
	April 17	The Future of Policing in the United States	Chapter 16
Week 16	April 22	Final Review	1 – 3 pm
	April 29	Final Exam (Exam 4) Chapters 13-16	

Ethics in Criminal Justice

Spring 2019

Department of Social, Cultural, & Justice Studies

CRMJ 4300, CRN 21155, 3 credit hours

Instructor: Christina Policastro, PhD

Phone and Email: 423-425-5752; Christina-Policastro@utc.edu

Office Hours and Location: MW 1:30-3:00 or by appointment, 540 McCallie Avenue, State Office Building, RM 446

Course Meeting Days, Time, and Location: MW, 3:25-4:40, Derthick 101

Course Catalog Description: An investigation into the implications for criminal justice theory and practice of selected philosophical positions and perspectives.

Course Pre/Co Requisites: CRMJ 1100, CRMJ 2100 and junior standing or department head approval.

Course Student Learning Outcomes: Students will vary with regard to their competency on each of these learning outcomes and students are ultimately responsible for their learning experience. By the end of the semester, students can expect to accomplish these learning outcomes only if they abide by all course policies, attend class regularly, complete all assignments satisfactorily and on time, and fulfill all of the other course expectations:

- (1) Identify and apply various theories of ethics.
- (2) Discuss a variety of ethical/moral issues, which characterize and define the different facets of criminology/criminal justice.
- (3) Explain why it is important for criminal justice professionals to study ethics.
- (4) Analyze the process by which they consider ethics and morality in decision-making.
- (5) Assess, through self-reflection, the critical factors that influence ethics and morality.

Course Materials/Resources: Pollock, J. M. (2019). *Ethical dilemmas and decisions in criminal justice*. Boston, MA: Cengage.

Any additional readings will be posted on Blackboard (UTC Learn) & will be located in the module for the week they are assigned.

Course Assessments and Requirements: Grades for this course will be based on the completion of in-class exercises, exams, and paper assignments. The descriptions below describe each assignment, as well as the percentage of the grade associated with each activity.

1) In-class activities (20% of total grade)

- a. Five in-class activities (4% each): Brief, in-class exercises will be randomly assigned throughout the course of the semester. Exercises will be based on the

course reading material, as well as lectures. The content and style of the activities will vary across assignments.

- i. In many cases, the exercises will entail some sort of in-class writing assignment. The instructor, however, may administer in-class quizzes based on readings if it is evident that the class is not keeping up with course reading assignments.
- b. All in-class exercises will take place during the scheduled class period and ***CANNOT BE MADE-UP***. *The only exceptions that will be made will be for school sanctioned activities (e.g. student athletes who are participating in school-related sports travel, official university travel) and situations that necessitate accommodation through the Dean of Students (e.g. unforeseen hospitalization verified through the Dean of Students' office).* There will be seven different opportunities throughout the semester to participate in the in-class writing exercises, thus students can miss two of the in-class activities and still acquire total credit for this portion of the course.
- c. ***Students must submit only one in-class assignment per class period.*** If a student is caught submitting an assignment(s) for a fellow student, this will be treated as academic dishonesty and addressed accordingly.

2) Exams (40% of total grade)

- a. Four non-cumulative exams (including a final exam; 10% each) will be administered throughout the course of the semester. Exams will be based on assigned readings and lecture. Exams will be a combination of multiple choice, true/false, fill in the blank, and short answer questions.
- b. ***Cheating on exams will not be tolerated*** and disciplinary measures will be taken if students are observed cheating. Cheating includes, ***but is not limited to***, using notes during an exam, looking at another student's exam, using one's cell phone during the exam, and using one's textbook during the exam.
- c. Students will not be permitted to wear hats, use cell phones, have anything on their desk, wear smart watches, and to listen to iPods or the like during exams. All personal items must be put away during the exam. The instructor will be moving around the class throughout examinations to ensure compliance.

3) Paper Assignments (40% of grade = 2 @ 20% each)

- a. Students will be required to submit two paper assignments. Each paper is worth 20% of the student's grade. The assignments are designed to assess your ability to critically assess material and apply course concepts to ethical issues in the criminal justice system. Each assignment will also be used as an assessment of your ability to express your ideas in writing.
- b. Specific instructions for the assignments will be provided via Blackboard and will be accompanied by a rubric.
- c. DO NOT copy material from the book verbatim (OR any other source), this is plagiarism. ***Students must put information into their own words and acknowledge where the information they use in their papers comes from.*** *Students must do so by including in-text citations and references.* See plagiarism policy outlined below in the class policies section of the syllabus.

- d. **Students are only allowed to use ONE short (20 words or less) quote in each of their paper assignments.** Points will be deducted if students exceed the one quote limit.
- e. All papers in this class must be submitted to UTC Learn (Blackboard) text-matching software (SafeAssign) for review and to analyze for originality and intellectual integrity. By submitting your papers online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTC Student Handbook.
- f. Students must submit the paper assignments by the deadlines outlined in the course schedule. Late papers will be accepted, **HOWEVER**, ten points will be deducted for each day a paper assignment is late. **MOREOVER, NO LATE PAPERS WILL BE ACCEPTED ONCE THE ASSIGNMENT IS 5 DAYS LATE** – see the course schedule for deadlines.

Grading Scale: The manner in which grades are calculated for this course is described below. The professor does not “give” grades, students **EARN** grades based on their performance in the course. Students are responsible for keeping up with the course material, as well as satisfactorily completing and submitting assignments on time. The grade reported by the professor is based on assessments of the assignments described above. Therefore, the professor will not “give” additional points to the student to obtain a specific grade the student wants. Grades are not negotiable even when graduation, scholarships, etc. are at stake.

Further, no last minute requests for extra credit opportunities at the end of the semester will be entertained. If extra credit is offered, it will be at the professor’s discretion and will occur prior to the last week of classes. The professor is more than happy to discuss with students how to improve their grades in the course (i.e., helpful study tips, talk about ideas for papers, etc.), but this has to occur well before the end of the semester.

The professor will adjust grades that are borderline. Borderline grades are those that are on the border of being in the next grade category. For instance, if the student earns an 89.5 then the professor will round the grade to a 90 or if the student earns a 79.5 then the grade is rounded to an 80, etc. In general, grades that end in .5 or above will be rounded to the next whole number.

Grading Breakdown

Final grades will be calculated as follows:

Exams (4 @ 10% each)	40%
In-class exercises (5 @ 4%)	20%
Paper Assignments (2 @ 20%)	40%
<hr/>	<hr/>
Total :	100%

Grading Scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Attendance Policy: Class participation and class discussion are fundamental components of this course. It is recommended, although not required, that students attend every class. As adults, the decision to attend class is yours. I will note, however, that the level of success a person has in a class is typically positively correlated with their attendance. Also important, if you are not

present in class, any and all participation points and/or points from in-class assignments will be lost. Feel free to ask for and even complete the assignment without credit – you will be responsible for the information it covers.

Additionally, class readings are supplemented by lecture material drawn from a variety of resources, as well as information gleaned from class discussions. Anything discussed in class and in the text is fair game for tests. Therefore, it is important that students attend class on a regular basis. Students who miss class are solely responsible for the material they missed.

Students are expected to be on time for class. Tardiness is a disruption and very disrespectful to both the professor and fellow students. If tardiness becomes an issue, the classroom door will be locked at the beginning of class. An attendance sheet will be passed around daily for students to sign in. The professor will use this sheet to keep track of student attendance. It is the student's responsibility to make sure that he/she has signed the attendance sheet for each class period.

Policy for Late/Missing Work: Make-up exams will be allowed if the student provides appropriate documentation for his/her absence (i.e. doctor's excuse, letter for a school sanctioned activity, etc.) and *preferably* when the student has informed the instructor prior to the absence. Exceptions will be made at the instructor's discretion in instances of unforeseeable and plausible circumstances (i.e. death of an immediate family member, hospitalization of student, etc.). The student must make arrangements with the professor to take the make-up exam within one week of the missed exam. If the student fails to take the exam within the allotted week then he/she will receive a zero for the exam, no exceptions.

Given that students are permitted to drop TWO in-class exercises, no late/missing in-class activities will be accepted. Additionally, all papers are expected to be turned in on time. For each day a paper is late, 10 points will be deducted from the grade AND no papers will be accepted once the paper is 5 DAYS late. Similar to exams, exceptions for late papers will be made at the instructor's discretion in instances of unforeseeable and plausible circumstances (i.e. death of an immediate family member, hospitalization of student, etc.). Students must make arrangements with the professor as soon as possible for late paper submissions – this means do not wait to notify me of any issues you may have when it comes to submitting your assignments. Paper guidelines are posted well in advance of deadlines and students should start their papers early to anticipate any technical issues they may encounter.

Turning in Assignments: Students must turn in assignments/papers to the instructor during class NOT the Criminal Justice department. The instructor is not responsible for assignments/papers that are turned in to anyone/anywhere else. The instructor will provide all of the assignments that are handed back to students during class. Students cannot pick up their assignments from the Criminal Justice department. If students are required to submit an assignment online, the instructor will provide directions regarding the submission of such assignments.

Computer Access: All students are required to have computer and printer access. All changes to the course syllabus and important announcements will be communicated through Blackboard and/or email. Further, assignments are required to be typed and no hand-written documents will be accepted. If students plan on utilizing campus computer labs they should allot enough time to

allow for crowding and malfunctions. Crowded labs and technical difficulty excuses will not be accepted in the event of late assignment submissions.

UTC Learn Statement: Access course materials at <http://www.utc.edu/learn/>. Log in using your utcID and password (the same as for your UTC email). If you need help with UTC Learn, see <http://www.utc.edu/learn/student-resources/index.php> or contact the Call Center at 425-4000.

Communication with the Instructor: Students will be able to communicate with the instructor via email and telephone. Students are encouraged to communicate any difficulties or concerns they may have in relation to the course with the instructor. When contacting the instructor via email please use the email listed at the top of this syllabus. Students must use their assigned UTC email to communicate with the instructor via email. *It is strongly suggested that the student carbon copy (CC) him/herself on all emails to document the efforts in the event of computer-related problems. The instructor will respond to all emails as promptly as possible, generally within a 24 hour timeframe.*

Keep in mind that the professor will not be available to you on a 24/7 basis and will generally respond to emails within business hours (typically 9AM-5PM Monday through Friday). In the event that the instructor cannot respond (i.e., hospitalization or other emergencies), the instructor will attempt to create (if possible) an automated message that will inform students of the anticipated date/time the instructor will respond to their emails. In these situations, the instructor will consider the time/date of the student's email in cases of technical difficulties to determine appropriate solutions to problems.

If you have problems with accessing your UTC email account or UTC Learn, contact the Call Center at 423-425-4000.

Class Disruptions: Students are expected to behave in a civil and professional manner in the classroom. Think of the classroom like a work environment and behave as you would in a professional setting. Disrespectful behavior will not be tolerated.

Cell phones must be turned off (not to vibrate) during class. Absolutely no answering of phones and/or texting will be tolerated as it is very disruptive to other students who are trying to pay attention. If you have a legitimate need to have your phone on vibrate during class (for work, kids at home, and so forth) let the professor know at the beginning of class and try to sit near an exit so you can answer your phone in the hallway with minimal disruption.

Laptop use is allowed for note taking, but not web-surfing, e-mailing, Facebook, etc. will be tolerated. If caught using a laptop for any purpose other than note taking, you will be asked to close the laptop for the remainder of that class. If caught a second time you will be asked to leave the class that day and will be barred from using the laptop during class for the remainder of the semester. If it becomes an issue for the class, the professor will discontinue laptop use for all students in the class.

Academic Dishonesty: In the event of academic dishonesty, policies outlined by the University of Tennessee at Chattanooga will be followed. Cheating includes, but is not limited to, presenting another individual's work as your own, copying another's work, etc. (refer to the

Student Handbook for more examples of plagiarism – see the Academics section and the Appendix on pg. 5).

If you have any questions about whether an activity/behavior is cheating, refer to the Student Handbook or talk to the professor. The professor will determine the course of action for dishonest behavior. Academic dishonesty may result in an “F” for the course and may result in suspension or expulsion from the university. For more details, please refer to the Student Handbook located at the following link: <http://www.utc.edu/dean-students/pdfs/academics.pdf>

UTC’s Honor Code Pledge (from the UTC Student Handbook) states: “I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.”

Accommodation Statement: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or special accommodations in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center.

Counseling Statement: If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to utc.edu/counseling for more information.

Veterans’ Services Statement: The office of Veteran Student Services is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to <http://www.utc.edu/greenzone/> or <http://www.utc.edu/records/veteran-affairs/>. These sites can direct you the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. You may also contact the coordinator of Veteran Student Programs and Services directly at 423.425.2277. THANK YOU FOR YOUR SERVICE.

Email & Office Hour Etiquette:

Issues that can usually be handled via email:

- Scheduling an appointment
- Requests to go over material in class (anything you think the whole class would benefit from)

Email Etiquette

- Students should use their UTC email address when corresponding with professors.
- Put the section & course number in the subject line of your email (ex. "CRIM 403-003 question")
- Address your professors as Professor or Dr.

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- Keep it short. If you can't communicate what you need to say in a paragraph or less, it's probably something that should be discussed during office hours.
- Sign your email.
- Do not assume I have received your email unless you have received a response from me. I will respond promptly but not necessarily immediately.

Things you should really come to office hours for:

- To discuss or get help with assignments, exam review, and papers
- To review material you have missed (see below)
- To request special accommodations or discuss personal issues that might be interfering with course performance
- To dispute a grade (see below)

Office Hour Etiquette

- Office Hours are scheduled precisely for the purpose of dropping-in on your professors. If you would like to see me during unscheduled times, please make an appointment. It's easiest if you email me since I don't usually carry my calendar to class.
- If you're coming to see me to review materials you missed while absent, I expect that you have 1) copied and read a classmates' notes, 2) read all the materials assigned for the day(s) you missed and 3) jotted down at least one or two questions to get the review started. Please do not expect me to give the missed lecture to you.
- When coming to discuss or dispute a grade, please prepare IN WRITING a one-page statement of your reasons for disputing the grade. Note: This is not necessary if the dispute is related to a scoring (i.e. arithmetic) error.

Email and Office Hours Etiquette was borrowed from Dr. Claudia Scholz's webpage, Dept of Sociology, University of Texas San Antonio.

KEY RESOURCES AND LINKS FOR STUDENTS

- Academic Calendar: <http://www.utc.edu/records/calendars-and-schedules/index.php>
- Final Exam Schedule: <http://www.utc.edu/records/calendars-and-schedules/index.php#FS>
- Undergraduate Catalog: <http://www.utc.edu/records/course-catalogs.php>
- Graduate Catalog: <http://www.utc.edu/records/course-catalogs.php>
- Records/Registrar: <http://www.utc.edu/records/>
- Graduate School: <http://www.utc.edu/graduate-school/>
- UTC Bookstore: <http://www.utc.edu/auxiliary-services/bookstore.php>
- UTC Library: <http://www.utc.edu/library/>

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Course Calendar/Schedule: Please see the table below for important dates related to this course.

Dates	Topic	Reading/Exam Schedule
Week 1: 1/7 & 1/9	Syllabus and Class Introduction Why study ethics?	Chapter 1
Week 2: 1/14 & 1/16	Ethical Approaches: Determining Moral Behavior	Chapter 2
Week 3: 1/21 & 1/23	Justice and Law	1/21: NO CLASS; University holiday Chapter 3
Week 4: 1/28 & 1/30	Becoming an Ethical Professional	Chapter 4
Week 5: 2/4 & 2/6	The Police Role in Society	Exam 1: 2/4 Chapter 5
Week 6: 2/11 & 2/13	Police Discretion & Dilemmas	Chapter 6 PAPER 1 DUE 2/17 by 11:59PM
Week 7: 2/18 & 2/20	Police Corruption and Responses	Chapter 7
Week 8: 2/25 & 2/27	Police, continued.	2/27: Exam 2
Week 9: 3/4 & 3/6	Law and Legal Professionals	Chapter 8
Week 10: 3/11 & 3/13	SPRING BREAK – NO CLASS	NO CLASS -SPRING BREAK
Week 11: 3/18 & 3/20	Discretion and Dilemmas in the Legal Profession	Chapter 9
Week 12: 3/25 & 3/27	Ethical Misconduct in the Courts and Responses	Chapter 10 3/27: Exam 3
Week 13: 4/1 & 4/3	Discretion and Dilemmas in Corrections	Chapter 11 PAPER 2 DUE 4/7 by 11:59PM
Week 14: 4/8 & 4/10	Correctional Professionals: Misconduct and Responses	Chapter 12
Week 15: 4/15 & 4/17	Making Ethical Choices	Chapter 13
Last day of class: 4/22	Review Day	Review Day
Final Exam: April 29th, 3:30-5:30		

****The course syllabus provides a general plan for the course; deviations may be necessary. ****
Any changes will be announced in class and/or via email/Blackboard

** If there are any extra credit opportunities throughout the semester, details (i.e. point values and assignment) will be announced during class time.**

Criminology

Fall 2019

CRMJ 2100-01, 40996, Online, 3 credit hours

Instructor: Courtney Crittenden, Ph.D.

Email and Phone Number: courtney-crittenden@utc.edu; 423-425-4220

Office Hours and Location: Monday 2:30-3:00 PM, Wednesday 12:30 – 3:00 PM. 540 McCallie Building Room 445. *Due to the nature of online classes, it would typically be better for you to email me with any questions you have. I will respond within 24-48 hours, assuming I receive your email. Phone/face to face appointments can also be scheduled as needed*

Course Meeting Days, Times, and Location: ONLINE in UTC Learn, August 19 – December 2, 2019

Course Catalog Description: This course introduces students to the basic concepts and theories used in the study of criminal behavior. It provides an overview of the nature and extent of crime and theoretical approaches to the causes and prevention of crime and juvenile delinquency. It also reviews how criminal justice policy is affected by various theoretical perspectives and public view of crime

Course Pre/Co Requisites: *None*

Course Student Learning Outcomes: This course consists of an overview of the major criminological theories. This course is designed to expose you to theories examining crime causation, including social causes and correlates of crime and deviance. “Real world” applications of theory will also be focused on throughout the course. Upon successful completion of this course, the student may expect to have achieved the following:

- Identify and describe the major criminological schools of thought
- Identify the key concepts and assertions of major criminological theories
- Explain how social causes and correlates are related to crime and deviance
- Note links between criminological theories and crime prevention policies

Required Course Materials: Tibbetts, S.G. (2015). *Criminological theory: The essentials* (2nd ed.). Thousand Oaks, CA: Sage.

Supplemental/Optional Course Materials: *Any additional readings will be posted on UTC Learn and will be located in the module for the week they are assigned. .*

Technology Requirements for Course: This course is delivered in an Internet Course Delivery Method. This format requires that the entire class be conducted online. All materials for the course including the syllabus, course content, contact information, presentations, activities and assessments will be provided on UTC Learn. You need access to a computer with a reliable internet connection to complete this online course. Test your computer set up and browser for compatibility with UTC Learn at <http://www.utc.edu/learn/getting-help/system-requirements.php>.

- Students are expected to log into the course and check their UTC student email account frequently/daily.
- You should have an updated version of Adobe Acrobat Reader (for PDF documents), available free from <http://www.adobe.com/products/acrobat/readstep2.html>. Additional software plug-ins may be needed. Check the Technical Requirements for the UTC Learn system at <http://www.utc.edu/learn/getting-help/system-requirements.php>
- **Proctorio** is required to take all of the quizzes for this course. Information about how to use this software can be found in the Unit 1 Module for the course.

Technology Skills Required for Course: You are expected to have a working knowledge of UTC Learn, internet and UTC Library database search engines, Microsoft Word, Microsoft PowerPoint, YouTube, and Proctorio. You must also be able to send and receive emails and email attachments. You need to know your UTC ID username and password to access the UTC Learn online password-protected system.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Course Assessments and Requirements: Over the course of this term, you will be expected to complete several assignments. There will be 100 possible points for this course.

Syllabus Quiz (5 points): During the first week of this class, you are required to complete the Syllabus Quiz. This quiz will NOT be timed and you can take it up to 3 times in order to get the best score possible. It is advised that you **USE YOUR SYLLABUS** to take the quiz. This quiz is designed to help you familiarize yourself with the course description/objectives, guidelines/rules, and assignments. *You must take this quiz.*

Quizzes (30 points) – There will be twelve (12) chapter quizzes (excluding the Syllabus Quiz). The two lowest quiz grades throughout the semester will be dropped. These quizzes will be designed to evaluate your progress. You are responsible for knowing information covered in the assigned readings, lecture notes, and any supplemental materials posted on UTC Learn. The chapter quizzes will include 10 multiple choice and true/false questions. In order to take each quiz, you must be using **Proctorio**. Additionally, every quiz will have an enforced time limit and *they must be taken by the unit completion date*. Considering the time frame allowed for these

quizzes to be taken, no late quizzes or make-up quizzes will be allowed, barring extreme extenuating circumstances (i.e., hospitalization).

Theoretical Papers (40 points) – There will be four (4) theoretical papers required over the course of the semester (10 points each), one for each unit except Unit 1. Each paper must be at least 300 words. In this paper, you will pick a theory covered during the respective unit (i.e., Unit 2 = theory covered in Ch. 1-3), summarize the theory making sure to include the major components (briefly but succinctly), describe at least 2 strengths AND 2 weaknesses (these strengths and weaknesses must be based off the characteristics of good theories described in Ch. 1 of your text), and then apply this theory to real life (i.e., describe how you could use this theory to explain some type of criminal activity). **Each theoretical paper is due by 11:59 PM on the unit completion date.** APA formatting is required for these papers. That means papers must be double-spaced, Times New Roman size 12 font, one -inch margins, and have a title and reference page. Please note, while title and reference pages are required, they do **NOT** count towards the 300-word minimum. Failure to comply with these guidelines will result in a points deduction. A rubric is posted on UTC Learn alongside the assignment in each unit.

Discussion Board (25 points) – Throughout the term, you will be required to participate in 5 discussion board forums (1 for each unit). Typically, these discussion boards will cover applying content learned in your lectures and/or readings. Your discussion board posts should be rational, well thought-out, grammatically correct, and based upon facts/evidence from either lecture, readings, or other *scholarly* materials. There are **two separate due dates for each discussion board**, because you will be required to write both an initial post and then respond to a peer’s initial post for every discussion board. Both due dates are indicated on your syllabus schedule and on UTC Learn. Your response to a peer’s post (which will complete your discussion board requirement) is due on the **unit completion date**.

Course Grading

Course Grading Policy: The grading scale is as follows:

A	90-100	C	70-79.99	F	Below 60
B	80-89.99	D	60-69.99		

Instructor Grading and Feedback Response Time: Grading and feedback by the instructor will be completed within 14 business days of the posted unit completion date. If for some reason the instructor is unable to have the assignment graded in this time period, you will be notified. If you turn in work early, or prior to the completion dates, you may not receive feedback until after the completion date. *You may send me an email requesting that I go ahead and grade your work (especially theoretical papers), but please keep in mind there are times during the semester when this may not be feasible.*

Course and Institutional Policies

Late/Missing Work Policy: *I do not accept late assignments.* You will receive a “0” if your assignments are not turned in on the day they are due. **There are 5 major**

completion/due dates throughout the term (1 for each unit). On these days, all the work for that unit must be turned in, this includes theoretical papers, quizzes, and discussion board posts. *You may turn in work earlier, but work assigned for that unit will not be accepted after the Unit Completion Date.* Please keep this in mind. If you know about any scheduling conflicts, you should have ample time to complete your work before the completion dates. If a problem arises and you will not be able to turn in your work by the completion date (i.e., extreme extenuating circumstances), let me know ahead of the completion date.

Email and Communication: Students are encouraged to communicate with the professor should they experience any difficulties or concerns in relation to the course. Typically, you can expect a response from me during normal business hours (9AM-5PM Monday-Friday) within 24-48 hours after emailing me, assuming the message is received. It is your responsibility to get in touch with the professor if you have any problems, need help, etc. When contacting the instructor via email please use the email listed at the top of this syllabus. Students must use their assigned UTC email to communicate with the instructor via email. *It is strongly suggested that the student carbon copy (CC) him/herself on all emails to document the efforts in the event of computer-related problems.* At times the professor will email the class with information. It is your responsibility to check your email and make sure that the email account the university has for you (and thus the one that will be used by the instructor) is the email account that you regularly check. If you have problems with accessing your UTC email account, contact the Solutions Center at 423-425-4000.

UTC Learn - Canvas: Canvas will be used throughout the course. The syllabus, assignments, and other pertinent information will be posted there. It is the student's responsibility to understand and be able to navigate Canvas. Access course materials at <http://www.utc.edu/learn/>. Log in using your utcID and password (the same as for your UTC email). If you need help with UTC Learn, see <http://www.utc.edu/learn/student-resources/index.php> or contact the Call Center at 425-4000.

Unicheck Statement: All papers and other written assignments in this class must be submitted to UTC Learn text-matching software (Unicheck) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTC Student Handbook.

Accommodation Statement: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or special accommodations in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center.

Counseling Statement: If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please

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contact the Counseling and Personal Development Center at 425-4438 or go to utc.edu/counseling for more information.

Title IX Statement: Federal law, specifically Title IX, and university policy require that I, along with all other faculty members, serve as mandated reporters of incidents involving sexual misconduct and relationship violence, including sexual assault, dating violence, domestic violence, and stalking. Reporting ensures that colleges protect and accommodate victims/survivors as well as hold perpetrators accountable for their behavior. There are several places on campus where you can report incidents if you wish to file a formal complaint. You can file a formal complaint without filing a police report, and you can get services from the university even if you do not want to file or pursue a formal complaint. If you wish to report an incident confidentially, there also are some places on campus where you can go for assistance. For more information about reporting options see the webpage: [http://www.utc.edu/sexual- misconduct/](http://www.utc.edu/sexual-misconduct/). If you provide information about these types of incidents in class, in a written assignment, in discussion in my office, in an email, or in other forms of communication, it is important that you know that I am required to report it.

Weather Events Policy: If campus is closed due to inclement weather, this online course will proceed as normal.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

Honor Code Pledge: As an online student, I pledge not to engage in plagiarism, unauthorized collusion, deception, or the use of unauthorized resources in my online classes, in accordance with the definitions outlined in the student code of conduct. I pledge that my work will be done independently, unless directed otherwise by my instructor, that my work will be original, and that my work will be my own.

As an online student, I understand that my activities within the online environment are monitored electronically and are subject to investigation should the instructor suspect any dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

Should I become aware of others engaging in any of these activities, I will report such activities to the instructor of the course either by email or by telephone. Furthermore, I understand that should I violate this honor code for online learning, I may be subject to dismissal from the institution.

By staying enrolled in this course, I agree to the terms of this honor code.

Academic Integrity: I take cheating and/or plagiarism very seriously and will take the following actions accordingly: 1) fail you on the assignment; 2) fail you for the course; and/or 3) notify the Dean's office. Aside from cheating, I also ask you that you follow these rules:

a) Be respectful to both me and your fellow classmates.

Course Participation/Contribution: Students are expected to participate in all interactive aspects of this course. This includes logging in regularly (i.e., daily or several times per week) to check for announcements, posting on discussion board threads, and communicating with the instructor if you have any questions regarding course content.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Calendar/Schedule: *I reserve the right to modify this syllabus, the dates, assignments, and the grading scale at any time, as this is only a tentative outline for this class. However, I intend on holding you to the standards of academic integrity, attendance, and other general student responsibilities that are outlined above.*

Course Outline			
Unit #	Week #	Topic/Assessments	Readings
1	1 Aug. 19- 23	Getting Started <i>Syllabus Quiz, Introduction Discussion Board</i> COMPLETION DATE FOR ALL UNIT 1 ASSESSMENTS: Friday, Aug. 23 @ 11:59 PM	Syllabus, browse and familiarize yourself with the course on UTC Learn
2	2 Aug. 26-30	Introduction to Criminology <i>Ch. 1 Quiz</i>	Ch. 1
2	3 Sept. 2-6	Classical Theories <i>Ch. 2 Quiz</i> Make initial discussion board post for DB2 (DUE Friday, Sept. 6 @ 11:59PM)	Ch. 2
2	4 Sept. 9-13	Neo-Classical Theories <i>Ch. 3 Quiz, Theoretical Response Paper 1, Second discussion board post for DB2</i> COMPLETION DATE FOR ALL UNIT 2 ASSESSMENTS: Friday, Sept. 13 @ 11:59 PM	Ch. 3
3	5 Sept. 16 -20	Positivist School <i>Ch. 4 Quiz</i>	Ch. 4
3	6 Sept. 23 -27	Biosocial Theories <i>Ch. 5 Quiz</i> Make initial discussion board post for DB3 (DUE Friday, Sept. 27 @ 11:59 PM)	Ch. 5

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3	7 Sept 30- Oct. 4	Sociological School <i>Ch. 6 Quiz, Theoretical Response Paper 2, Second discussion board for DB3</i> COMPLETION DATE FOR ALL UNIT 3 ASSESSMENTS: Friday, Oct. 4 @ 11:59PM	Ch. 6
4	8 Oct. 7-11	Chicago School <i>Ch. 7 Quiz</i>	Ch. 7
4	9 Oct. 14-18	Fall Break Oct. 14-15, No Classes Learning Theories	Ch. 8
4	10 Oct. 21-25	Learning Theories and Radical Theories <i>Ch. 8 Quiz</i> Make initial discussion board post for DB4 (DUE Friday, Oct. 25 @ 11:59PM)	Ch. 8 & 9
4	11 Oct. 28- Nov. 1	Radical Theories <i>Ch. 9 Quiz, Theoretical Response Paper 3, Second discussion board post for DB4</i> COMPLETION DATE FOR ALL UNIT 4 ASSESSMENTS Friday, Nov. 1 @ 11:59 PM	
5	12 Nov. 4- 8	Life Course Theories <i>Ch. 10 Quiz</i>	Ch. 10
5	13 Nov. 11-15	Integrated Theories <i>Ch. 11 Quiz</i>	Ch. 11
5	14 Nov. 18-22	Theoretical Applications to Policy Make initial discussion board post for DB5 (DUE Friday, Nov. 22 @ 11:59 PM)	Ch. 12
5	15 Nov. 25-29	Theoretical Applications to Policy <i>Ch. 12 Quiz, Theoretical Response Paper 4, Second discussion board post for DB4</i> Thanksgiving Break Nov. 27-Dec. 1, No Classes	
5	16 Dec. 2	COMPLETION DATE FOR ALL UNIT 5 ASSESSMENTS Monday, Dec. 2 @ 11:59 PM	

- Italicized but non-highlighted assignments are suggestions for completion. For instance, you do not have to complete the Ch. 1 quiz during week 2, but it along with Ch. 2 and 3 quizzes must be complete by Sept. 13. Firm due dates are listed and bolded (pay attention to initial discussion board post due dates along with completion dates for the whole unit).

Criminal Justice Research Methodology

Fall 2019

CRMJ, 3110-00, CRN 40473, Face to Face, 3 credit hours

Instructor: Courtney Crittenden, Ph.D.

Email and Phone Number: courtney-crittenden@utc.edu, (423)425-4220

Office Hours and Location: Monday 2:30-3:00 PM, Wednesday 12:30 – 3:00 PM. 540 McCallie Building Room 445.

Course Meeting Days, Times, and Location: MW 3:25 – 4:40 PM, Grote Hall Room 317

Course Catalog Description: Examination of the contemporary philosophy and techniques of research as applied in the criminal justice field.

Course Pre/Co Requisites: CRMJ 1000, CRMJ 1100

Course Student Learning Outcomes: In this course, we discuss relevant issues in the design and execution of criminal justice research. Topics covered in this course include various research strategies, including sampling, surveys, observations, experiments, and evaluations. Upon successful completion of this course, the student may expect to have achieved the following:

- Describe why our field is considered a social science
- Describe how scholarly research is conducted and reported
- Evaluate strengths and weaknesses of both qualitative and quantitative methods of research and data collection and identify appropriate methods for research questions
- Describe the major methodological issues we face in criminal justice and criminology

Required Course Materials: Bachman, R.D. & Schutt, R.K. (2018). *Fundamentals of research in criminology and criminal justice* (4th ed.). Los Angeles, CA: Sage.

Technology Requirements for Course: You need access to a computer with a reliable internet connection to complete this course. Test your computer set up and browser for compatibility with UTC Learn at <http://www.utc.edu/learn/getting-help/system-requirements.php>.

- Students are expected to log into the course and check their UTC student email account regularly.
- You should have an updated version of Adobe Acrobat Reader (for PDF documents), available free from <http://www.adobe.com/products/acrobat/readstep2.html>. Additional software plug-ins may be needed. Check the Technical Requirements for the UTC Learn system at <http://www.utc.edu/learn/getting-help/system-requirements.php>

Technology Skills Required for Course: You are expected to have a working knowledge of UTC Learn, internet and UTC Library database search engines, Microsoft Word, Microsoft PowerPoint, and YouTube. You must also be able to send and receive emails and email attachments. You need to know your UTC ID username and password to access the UTC Learn online password-protected system

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Course Assessments and Requirements: Over the course of this term, you will be expected to complete several assignments. There will be 100 possible points for this course.

Syllabus Quiz (5 points): During the first week of this class, you are required to complete the Syllabus Quiz on UTC Learn. This quiz will NOT be timed and you can take it up to 3 times in order to get the best score possible. It is advised that you **USE YOUR SYLLABUS** to take the quiz. This quiz is designed to help you familiarize yourself with the course description/objectives, guidelines/rules, and assignments. **You must take this quiz.**

Exams (40 points): There will be four exams given throughout the semester. Your fourth and final exam will be cumulative. Each exam is worth 10 points. These exams will be designed to evaluate your progress throughout the term and may include multiple choice, true false, fill-in-the-blank, and short answer questions. You are responsible for knowing information covered in the assigned readings and/or videos, lecture notes, and any handouts.

Assignments (45 points): You will complete 5 assignments over the course of this semester. These assignments are aimed at applying the information you learn in class. Details about each assignment are posted on UTC Learn and are located in their respective unit. Assignments are due by the unit completion date in which they are located.

In Class Assignments (10 points): There will be four (4) in-class assignments as we go through the semester that you will be required to complete. The directions for each of these assignments will be given on the day the work is assigned. **You must be in class to complete the assignment.** The professor will drop the 2 lowest grades for these assignments.

Course Grading

Course Grading Policy: The grading scale is as follows:

A	90-100	C	70-79.99	F	Below 60
B	80-89.99	D	60-69.99		

Instructor Grading and Feedback Response Time: Grading and feedback by the instructor will be completed within 14 business days of the posted unit completion date. If for some reason the instructor is unable to have the assignment graded in this time period, you will be notified.

Course and Institutional Policies

Late/Missing Work Policy: *I do not accept late assignments.* You will receive a “0” if your assignments are not turned in on the day that they are due. If you miss an exam, it is your responsibility to set up a time to take a make-up exam. Please note that the make-up exam is subject to being a different format than original exam. If you miss an exam, I must be notified within 24 hours of your missing the exam. If you do not follow this policy, or cannot provide the professor with a verifiable and acceptable reason for missing the exam, you will receive a score of zero (0) for the exam.

Email and Communication: Students are encouraged to communicate with the professor should they experience any difficulties or concerns in relation to the course. Typically, you can expect a response from me during normal business hours (9AM-5PM Monday-Friday) within 24-48 hours after emailing me, assuming the message is received. It is your responsibility to get in touch with the professor if you have any problems, need help, etc. When contacting the instructor via email please use the email listed at the top of this syllabus. Students must use their assigned UTC email to communicate with the instructor via email. *It is strongly suggested that the student carbon copy (CC) him/herself on all emails to document the efforts in the event of computer-related problems.* At times the professor will email the class with information. It is your responsibility to check your email and make sure that the email account the university has for you (and thus the one that will be used by the instructor) is the email account that you regularly check.

UTC Learn - Canvas: Canvas will be used throughout the course. The syllabus, assignments, and other pertinent information will be posted there. It is the student’s responsibility to understand and be able to navigate Canvas. Access course materials at <http://www.utc.edu/learn/>. Log in using your utcID and password (the same as for your UTC email). If you need help with UTC Learn, see <http://www.utc.edu/learn/student-resources/index.php> or contact the Call Center at 425-4000.

Unicheck Statement: All papers and other written assignments in this class must be submitted to UTC Learn text-matching software (Unicheck) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTC Student Handbook.

Accommodation Statement: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or special accommodations in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center.

Counseling Statement: If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to

utc.edu/counseling for more information.

Title IX Statement: Federal law, specifically Title IX, and university policy require that I, along with all other faculty members, serve as mandated reporters of incidents involving sexual misconduct and relationship violence, including sexual assault, dating violence, domestic violence, and stalking. Reporting ensures that colleges protect and accommodate victims/survivors as well as hold perpetrators accountable for their behavior. There are several places on campus where you can report incidents if you wish to file a formal complaint. You can file a formal complaint without filing a police report, and you can get services from the university even if you do not want to file or pursue a formal complaint. If you wish to report an incident confidentially, there also are some places on campus where you can go for assistance. For more information about reporting options see the webpage: <http://www.utc.edu/sexual-misconduct/>. If you provide information about these types of incidents in class, in a written assignment, in discussion in my office, in an email, or in other forms of communication, it is important that you know that I am required to report it.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

Academic Integrity: I take cheating and/or plagiarism very seriously and will take the following actions accordingly: 1) fail you on the assignment; 2) fail you for the course; and/or 3) notify the Dean's office. Aside from cheating, I also ask you that you follow these rules:

- a) Be respectful to both me and your fellow classmates.
- b) Computers, tablets, or other electronic devices are NOT permitted in the classroom unless you are given explicit permission by the professor.
- c) Be respectful to both me and your fellow classmates.
- d) Do not read outside materials while in class.
- e) Do not sleep in class.

Course Participation/Contribution: Research methods is a very demanding course and topic. As such you are expected to attend class and keep up with the assignment material.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Calendar/Schedule: *The professor reserves the right to modify this syllabus, the dates, assignments, and the grading scale at any time, as this is only a tentative outline for the class. However, the student will be held to the standards of academic integrity, attendance, and other general student responsibilities that are outlined above.*

The University of Tennessee at Chattanooga

Course Outline			
Week	Date	Topic/Assessments	Readings
1	Aug 19	Introduction	
	Aug 21	Intro to Criminological Research Syllabus Quiz due Aug. 23 @ 11:59 PM	
2	Aug 26	Intro to Criminological Research	Ch. 1
	Aug 28	Process and Problems of Criminological Research	Ch. 2
3	Sept. 2	LABOR DAY – NO CLASS	
	Sept. 4	Process and Problems of Criminological Research Assignment 1 Due Sept 4 @ 11:59 PM on Canvas	
4	Sept. 9	Ethics	Ch. 3
	Sept. 11	Ethics	
5	Sept. 16	EXAM 1 (CH 1-3)	
	Sept. 18	Conceptualization and Measurement Assignment 2 Due Sept 18 @ 11:59 PM on Canvas	Ch. 4
6	Sept. 23	Conceptualization and Measurement	
	Sept. 25	Sampling	Ch. 5
7	Sept. 30	Sampling	
	Oct. 2	Causation and Experimentation	Ch. 6
8	Oct. 7	Causation and Experimentation Assignment 3 Due Oct. 7 @ 11:59 PM on Canvas	
	Oct. 9	EXAM 2 (CH 4-6)	
9	Oct. 14	Fall Break Oct. 14-15, No Class	
	Oct. 16	Survey Research	Ch. 7
10	Oct. 21	Survey Research	
	Oct. 23	Qualitative Methods	Ch. 8
11	Oct. 28	Qualitative Methods	
	Oct. 30	Non-Obtrusive Methods Assignment 4 Due Oct. 30 @ 11:59 PM on Canvas	Ch. 9
12	Nov. 4	Non-Obtrusive Methods	
	Nov. 6	Wrap-Up and Review	
13	Nov. 11	EXAM 3 (CH 7-9)	
	Nov. 13	Evaluation Research	Ch. 10
14	Nov. 18	Evaluation Research	
	Nov. 20	Mixing and Comparing Methods	Ch. 11
15	Nov. 25	Interpreting Data and Reporting Research Assignment 5 Due Nov. 25 @ 11:59 PM on Canvas	Ch. 12
	Nov. 27	Thanksgiving Break Nov. 27-Dec. 1, No Classes	
16	Dec. 2	Interpreting Data and Reporting Research	
17	Dec. 9	FINAL EXAM (cumulative) 3:30-5:30 PM	

Corrections

Spring 2019

CRMJ 3120, 21143, 3 credit hours

Instructor: Courtney Crittenden, Ph.D.

Email and Phone Number: courtney-crittenden@utc.edu; (423) 425-4220

Office Hours and Location: 540 McCallie (State Building) Room 445, T/TH 10-10:45AM;
1:45-2:30 PM

Course Meeting Days, Times, and Location: T/TH 12:15-1:30 PM, Derthick Lecture Hall 101

Course Catalog Description: Philosophical and historical evolution of corrections in the U.S. Emphasis on punishment and rehabilitative rationales, institutional programs and procedures, inmate social structures, and contemporary issues.

Course Pre/Co Requisites: CRMJ 1100 or department head approval

Course Student Learning Outcomes: Upon successful completion of this course, students should be able to: 1) identify the basic components of the correctional system in the U.S. including jails, prisons, and community corrections; 2) identify and explain the reasoning for the 5 major justifications of punishment in the U.S.; 3) explain how the roles of gender, age, race, and sexual orientation impact people's experiences within the correctional system; and 4) describe contemporary issues and how ethical dilemmas impact corrections.

Required Course Materials: Stohr, M.K. & Walsh, A. (2016). *Corrections: The essentials* (2nd ed.). Los Angeles, CA: Sage.

Top Hat: You **ARE REQUIRED** to use the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. Top Hat will require a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing. Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the in app support button, or by calling 1-888-663-5491.

Technology Requirements for Course: You need access to a computer with a reliable internet connection to complete this course. Test your computer set up and browser for compatibility with UTC Learn at <http://www.utc.edu/learn/getting-help/system-requirements.php>. You should also have an updated version of Adobe Acrobat Reader, available free from <https://get.adobe.com/reader/>.

Technology Skills Required for Course: You are expected to have a working knowledge of UTC Learn, internet and UTC Library database search engines, Microsoft Word, Microsoft PowerPoint, YouTube, and Top Hat. You must also be able to send and receive emails and email attachments. You need to know your UTC ID username and password to access the UTC Learn online password-protected system.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Course Assessments and Requirements: Over the course of this term, you will be expected to complete several assignments. There will be 100 possible points for this course.

Syllabus Quiz (5 points): During the first week of this class, you are required to complete the Syllabus Quiz. This quiz will NOT be timed and you can take it up to 3 times in order to get the best score possible. It is advised that you **USE YOUR SYLLABUS** to take the quiz. This quiz is designed to help you familiarize yourself with the course description/objectives, guidelines/rules, and assignments.

Exams (50 points): There will be 4 tests/exams given throughout the semester. They will all be worth 15 points each. These tests are designed to evaluate your progress throughout the term and will correspond with the material covered during that time frame. The exams may include multiple choice, true/false, fill-in the blank, short answer or essay questions. You are responsible for knowing information covered in the assigned readings, lecture notes, and other supplemental material assigned through the course.

Assignments (35 points): Over the course of this semester you will be working towards writing a 1000-1500 word literature review covering a correctional topic. You will choose the topic yourself, however, you must obtain approval from the professor before beginning your assignments. There are 3 assignments that coincide with the completion of your literature review.

Assignment 1 (10 points): For assignment 1, you will turn in the first/rough draft of your literature review. While technically this is a rough draft, every effort should be made to have your draft as polished as possible. ***This rough draft should be at least 1000 words but no more than 1500 words long.*** Additionally, at least ***5 peer-reviewed, scholarly references are required.*** APA formatting is required for this assignment. Thus, you need a title page, page numbers, 1-inch margins, Times New Roman, size 12 font, and a reference page. While both a title and reference page are required, they do not count towards the minimum word requirement. An abstract is NOT required.

Assignment 2 (7.5 points): For assignment 2, you will be completing a peer review of another student's paper. In order for this peer review to work successfully, you will need to turn in a second draft of your paper **after** carefully editing the paper based on your professor's feedback from assignment 1. You will then be randomly assigned to review a peer's paper based on a peer review form provided by the instructor. You will be graded on your thoughtfulness and diligence given in your review of your peer's work. Remember, one of your classmates will be providing you with feedback as well. You will only get out of this assignment what you put into it.

Assignment 3 (17.5 points): For assignment 3, you will turn in your final draft of your literature review to the professor. ***The final draft must be at least 1000 words but no more than 1500 words long, additionally you must use at least 5 peer-reviewed, scholarly references.*** As with the other drafts, you are required to have a title and reference page, page numbers, 1-inch margins, Times New Roman, size 12 font, and follow APA formatting standards, but they do not count towards the minimum word requirement. However, you are **NOT** required to have an abstract.

Participation (10 points): In this course, we will be using the multimedia platform Top Hat. You are required to buy a Top Hat subscription for this course. We will use this platform for all of our lectures and there will be guided activities and questions within each in-class lecture to gauge participation and understanding. At least two participation questions will be asked during each lecture (***you must be in-class to answer the question***). Students who participate in 32 or more questions via Top Hat will receive the full 10 participation points. Students answering 28-33 questions will receive 7.5 points, 23-27 = 5 points, 17-22 = 2.5 points, less than 17 = 0 points.

Course Grading

Course Grading Policy: *The grading scale is as follows:*

A	90-100	C	70-79.99	F	Below 60
B	80-89.99	D	60-69.99		

Instructor Grading and Feedback Response Time: Grading and feedback by the instructor will be completed within 14 business days of the posted deadline.

Course and Institutional Policies

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UTC Learn - Canvas: Canvas will be used throughout the course. The syllabus, assignments, and other pertinent information will be posted there. It is the student's responsibility to understand and be able to navigate Canvas. Access course materials at <http://www.utc.edu/learn/>. Log in using your utcID and password (the same as for your UTC email). If you need help with UTC Learn, see <http://www.utc.edu/learn/student-resources/index.php> or contact the Call Center at 425-4000.

Unicheck Statement: All papers and other written assignments in this class must be submitted to UTC Learn text-matching software (Unicheck) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTC Student Handbook.

Accommodation Statement: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or special accommodations in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center.

Counseling Statement: If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to utc.edu/counseling for more information.

Title IX Statement: Federal law, specifically Title IX, and university policy require that I, along with all other faculty members, serve as mandated reporters of incidents involving sexual misconduct and relationship violence, including sexual assault, dating violence, domestic violence, and stalking. Reporting ensures that colleges protect and accommodate victims/survivors as well as hold perpetrators accountable for their behavior. There are several places on campus where you can report incidents if you wish

to file a formal complaint. You can file a formal complaint without filing a police report, and you can get services from the university even if you do not want to file or pursue a formal complaint. If you wish to report an incident confidentially, there also are some places on campus where you can go for assistance. For more information about reporting options see the webpage: <http://www.utc.edu/sexual-misconduct/>. If you provide information about these types of incidents in class, in a written assignment, in discussion in my office, in an email, or in other forms of communication, it is important that you know that I am required to report it.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Academic Integrity: I take cheating and/or plagiarism very seriously and will take the following actions accordingly: 1) fail you on the assignment; 2) fail you for the course; and/or 3) notify the Dean's office. Aside from cheating, I also ask you that you follow these rules:

- a) DO NOT use cell phones while class is in session for reasons other than coursework purposes— this includes texting.
- c) Be respectful to both me and your fellow classmates.
- d) Do not read outside materials while in class.
- e) Do not sleep in class.

Course Attendance Policy: *Corrections* is a required class for our majors. As such, you are expected to attend class and keep up with the assigned material.

Course Participation/Contribution: I intend to use lecture and discussion in this class. The more interactive the class is, the more you will learn. I expect everyone to arrive at class on time, having read the assignment material, ready to answer questions and discuss concepts.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Calendar/Schedule: *The professor reserves the right to modify this syllabus, the dates, assignments, and the grading scale at any time, as this is only a tentative outline for the class. However, the student will be held to the standards of academic integrity, attendance, and other general student responsibilities that are outlined above.*

Week	Date	Topic	Readings
1	Jan 8	Introduction	
	Jan 10	Underpinnings of Corrections	Ch. 1
2	Jan 15	Syllabus Quiz due Jan 15 @ 11:59 PM via Canvas	
	Jan 17	Correctional History Lit Review Topic Due (email Dr. C)	Ch. 2
3	Jan 22	Correctional History	Ch. 3
	Jan 24		
4	Jan 29	Ethics and Corrections	Ch. 4
	Jan 31	Exam 1	
5	Feb 5	Sentencing	Ch. 5
	Feb 7	Jails Assignment 1 Due by 11:59 PM via Canvas	Ch. 6
6	Feb 12		
	Feb 14	Community Corrections	Ch. 7
7	Feb 19	Prisons	Ch. 8
	Feb 21		
8	Feb 26	Exam 2	
	Feb 28	Correctional Personnel	Ch. 9
9	Mar 5		
	Mar 7	Reentry Assignment 2 due by 11:59 PM via Canvas	Ch. 10
10	Mar 12	SPRING BREAK – NO CLASS	
	Mar 14	SPRING BREAK – NO CLASS	
11	Mar 19	Women and Corrections	Ch. 11
	Mar 21		
12	Mar 26	Minorities and Corrections	Ch. 12
	Mar 28	Exam 3	
13	Apr 2	Legal Issues	Ch. 14
	Apr 4	Correctional Programming Assignment 3 due by 11:59 PM via Canvas	Ch. 15
14	Apr 9		
	Apr 11	The Death Penalty	Ch. 16
15	Apr 16	Corrections in the 21 st Century	Ch. 17
	Apr 18	Last Day of Class	
17	Apr 25	Final Exam – 10:30AM-12:30 PM	

Race, Class, Gender, & Crime
CRMJ 3310, CRN 28553, Online, 3 credit hours

Instructor: Courtney Crittenden, Ph.D.

Email and Phone Number: courtney-crittenden@utc.edu; (423) 425-4220

Office Hours and Location: M 2:00-3:15PM & W 1:00-3:15 PM, 801 McCallie Building, Room 106. *While I do keep office hours on campus, due to the nature of online classes, it would typically be better for you to email me with any questions you have. I will respond within 24-48 hours, assuming I receive your email. Phone/face to face appointments can also be scheduled as needed.*

Course Meeting Days, Times, and Location: ONLINE in UTC Learn.

Course Catalog Description: This course will examine unique issues raised by race/ethnicity, class, and gender when analyzed in relationship to crime and social control. Special emphasis is placed on the interaction of these factors in relation to victimization, criminal behavior, and criminal justice responses.

Course Pre/Co Requisites: CRMJ 1110 and CRMJ 2100 or department head approval.

Course Student Learning Outcomes: This class examines the experiences of people based on their race, class, and gender within agencies of social control, namely criminal justice. Comparisons of crime rates, types of offending, and victimization will all be discussed throughout the course. At the end of this class, the student will expect to have achieved the following:

- Explain the experiences of people of color and women within the field of criminal justice and how these experiences compare to others.
- Describe how class influences experiences within the criminal justice system
- Describe and apply the concepts of “white privilege”, the “male standard”, and “class privilege.”
- Explain the intersectionality of race, gender, and class within criminology

Required Course Materials: *Required Readings are available through the UTC Library. Links to each reading are provided in the syllabus and on UTC Learn.*

Technology Requirements for Course: This course is delivered in an Internet Course Delivery Method. This format requires that the entire class be conducted online. All materials for the course including the syllabus, course content, contact information, presentations, activities and assessments will be provided on UTC Learn. You need access to a computer with a reliable internet connection to complete this online course. Test your computer set up and browser for compatibility with UTC Learn at <http://www.utc.edu/learn/getting-help/system-requirements.php>.

- Students are expected to log into the course and check their UTC student email account frequently.
- You should have an updated version of Adobe Acrobat Reader (for PDF documents), available free from <http://www.adobe.com/products/acrobat/readstep2.html>. Additional software plug-ins may be needed. Check the Technical Requirements for the UTC Learn

system at <http://www.utc.edu/learn/getting-help/system-requirements.php>

- Respondus Lockdown Browser is required to take all of the quizzes for this course. Information about how to download this browser can be found at <https://www.utc.edu/learn/student-help/assessments/respondus-lockdown-browser.php>.

Technology Skills Required for Course: You are expected to have a working knowledge of UTC Learn, internet and UTC Library database search engines, Microsoft Word, Microsoft PowerPoint, and YouTube. You must also be able to send and receive emails and email attachments. You need to know your UTC ID username and password to access the UTC Learn online password-protected system.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Course Assessments and Requirements: Over the course of this term, you will be expected to complete several assignments. There will be 100 possible points for this course.

Quizzes (30 points): There will be 5 quizzes given throughout the semester. They will all be worth 6 points each. These quizzes will be designed to evaluate your progress throughout the term and will correspond with the material covered during that time frame. You are responsible for knowing information covered in the assigned readings, lecture notes, and other supplemental material assigned throughout the course. In order to take each test, you must have downloaded and be using **RESPONDUS LOCKDOWN BROWSER**. Additionally, each test will have an enforced time limit, no backtracking will be allowed, and they must be taken between 6:00AM-11:59PM on the day they are scheduled. If you have any scheduling conflicts concerning tests, you must inform me **BEFORE** the test in order for the possibility of a make-up test. Links for each test can be found under the tab for “Quizzes.”

Newspaper Article Response Papers (30 points): Throughout the semester, you will be required to write three (3) response papers (10 points each) based on newspaper articles. These newspaper articles must be written sometime between July 2017 to present. As a part of this assignment, you must locate a newspaper article that deals with the criminal justice system *and* race/ethnicity, gender, and/or class (*if you find an article but are worried about whether it is appropriate, you may send a copy of the article to the professor, and she will let you know if it can be used for the assignment*). After finding the article you must: 1) save the article as a PDF file that you can upload with your paper, 2) include a very brief summary of the reading (1-2 paragraphs), 3) discuss how this reading relates to the field of criminal justice and our class (1-2 paragraphs), and 4) write your response to what you have read (i.e., was this a well written article, did it make good points, would you recommend it to a friend?; 1 paragraph). Each response paper should be at least 1 page, but no more than 2 pages (and while title pages and reference pages are required, they are excluded from the page count). Additionally, the paper must be typed, Times New Roman size 12 font, 1-in margins, and double-spaced. **You must upload both the response paper and the newspaper article to Blackboard/UTC Learn in order to be eligible to receive full points.**

Discussion Board (20 points) – Throughout the term, discussion questions will be posted by the instructor. You are required to respond to **5** of these questions by the end of the course (each post is worth 4 points each)– there will be individual deadlines given for each question when it is posted. Typically, these questions will cover issues discussed in either lecture, your readings, or relevant world/cultural events. Your answers to these questions should be thoughtful and based upon facts from either lecture, readings, or other *scholarly* sources. ***Please remember that we are dealing with sensitive issues in this class. Your opinion and your fellow peers’ opinions are all IMPORTANT and to be RESPECTED. While we may disagree with one another (which is perfectly normal and to be expected) we MUST do so in a RESPECTFUL MANNER. To that end, name calling, slurs, and other forms of hostility/abusive language will not be tolerated on discussion board posts. Such posts may be deleted at the discretion of the professor.***

Policy Paper (20 points) – As a part of this course, you will be required to discuss a criminal justice policy currently used in some part of the system. This policy could relate to policing, the courts, or corrections (e.g., three-strikes, the War of Drugs, stop-and-frisk). In your paper, you need to determine if the policy affects individuals differently based on their race, gender, and/or class. If there are differences based on race, gender, and/or class, explain why scholars argue the disparities occur and offer at least one solution for correcting these disparate treatments. This paper is required to be 3-5 pages in length (and while title and references pages are required, they are excluded from the page count) and no less than four (4) academic sources (i.e., journals and books – NO WEBSITES ALLOWED) must be used. APA formatting is required for this paper (i.e., Times New Roman, 12 pt. font, double-spaced, 1-inch margins).

Course Grading

Course Grading Policy: The grading scale is as follows:

A	90-100	C	70-79.99	F	Below 60
B	80-89.99	D	60-69.99		

Instructor Grading and Feedback Response Time: Grading and feedback by the instructor will be completed within 14 days of the posted deadline. If for some reason the instructor is unable to have the assignment graded in this time period, you will be notified.

Course and Institutional Policies

Late/Missing Work Policy: Late assignments are not accepted. You will receive a “0” if your assignments are not turned in on the day they are due. This includes papers, discussion board posts, and any other assignments that may be due.

- Please do all in your power to take your quizzes on time. There are few legitimate reasons for missing a quiz, considering you are given an 18-hour window in which to complete this assignment **AND** the dates of each quiz are posted on the first day of the term. If you know beforehand that you have a conflict, please let me know as soon as possible. Simply missing the quiz is not a justifiable reason for being allowed to make up the quiz, and if you do miss a quiz, I must be notified within 24 hours of your missing the quiz. If you do not follow this policy

or cannot provide me with a verifiable and acceptable reason for missing the quiz, you will receive a score of zero (0) for the quiz.

Email and Communication: Students are encouraged to communicate with the professor should they experience any difficulties or concerns in relation to the course. Typically, you can expect a response from me during normal business hours (9AM-5PM Monday-Friday) within 24-48 hours after emailing me, assuming the message is received. It is your responsibility to get in touch with the professor if you have any problems, need help, etc. When contacting the instructor via email please use the email listed at the top of this syllabus. Students must use their assigned UTC email to communicate with the instructor via email. *It is strongly suggested that the student carbon copy (CC) him/herself on all emails to document the efforts in the event of computer-related problems.* At times the professor will email the class with information. It is your responsibility to check your email and make sure that the email account the university has for you (and thus the one that will be used by the instructor) is the email account that you regularly check. If you have problems with accessing your UTC email account, contact the Solutions Center at 423-425-4000.

UTC Learn – Canvas: UTC Learn will be used throughout the course. The syllabus, assignments, and other pertinent information will be posted there. It is the student's responsibility to understand and be able to navigate UTC Learn. Access course materials at <http://www.utc.edu/learn/>. Log in using your utcID and password (the same as for your UTC email). If you need help with UTC Learn, see <http://www.utc.edu/learn/student-resources/index.php> or contact the Call Center at 425-4000.

Unicheck Statement: All papers and other written assignments in this class must be submitted to UTC Learn text-matching software (Unicheck) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTC Student Handbook.

Accommodation Statement: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or special accommodations in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center.

Counseling Statement: If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to utc.edu/counseling for more information.

Title IX Statement: Federal law, specifically Title IX, and university policy require that I, along with all other faculty members, serve as mandated reporters of incidents involving sexual misconduct and relationship violence, including sexual assault, dating

violence, domestic violence, and stalking. Reporting ensures that colleges protect and accommodate victims/survivors as well as hold perpetrators accountable for their behavior. There are several places on campus where you can report incidents if you wish to file a formal complaint. You can file a formal complaint without filing a police report, and you can get services from the university even if you do not want to file or pursue a formal complaint. If you wish to report an incident confidentially, there also are some places on campus where you can go for assistance. For more information about reporting options see the webpage: <http://www.utc.edu/sexual-misconduct/>. If you provide information about these types of incidents in class, in a written assignment, in discussion in my office, in an email, or in other forms of communication, it is important that you know that I am required to report it.

Weather Events Policy: If campus is closed due to inclement weather, this online course will proceed as normal.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

Honor Code Pledge: As an online student, I pledge not to engage in plagiarism, unauthorized collusion, deception, or the use of unauthorized resources in my online classes, in accordance with the definitions outlined in the student code of conduct. I pledge that my work will be done independently, unless directed otherwise by my instructor, that my work will be original, and that my work will be my own.

As an online student, I understand that my activities within the online environment are monitored electronically and are subject to investigation should the instructor suspect any dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

Should I become aware of others engaging in any of these activities, I will report such activities to the instructor of the course either by email or by telephone. Furthermore, I understand that should I violate this honor code for online learning, I may be subject to dismissal from the institution.

By staying enrolled in this course, I agree to the terms of this honor code.

Academic Integrity: I take cheating and/or plagiarism very seriously and will take the following actions accordingly: 1) fail you on the assignment; 2) fail you for the course; and/or 3) notify the Dean's office.

Course Participation/Contribution: Students are expected to participate in all interactive aspects of this course. This includes logging in regularly (several times per week) to check for announcements, posting on discussion board threads, and communicating with the instructor if you have any questions regarding course content.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Calendar/Schedule: *The professor reserves the right to modify this syllabus, the dates, assignments, and the grading scale at any time, as this is only a tentative outline for the class. However, the student will be held to the standards of academic integrity, attendance, and other general student responsibilities that are outlined above.*

Course Outline			
Week	Date	Topic	Readings
Week 1		Introduction Criminology and R,C,G	Blackwell, B.S., & Cruze, J. (2015). Intersectionality and Crime. <i>International Encyclopedia of Social and Behavioral Sciences</i> (2nd ed). 663-669. Sharp, S.F. (2015). Feminist criminology and gender studies. <i>International Encyclopedia of Social and Behavioral Sciences</i> (2nd ed). 912-917.
Week 2		White Privilege/Race as Social Construction	Rattansi, A. (2013). <i>Racism: A Very Short Introduction</i>. Oxford University Press. Boatright-Horowitz, S.L., Marraccini, M.E., & Harps-Logan, Y. (2012). Teaching antiracism: College students' emotional and cognitive reactions to learning about white privilege. <i>Journal of Black Studies</i>, 43(8), 893-911.
Week 3		Male Privilege/ Gender as a Social Construction Quiz 1	Coston, B.M. & Kimmel, M. (2012). Seeing privilege where it isn't: Marginalized masculinities and intersectionality of privilege. <i>Journal of Social Issues</i>, 68(1), 97-111.

			<p>Springer, K. (2014). How biology supports gender as a social construction. <i>Contexts</i>, 13(4), 20-22.</p>
Week 4		<p>Class Privilege Response Paper 1 AND Paper Topic due</p>	<p>Lacy, K. (2015). Race, privilege and the growing class divide. <i>Ethnic and Racial Studies</i>, 38(8), 1246-1249.</p> <p>Lapour, A.S., & Heppner, M.J. (2009). Social class privilege and adolescent women's perceived career options. <i>Journal of Counseling Psychology</i>, 56(4), 477-494.</p>
Week 5		<p>Privilege at the Intersection Quiz 2</p>	<p>Case, K.A., Iuzzini, J., & Hopkins, M. (2012). Systems of privilege: Intersections, Awareness, and Applications. <i>Journal of Social Issues</i>, 68(1), 1-10.</p> <p>McIntosh, P. (2012). Reflections and future directions for privilege studies. <i>Journal of Social Issues</i>, 68(1), 194-206.</p>
Week 6		<p>Patterns of Victimization</p>	<p>Martin, F.A. & Danner, M.J.E. (2015). Crime and victimization among American Indians: One community's perception of crime, violence, and social services. <i>The Canadian Journal of Native Studies</i>, 35(2), 109-139.</p> <p>Jozkowski, K.N. & Wiersma-Mosley, J.D. (2017). The Greek system: How gender inequality and class privilege perpetuate rape culture. <i>Family Relations</i>, 66, 89-103.</p>
Week 7		<p>Quiz 3</p>	<p>Clark, H.M., Galano, M.M., Grogan-Kaylor, A.C., Montalvo-Liendo, N., & Graham - Bermann, S.A. (2016). Ethnoracial variation in women's exposure to intimate partner violence. <i>Journal of</i></p>

			<p><u>Interpersonal Violence, 31(3), 531-552.</u></p> <p><u>Knight, C. & Wilson, K. (2016). LGBT People as victims of crime. <i>Lesbian, Gay, Bisexual and Trans People (LGBT) and the Criminal Justice System.</i></u></p>
Week 8		Law Enforcement and Prosecution	<p><u>Holmes, M.D. (2015). Crime, Race, and Ethnicity. <i>International Encyclopedia of the Social and Behavioral Sciences</i> (2nd ed), 5, 182-188.</u></p> <p><u>Chilton, R. & Triplett, R. (2015). Crime and Class. <i>International Encyclopedia of the Social and Behavioral Sciences</i> (2nd ed), 5,2906-2910.</u></p> <p><u>Stadler, W.A., & Benson, M.L (2012). Revisiting the guilty mind: The neutralization of white-collar crime. <i>Criminal Justice Review</i>, 37(4), 494-511.</u></p>
Week 9		Administration of Law	<p><u>Cumley, S.R., Heimer, K., & DeCoster, S. (2015). Crime and Gender. <i>International Encyclopedia of the Social and Behavioral Sciences</i> (2nd ed.). 132-136.</u></p> <p><u>Springer, K.W. (2010). The race and class privilege of motherhood: The <i>New York Times</i> presentations of pregnant drug-using women. <i>Sociological Forum</i>, 25(3), 476-499.</u></p>
Week 10		Intersections and Corrections	<p><u>Crittenden, C.A, Koons-Witt, B.A. & Kaminski, R.J. (2017). Being assigned work in prison: Do gender and race matter? <i>Feminist Criminology</i>, 13(4), 359-381.</u></p>
Week 11		CJS Personnel/ Policing	<p><u>Holdaway, S. (2014). Minorities within the police workforce.</u></p>

			<p><u>Encyclopedia of Criminology and Criminal Justice.</u></p> <p><u>Swan, A.A. (2016). Masculine, feminine, or androgynous: The influence of gender identity on job satisfaction among female police officers. <i>Women & Criminal Justice</i>, 26(1), 1-19.</u></p>
Week 12		<p>CJS Personnel - Courts/Corrections</p> <p>POLICY PAPERS DUE</p>	<p><u>Burdett, F., Gouliquer, L. & Poulin, C. (2018). Culture of corrections: The experiences of women correctional officers. <i>Feminist Criminology</i>, 13(3), 329-349.</u></p> <p><u>Wooldredge, J. & Steiner, B. (2016). Further inspection into the effects of correctional officers' sex, race, and perceptions of safety on job-related attitudes. <i>The Prison Journal</i>, 96 (4), 576-599.</u></p>
Week 13		<p>Policy</p>	<p><u>Carlan, P.E., Thompson, R.A., & Cheeseman, K.A. (2013). Criminology and criminal justice doctoral programs in 2012-2013: Transformation of a male-dominated arena. <i>Journal of Criminal Justice Education</i>, 24(4), 576-593.</u></p>
Week 14			<p><u>Olson, L.M. (2017). Criminal justice students and sexual prejudice. <i>Journal of Criminal Justice Education</i>, 28(3), 428-440.</u></p> <p>Police Chapter from Barak, G., Leighton, P. & Cotton, A. (2014). <i>Class, Race, Gender, and Crime: The Social Realities of Justice in America</i> (4th ed). Rowman & Littlefield (Found on UTC Learn).</p>
Week 15		<p>Response Paper 3 due on Apr 20 @ 11:59PM</p> <p>Quiz 5</p>	

[Please see the Courses section of this catalog for complete course descriptions.](#)

First Year – 30-31 Hours			
Fall Semester:	Hrs	Spring Semester:	Hrs
CRMJ 1100: <i>Intro to the Criminal Justice System</i>	3	CRMJ 2100: <i>Criminology</i>	3
ENGL 1010 or 1011 (Rhetoric and Writing I)	3-4	ENGL 1020 or HIST 2100 (Rhetoric and Writing II)	3
Mathematics	3	Statistics	3
Behavioral and Social Science	3	Behavioral and Social Science	3
FAH: Historical Understanding	3	FAH: Literature	3
	15-16		15
Second Year – 31 Hours			
Fall Semester:	Hrs	Spring Semester:	Hrs
CRMJ 3110: <i>Criminal Justice Research Methodology</i>	3	CRMJ 3100: <i>Policing</i>	3
CRMJ 1700: <i>Intro to Criminal Law</i>	3	CRMJ 3310: <i>Race, Class, Gender & Crime</i>	3
Natural Science with Lab	4	Natural Science without Lab	3
FAH: Thought, Values and Beliefs	3	FAH: Visual and Performing Arts	3
Non-Western Culture	3	Elective	3
	16		15
Third Year – 30 Hours			
Fall Semester:	Hrs	Spring Semester:	Hrs
CRMJ 3250: <i>Courts</i>	3	CRMJ 3120: <i>Corrections</i>	3
CRMJ Elective	3	CRMJ 4300: <i>Ethics in Criminal Justice</i>	3
CRMJ Elective	3	CRMJ Elective (3000-4000 Level)	3
Elective	3	Elective (3000-4000 Level)	3
Elective	3	Elective	3
	15		15
Fourth Year – 28-29 Hours			
Fall Semester:	Hrs	Spring Semester:	Hrs
CRMJ Elective	3	CRMJ 4850: <i>Capstone in Critical Justice Issues</i>	3
CRMJ Elective (3000-4000 Level)	3	CRMJ Elective (3000-4000 Level)	3
Elective (3000-4000 Level)	3	Elective (3000-4000 Level)	3
Elective	3	Elective	3
Elective	3	Elective	1-2
	15		13-14

Completed:			
Graduation Requirements:	Hrs	Degree Requirements:	Hrs
120 Total Hours		40-41 General Education Hours	
39 Upper Division (3000-4000) Hours*		48 Program (Major) Hours	
30 Hours at UTC		Minor (<i>Not Required</i>)	
60 Hours at 4-year Institution		31-32 Elective Hours	
		Foreign Language (<i>Not Required</i>)	

APPENDIX 1D: SAMPLE ASSIGNMENTS AND ACTIVITIES

CRMJ 2100 Sample Writing Assignment

Criminology 2100 - Theoretical Paper 1

Instructions:

Your theoretical paper must be at least 300 words, and you must use a theory discussed in Unit 2. Make sure that you summarize the theory and include the major components (briefly but succinctly), describe at least 2 strengths **AND** 2 weaknesses (these strengths and weaknesses must be based off the characteristics of good theories described in Ch. 1 of your text), and then apply this theory to real life (i.e., describe how you could use this theory to explain some type of criminal activity). APA formatting is required for these papers. That means papers must be double-spaced, Times New Roman size 12 font, one-inch margins, and have a title and reference page. Please note, while title and reference pages are required, they do NOT count towards the 300-word minimum. Failure to comply with these guidelines will result in a points deduction. Attached below is the rubric that will be used in grading this assignment.

Grading Rubric:

	Excellent	Acceptable	Needs Work
Formatting	Minimal issues with APA page formatting and citations. Minimal or no issues with title and/or reference page.	A few/some issues with APA page formatting and citations. A few/some issues with title and/or reference page.	Serious/major issues with APA page formatting and citations. Serious/major issues with title and/or reference page. Components may be missing or unacceptably formatted.
Summary	Includes basic premise of the theory and any supporting elements identified by the theorist. It will also include the assumption the theory is based on (i.e., people are rational, people are naturally criminal, etc.). This summary will be very well written and succinct.	Includes basic premise of the theory at least one supporting element identified by the theorist. It will also include the assumption the theory is based on (i.e., people are rational, people are naturally criminal, etc.). This summary will be generally to somewhat well written, but not as well explained as needed.	May or may not include the basic principle of the theory, it so, may have issues or be unclear. Supporting elements and assumption of the theory are either not mentioned or are not clear/explained. There are major issues with clarity and/or it is not succinct.

Strengths	There are two valid strengths included. These strengths come for the characteristics of parsimony, scope, testability, empirical evidence, and/or policy implications.	There are two strengths included, but they are too similar, only one is valid, or both strengths overlap regarding the characteristic (i.e., parsimony, scope, etc.).	Only one strength is mentioned and it may or may not be valid OR no strengths are mentioned.
Weaknesses	There are two valid weaknesses included. These weaknesses come for the characteristics of parsimony, scope, testability, empirical evidence, and/or policy implications	There are two weaknesses included, but they are too similar, only one is valid, or both weaknesses overlap regarding the characteristic (i.e., parsimony, scope, etc.).	Only one weaknesses is mentioned and it may or may not be valid OR no weaknesses are mentioned.
Application	Successfully incorporates all elements of the theory into explaining a real-life example of crime.	Incorporates all elements of the theory into an explanation of crime, but some of the elements may be applied incorrectly OR includes many, but not all of the elements of the theory.	Incorporates one or two of the elements of a theory into an explanation of crime, many elements missing. Some/many elements may be incorrectly applied. OR Does not apply the theory to a real-life crime. Does not apply any of the elements correctly. Does not discuss correct topic (i.e., discusses policy implications rather than applying the theory to an explanation).
Grammar	Paper has almost no spelling, grammatical, or sentence structure errors. Grammar does not detract from the content.	Paper has a few/some spelling, grammatical, and sentence structure errors. Grammar barely/somewhat detracts from the content.	Paper has quite a few/many spelling, grammatical, and sentence structure errors. Grammar seriously detracts from the content OR makes it very hard to comprehend content.

CRMJ 2100 Sample Quiz Questions

Sample Multiple Choice:

- 1) Which school education program is heralded as a failure?
 - a) DARE
 - b) CARE
 - c) BEWARE
 - d) SHARE

- 2) Braithwaite argues for what type of policy application?
 - a) Greater use of death penalty
 - b) Greater use of restorative justice
 - c) Drug courts
 - d) Longer probation sentences

- 3) Biosocial theories would advocate for the use of neighborhood watch programs.
 - a) True
 - b) False

CRMJ 3120: Corrections - CJLO2

Corrections is one of the courses that works to meet CJLO2. Specifically, in this course, students learn about the history, processes, and current status of the correctional system in the US. This includes the treatment of inmates historically and currently, and ways treatment has/does vary due to gender, race, and sexuality of inmates/clients. The specific learning objectives for this course are evaluated based on the students' demonstrated competency and completion of four exams and a literature review of some topic/issue related to the correctional system. Below you will find sample exam questions and the guidelines for the literature review.

CRMJ 3120 Literature Review Assignment

Literature Review Guidelines Assignment 2

Basic guidelines and formatting:

- This paper must be in APA formatting. If you need help with this formatting, here are two websites that may be useful: <https://owl.english.purdue.edu/owl/resource/560/01/> and <http://www.apastyle.org>.
- This also means that the paper must be double-spaced, have 1-inch margins (top, bottom, left, and right), and be Times New Roman size 12 font.
- This paper must be at LEAST 5 pages but no more than 6 pages long. You must also have a cover and reference page (APA style), however these pages do not count toward the page requirement. In-text citations are required for this paper.

- 5 peer-reviewed, scholarly journal articles/references are required. A good place to start looking for these sources is through the UTC Library (<https://www.utc.edu/library/>);^{[1][SEP]}
- While it is acceptable to use quotations, it is better to explain in your own words. Please keep quotes to a minimum and paraphrase when possible.
- Please remember that this is a formal paper. Do not use first person in this paper. Do not include subjective/biased language. Do not use colloquialisms or vernacular terms or keep their use to a bare minimum. Do not use contractions (e.g., don't, can't, wouldn't). Do not use abbreviations (e.g. rehab). Introduce acronyms before using them (e.g., The Federal Bureau of Investigations (FBI)...).
- **If you do not follow these guidelines, points will be deducted.** ^{[1][SEP]}

Contents and Components: In this assignment, you are expected to write a succinct review of literature which focuses on your particular topic. In order to do this, you are **required** to use at least 5 scholarly, peer-reviewed journal articles. While you are allowed to use other sources as well, these will be supplemental to your 5 required ones. There are several components that you might have in this paper to accomplish this task.

- **Introduction (1 page or less)** – introduce your topic. In this section, you explain the significance/importance of your topic. You will also need to provide a roadmap as to where the paper is going. Please remember that an introduction to any paper is where you answer the “so what?” question. You are luring the reader in – explaining why she should care.
 - o Your introduction may include a brief history of the issue or it may convey the current standing of the issue, or both. It is important to remember that this section is a brief overview to highlight what is to come.
- **Review of Literature (3-5 pages)** – in this section you will review relevant literature concerning your topic/issue. In this section you highlight relevant themes concerning your topic. It is important to remember that a literature review should be written thematically rather than by study. This means you move from one theme to the next rather than from one study to another study to another study.
 - o A literature review helps you better understand the research that has been done about a topic. It also helps you understand what we know about this topic.
 - o It may describe relationships, for instance, the relationship between gender and the death penalty.
 - o It may also reveal gaps in the literature – you may need to highlight what we do not know about your topic.
 - o **KEEP IN MIND** – each time you provide a fact or figure beyond common knowledge you need to cite it. So if you tell me that 60% of inmates have a drug problem, cite the source where you found that information. If you say a majority of inmates have a drug problem, you are still indicating a number and you need to cite it.
- **Conclusion (less than 1 page)** – tie it all together.

CRMJ 3120 Sample Exam Questions

- 1) 1. Corrections serves which function for individuals convicted of a crime?
 - a. management

- b. punishment
 - c. supervision
 - d. treatment
 - e. all of the above
 - f. none of the above
- 2) The _____ justification for punishment finds its roots in the medical model.
- a. incapacitation
 - b. retribution
 - c. deterrence
 - d. rehabilitation
- 3) The incapacitation justification for punishment views offenders as _____.
- a. generally good people who have made bad decisions
 - b. mentally ill people who need treatment
 - c. wicked people who need to be separated from the innocent
 - d. rational beings who weight the cost and benefits of their crimes
 - e. none of the above
- 4) What was the correctional goal of the Southern leasing system? Explain.
- 5) Name/ **briefly** explain 2 of the suggestions given in your text to reduce unethical behavior among correctional staff.

CRMJ 3100: Policing- CJLO2

Policing is another core course that is designed to meet CJLO2. This course provides a comprehensive, yet concise, overview of both the foundations of policing and the expanded role of today's police officers. Policing in multicultural communities, the impact of technology on policing, policing strategies and procedures will be discussed in a thought-provoking way. Students will gain a realistic understanding of the issues such as police corruption, ethics, and attempts to control police behavior.

CRMJ 3100 Paper Assignment

**Term Research Project
CRMJ 3100 - Policing**

Community policing has been a major trend in U.S. policing since 1980s. In 1999, nearly two-thirds of county and municipal police departments with 100 or more officers had a formally written community-policing plan. Although it is widely adopted, there is still confusion about community policing, what it might be expected to accomplish, and how or why it might be expected to work where other strategies have failed.

In your research project, your task is to analyze what community policing is and what it is not. This is what you are expected to do in your project:

1. Explain community policing strategy/philosophy
2. Compare community policing to traditional policing
3. Identify and briefly explain the common elements of community policing programs
4. Explain a community policing program that is considered successful
5. Discuss the criticisms of community policing

Your research paper is expected to be between 500-600 words and double-spaced. Please use Times New Roman, Font-12.

Please use proper headings for each part of your paper.

You are expected to use and cite at least three academic sources (books and journals, no websites allowed), and you are not allowed to use more than two direct quotes (twenty words or less each). You may use your textbook as one your three sources.

Your research paper must be formatted in the APA citation method.

The deadline to return your paper is March 6, 2019 (11:59 pm).

All papers in this class must be submitted to UTC Learn (Blackboard) text-matching software (SafeAssign) for review and to analyze for originality and intellectual integrity.

Your research paper is going to be 20% of your final grade.

Be yourself and do your best.

And don't forget! You are always welcome if you need help.

CRMJ 3100 Sample Exam Questions

Sample multiple choice

1. Problem-oriented policing is a policing model that focuses on risk assessment and risk management.
 - a. True
 - b. False
2. Police are expected to achieve certain outcomes. Which of the following is not one of those outcomes?
 - a. Develop greater community cohesion
 - b. Solve neighborhood problems and improve quality of life
 - c. Support elected politicians
 - d. Reduce the fear of crime
3. Crime mapping is the process of using GIS to conduct spatial analysis of crime problems and other issues.
 - a. True
 - b. False
- 4.

Sample Short Answer

1. Please identify and explain *the five eras of policing in the United States* in a well-organized short essay.
2. Please identify and explain the three styles of policing in a well-organized short essay.

CRMJ 3250: Courts - CJLO2

The courts course is one of the core courses that is aimed at addressing CJLO2. The class provides students with an overview of the role of the actors in the American courtroom, the interaction of these actors and the effect of social forces on their behavior. The class focuses on the roles of the prosecutor, plaintiff and defense lawyers, judges, juries, eye witnesses, expert witnesses, and court staff.

CRMJ 3250 Sample Writing Assignment

Brothel Boy Writing Assignment
CRMJ 3250
FALL 2019

DUE DATE

Sunday, October 27, by 11:59pm (EST)

Using the parable “The Brothel Boy,” students will write a 5-6-page paper. The paper must be typed, double-spaced, with 1” margins and a 12-point font (Times New Roman font preferred). **NOTE:** You **MUST** use evidence (i.e. explicit quotations/statements) from the story to support your responses.

IMPORTANT NOTICE: READ CAREFULLY BEFORE STARTING THE ASSIGNMENT:

Although the parable of the Brothel Boy took place in a foreign country (Burma) and a different time period (1920’s), some of the issues it raises (i.e., the moral deservedness of capital punishment and the issue of “blame” and “guilt”) can still be applied to modern-day times. As the author so clearly puts it, the Brothel Boy is “deliberately fashioned to tease out issues on which thoughtful people have differed for centuries” (Morris, 1992; p. 25). For example, what is “justice”? Is it “justice” to hang an intellectually disabled boy, who was born and raised in a brothel, for attempting to rape a “virgin girl” and whose only persistent defense is “Please Sir, I paid, I’m sorry Sir.”?

Simply put, whether you are talking about a third world country such as Burma or the 1920’s, issues such as defining “justice”, the complexities of law, the force of public opinion in shaping sentence outcomes, or the general tendency to look for a scapegoat for an heinous offense then vigorously pursue that they be punish, remains prominent issues facing our modern-day criminal justice system.

Therefore, while the modern-day criminal procedures were not followed in the story, your task is to correct that by using what you have learned in this course (see course objectives [CO] in the syllabus) to modernize the handling of the Brothel Boy’s case (i.e., answer the questions below as though the crime, arrest and trial occurred in 2019).

DETAILS/GUIDELINE OF THE ASSIGNMENT

1. Paragraph 1 - Calming down the town
 - a. **Description:** The town is in uproar over the death of the virgin girl. To stop a riot from occurring, pretend you are a news reporter informing the public about the case. This you would do by:
 - b. **Your Task**
 - i. Briefly summarize the parable. Your summary should include:
 1. The background information of the Brothel Boy
 2. His actions (what is he accused of doing?)
2. Paragraph 2 – Elements of a Crime
 - a. **Description:** Use your expertise and knowledge of the criminal justice system to inform the public of whether or not a crime was committed.
 - b. **Your Task:** (CO2)
 - i. What are the elements of a crime?
 - ii. Were those elements met? Be sure to explain your answer.
3. Paragraph 3 – Calming down the terrified Brothel Boy.
 - a. **Description:** The Brothel Boy is afraid and confused because he does not know the criminal procedures and thus does not understand what is happening. So, pretend you are a friend trying to ease his anxieties by explaining to him the steps of the pretrial criminal procedures:
 - b. **Your Task** (CO4)
 - i. Beginning with arrest, present the steps of the pretrial criminal procedures in order.
 - ii. Briefly discuss what takes place at each step.
4. Paragraph 4 – Role/Duties of the Prosecutor
 - a. **Description:** Pretend you're the prosecutor in the case.
 - b. **Your Task** (CO3)
 - i. What are the role/duties of a prosecutor?
 - ii. Would you charge the Brothel Boy with a crime; if so what crime?
 - iii. Why or why not?
5. Paragraph 5 – Role/Duties of a Defense Attorney
 - a. **Description:** Pretend you've been assigned the defense attorney for the Brothel Boy
 - b. **Your Task** (CO3)
 - i. What are the role/duties of a defense attorney?
 - ii. What legal defense would you use?
 - iii. Why?
6. Paragraph 6 – Role/Duties of a Judge
 - a. **Description:** Pretend you've been assigned the Judge in the case
 - b. **Your Task** (CO3 & CO5)
 - i. What are the role/duties of a judge during the pretrial stages (arrest to arraignment)?
 - ii. Pretend the Brothel Boy was tried and convicted; what sentence would you impose and why? **NOTE:** To answer this question you may want to read ahead to chapter 14 of the text for ideas on sentencing options.

7. Paragraph 7 – Outcome

- a. **Description:** Here you will discuss what ultimately happened to the Brothel boy and present your personal views of that outcome.
- b. **Your Task (CO6)**
 - i. What was the ultimate fate of the brothel boy?
 - ii. Do you feel justice was served why or why not?

CO = Course Objective (see syllabus)
 Revised: August 2019

Brothel Boy Grading Rubric

Criteria	Description
Towns people	Points possible: 0-15 Did the student calm down the town's people by adequately describing the background of the Brothel Boy (i.e., where he was born/raised; where he lived, educational background and employment. Did the student discuss the crime the Brothel Boy is accused of committing?
Elements of a crime	Points possible: 0-10 Did the student adequately discuss all the elements of a crime. Did the student specifically answer the question as to whether or not the elements of a crime were met.
Steps in the CJ process	Points possible: 0-20 Did the student discuss the steps in pretrial (arrest to arraignment) criminal procedures? Were the steps presented in order? Is it clear what the steps are and what takes place at each stage?
Prosecutor	Points possible: 0-10 Did the student adequately discuss the role and duties of the prosecutor? Did the student discuss whether or not they would file charges and why?
Defense	Points possible: 0-10 Did the student adequately discuss the role and duties of the defense attorney? Did the student identify and explain the legal defense they would use? Did the student explain why they chose that legal defense?
Judge	Points possible: 0-10 Did the student adequately discuss the role and duties of the judge during the pretrial stages (arrest to arraignment)? Did the student specify a sentence and why they chose that sentence?
Was justice served	Points possible: 0-5 Did the student specifically discuss the ultimate fate of the Brothel Boy? Did the student specifically answer the question as to whether or not justice was served? Did they explain why?
Organization	Points possible: 0-5 Was the paper organized and followed the format requested by the professor?
Grammar/sentence structure	Points possible: 0-7 Paper has almost no spelling, grammatical or sentence structure errors.
Use of supporting evidence	Points Possible: 0-8

	Overall, did the student make use of quotes from the parable to support arguments? Were the selected quotes appropriate and convincingly supported their argument?
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CRMJ 3250 Court Visit Assignment

Court Visit Alternative Assignment
Due Date: 12:15pm, Tuesday, October 1

For those students who cannot attend the class field trip. You MUST answer ALL questions.

Actors in the courthouse

1. List and describe all of the people who work in the courthouse, both in court and behind the scenes. Your response should include a discussion of what they do and a description of the job (e.g., education requirements and salary)

Assembly line justice

1. What is assembly-line justice? Discuss the strength and weaknesses of the assembly-line justice explanation.

Discretion

1. Read the information about discretion in the criminal justice system at:
<http://www.bjs.gov/content/justsys.cfm>
2. How might discretion be abused at the different decision points on the chart? If abuse is likely at these decision points, why is discretion allowed?

CRMJ 4300: Ethics in Criminal Justice - CJLO3

The ethics course is specifically designed to meet CJLO3. The instructor designed this course to encourage critical thinking when analyzing their own decision-making process, as well as to critically assess decision-making within the context of the criminal justice system. The course-specific learning objectives are evaluated based on students' demonstrated competency and completion of five in-class writing assignments, two paper assignments, and four exams. Below you will find a sample of the an in-class writing exercise, paper assignment, and exam questions. The writing assignment example is the assessment strategy used to record data in Compliance Assist for CJLO3. Please refer to Figure 1.2 to see how CJLO3 links to the course-specific learning outcomes for this class and how assessments are used to evaluate the course learning objectives.

CRMJ 4300: Sample Writing Assignment

Paper #1 – Ethics in Criminal Justice

ETHICAL DILEMMAS IN DAILY LIFE

DUE: 2/17/2019 AT 11:59PM VIA SAFEASSIGN ON UTClearn

This assignment is worth 20% OF YOUR FINAL GRADE

For this assignment, you will be answering questions about an ethical dilemma that you have faced in your life and how others approach dilemmas in their life. *You must write a 3-5 page double-spaced paper that addresses the following questions (black ink, 12-point Times New Roman font, 1" margins, APA formatting).* Your answers must be typed and saved as a Microsoft Word document. DO NOT submit a ".pages" document – it will not open on my office computer and I will not be able to grade it. All papers must be written in paragraph form (not question and answer format). Be sure to place your name on your document. Papers should be in word document format and submitted via the SafeAssign tab on UTCLearn in the folder entitled 'Assignment #1: Ethical Systems'.

It is expected that you will integrate information from the course readings and class discussions into your paper to support your discussion. Whenever you refer to information from your textbook, lectures, or another scholarly source; make sure you are citing appropriately in the text of the paper and providing a reference page in APA format. For help with APA formatting please visit <https://owl.english.purdue.edu/owl/resource/560/01/>. Materials submitted that are not in accordance with these guidelines will not be accepted. A basic rubric for assignments is available on UTCLearn.

1. Think of an ethical dilemma that you have faced in your life. This dilemma can have to do with a personal or professional issue that you have had to address. Think about some time in your life when you have had to consider what the right thing to do would be. Answer the following questions about the dilemma you choose.
2. Write a brief description of the ethical dilemma you have faced.
3. What options did you have to resolve the dilemma?
4. What did you decide to do to resolve the dilemma? In other words, what did you do?
5. Why did you make the choice that you did? Also, what ethical system could you apply that would support your choice? (You may **NOT** use egoism or religion as your ethical system). Ethical systems you may choose from: ethical formalism, utilitarianism, natural law, ethics of virtue, and ethics of care. You will need to cite in this section as you are getting this information from a source (i.e., your course materials). This section should comprise the majority of your paper.
 - a. How does this ethical system apply to your particular choice? **Be specific and thorough!** Your discussion of the ethical system should be extensive and demonstrate you understand what the system says about what is considered ethical, as well as how this played out in your decision-making process.
6. Looking back, do you think that you made the correct, ethical decision? Explain.

CRMJ 4300: Paper Assignment Grading Rubric					
Grading Criteria	0-2 More effort needed	3-5 Work in progress	6-9 Acceptable	10 Outstanding	Total Points

Paper length/format	The paper did not meet the page requirement outlined in the instructions. Margins were not 1". Font was not 12 point. Not double-spaced.			The paper met the page requirement outlined in the instructions. Margins were 1". Font was 12 point. Double-spaced.	1* ____ Out of 10
Mechanics	The spelling, grammar, and punctuation severely affected the overall readability of the paper.	The paper contained enough errors that the content was difficult to comprehend.	The paper contained several mistakes but the readability was not significantly compromised.	The readability was not affected by the mechanics of the paper.	1* ____ Out of 10
Citations	The information was not cited or properly paraphrased. Information was not in student's own words.	The information was not properly cited.	The information was cited but not in APA format.	The information was cited using APA format and adequately paraphrased.	1* ____ Out of 10
Integration & Reference of Course Material	The student did not integrate any course material. The paper was entirely opinion.	The paper shallowly integrated course material into the discussion.	The paper did a sufficient job of integrating course material, but it was not apparent throughout the paper.	The paper thoroughly integrated course material[1] into the discussion throughout the document.	1* ____ Out of 10
Grading Criteria	0-9 More effort needed	10-19 Work in progress	20-25 Acceptable	26-30 Outstanding	

Application and analysis	A very limited ability to work with key concepts was demonstrated. No identification of patterns (i.e., prevalence, incidence, etc.), lacks meaningful comparisons and contrasts, poor theoretical application to phenomena selected, or failure to thoroughly discuss/critique existing responses. Does not address the prompt in a meaningful way or paper is off topic.	An uneven demonstration of ability to apply information/concepts is demonstrated. Some identification of patterns, discussion of theory, outline of responses, or generating comparisons and contrasts exists, but is lacking in depth, clarity, and creativity. Shallow response to part or parts of the prompt OR fails to address a part of the prompt.	The ability to work with key concepts/information is adequately demonstrated. Concepts/information have been applied or extended to new questions/problems, to generate new predictions, identify patterns, and/or generate comparisons and contrasts. Addresses all parts of prompt adequately.	A competent and creative ability to work with key concepts/information is demonstrated. Concepts/information have been applied or extended to generate new predictions, analyze patterns, to communicate insightful comparisons and contrasts, and/or to recognize hidden meanings. Addresses all parts of prompt thoroughly and creatively.	2* _____ Out of 60
Total Points = _____ out of 100					

CRMJ 4300: Sample In-Class Writing Activity

In-Class Participation #6 – Justice, Ethical Judgment, and Ethical Systems

Dilemma: You are serving on a jury for a murder trial. The evidence presented at trial was largely circumstantial and, in your mind, equivocal. During closing, the prosecutor argued that you must find the defendant guilty because he confessed to the crime. The defense attorney immediately objected and the judge sternly instructed you to disregard the prosecutor’s statement. While you do not know exactly what happened, you suspect that the confession was excluded because of some procedural error. Would you be able to ignore the prosecutor’s statement in your deliberations? Should you? Would you tell the judge if the jury members discussed the statement and appeared to be influenced by it?

Answer the following questions:

1. What is your ethical judgment? That is, what would you do? Ignore the statements? Would you tell if the other jurors discussed the statement and appeared to be influenced by it?
2. What is the ethical system underlying your ethical judgment?
3. Do you think your actions and system would result in “justice” in this particular case? Explain.

4. Was what the prosecutor did ethical? Explain.

CRMJ 4300: Sample Test Questions

- 1) *Sample multiple choice:* Mary is a newly-hired police officer. One day she observes two fellow officers removing drugs from the evidence room. Mary's values include a devotion to loyalty, so she is inclined to protect her fellow officers. At the same time, she also believes in upholding the law. Mary's decision to report the crime had negative effects for the two officers involved, and for Mary personally. However, the rest of the community has benefited from the removal of corrupt police officers. A(n) _____ viewpoint would find this outcome to be ethical.
 - a. Absolutist
 - b. Utilitarian
 - c. Egoist
 - d. Imperative

- 2) *Sample Essay question:* You are a rookie on traffic patrol. You watch as a young black man drives past you in a brand new silver Porsche. You estimate the car's value at around \$50,000, yet the neighborhood you are patrolling in is characterized by low-income housing, cheap apartments, and tiny houses on the lowest end of the housing spectrum. You follow him and observe that he forgets to signal when he changes lanes. Ordinarily you wouldn't waste your time on something so minor.

What would you do? Justify your decision by discussing which ethical system would support this action. You should be identifying the system and explaining why the system would identify your behavior as ethical.

CRMJ 3110: Criminal Justice Research Methodology - CJLO4

The research methods class offered in our discipline works to help our students achieve CJLO4. As indicated in the course-specific learning objectives on Figure 1.2, in this course, students are tasked with assessments that evaluate the competency of their ability to evaluate the strengths/weaknesses of various research methodologies, describe how scholarly research is conducted and reported, and describe methodological issues faced in criminology. These assessments include exams, out of class assignments, and in-class assignments. Below you will see examples of exam questions and assignment 5 - which is used as our data for Compliance Assist for CJLO4.

CRMJ 3110: Sample Exam Questions

- 1) Dr. Crittenden is conducting a study examining prison programming availability using data collected in the Survey of Inmates in State and Federal Adult Correctional Facilities (2000). What type of **data** is she using to conduct her study?
 - a. content analysis
 - b. secondary data
 - c. survey

- d. non-public agency records
- 2) Dr. Iles is examining sentences given to individuals convicted of petty theft by examining court records in the County Court Clerk's office. What type of **data** is she using?
- a. secondary data
 - b. content analysis
 - c. new data collected by agency staff
 - d. nonpublic agency records
- 3) Policy/problem analysis is used to _____.
- a. help design alternative courses of action
 - b. select a policy
 - c. seek explanations
 - d. select right employees
- 4) Dr. Dierenfeldt wanted to display the findings of the sentences given to sex offenders on one summer day in Chattanooga. If the sentences, displayed in months were 10, 18, 24, 36, 18, 70, 30, then which of the following measures of central tendency is correct.
- a. the mean is 24
 - b. the mode is 36
 - c. the mode is 18
 - d. the median is 26

Completion: Using the information provided, answer the questions as completely as possible (0.35 pts each).

Table 1.1. Drug Program Participation by Prison Inmates

Drug Treatment Participation	Male	Female
Yes	51% (638)	89% (445)
No	49% (612)	11% (55)
Total (100%)	N =1250	N= 500

- 5. What is the dependent variable represented in this table? _____
- 6. What is the independent variable represented in this table? _____
- 7. What type of analysis is represented in this table? (univariate, bivariate, multivariate)

- 8. What percentage of women participated in the drug treatments? _____
- 9. What was the total number of men represented in this study? _____
- 10. What percentage of men did not participate in drug treatments? _____

CRMJ 3110: Assignment 5

Assignment 5: Summarizing a Journal Article

In this assignment you will be asked to summarize the pertinent information found in a journal article. Thus, you will be asked to synthesize the purpose, the methods, the analyses, findings, and relevance of one scholarly reviewed journal article using the skills you have learned throughout the semester. You do not need to write out your answers in paragraphs, you can answer by the numbers. However, you do need to type up your answers into sentences and submit them as a Word document.

To begin, choose one of the following articles:

Policastro, C. & Daigle, L. (2019). A gendered analysis of the effects of social ties and risky behaviors on intimate partner violence victimization. *Journal of Interpersonal Violence, 34*(8), 1657-1682.

OR

Crittenden, C.A., Gimlin, A.M., Bennett, A.; & Garland, T.S. (Forthcoming). Exploring faculty and students' attitudes about consensual sexual relationships and sexual harassment on college campuses. *Educational Policy*. 1-26.

OR

Dierenfeldt, R., Lindsteadt, G., Laan, J. & Sobba, K. (2016). Big brother as a contract monitor: An assessment of the use of contract staff to monitor offender communications. *American Journal of Criminal Justice, 41*(2), 279-295.

After reading your chosen article, answer the following questions:

1. What article did you read?
2. What was the main problem or research question the author(s) was trying to answer? What was the purpose of the study (i.e., explanatory, exploratory, descriptive, applied)?
3. What type of research methods did the researcher(s) use (i.e., experiment, survey, interview)? Name one pro and one con for using this particular research design.
4. How did the researcher(s) choose their sample? What sampling method was used? What was the sample size? Who made up the sample?
5. What were the dependent and independent variables in this research article? How were they operationalized/measured?
6. What were the key findings of this research?
7. What are the implications of this research for either future research or CJ policy?
8. Were there any limitations and/or ethical concerns for this study? If so, identify at least 1 limitation and 1 ethical concern.

CRMJ 3310: Race, Class, Gender and Crime - CJLO5 & CJLO6

This course meets both CJLO5 and CJLO6 in our criminal justice curriculum as shown in the course specific learning objectives. Throughout this course, students examine the treatment of victims and offenders within the criminal justice system, and also the experiences of personnel working in the CJS.

Students explore both individual and structural-level concepts such as the social constructions of class, gender, race, ethnicity, and sexuality, along with individual- and institutional-level classism, racism, sexism, and heterosexism. Below is an example of the policy paper students are tasked with writing, where they examine a policy within the criminal justice system and disparate treatment individuals receive due to class, gender, race/ethnicity, or sexuality.

CRMJ 3310: Policy Paper Guidelines

**Policy Paper Guidelines
CRMJ 3310**

1. Your paper must be in APA format. This means that it must be double-spaced, Times New Roman Size 12 font, with 1-inch margins. You are also required to have page numbers in the top right-hand corner that are the same font as the body of your paper. Title and reference pages are required, HOWEVER, an abstract is NOT required.
 - a. Your title page should be formatted as follows, and the title should start in the center of the page:

Title of Your Paper

Your Name (First and Last)

CRMJ 3310: Race, Gender, Class and Crime

Dr. Courtney Crittenden

Date

- b. Please refer to the slides on Blackboard and the Owl Purdue APA website (<https://owl.english.purdue.edu/owl/resource/560/01/>) for guidance on how to set up your reference page.
 - c. In text citations are included when you use facts in the body of your text that you need to attribute to the original author. There are several ways to accomplish in-text citations. For example:
 - i. As noted by Barak and colleagues (2014), a majority of offenders are white.
 - ii. Scholars have noted that a majority of offenders are white (Barak et al., 2014).
 - d. You are required to have at least 4 (four) academic sources such as journals and books. Do NOT use websites like Wikipedia. Information from the FBI, BJS, or other government sources may be used as supplemental sources. Your paper is required to be 750-1250 words.
 - e. If you have questions about formatting, please do not hesitate to contact me.
 2. Regarding content, there are some components that will be required for every paper. They are listed below.
 - a. Introduction – You must begin your paper with an introduction of the policy you have chosen. This will include explaining the policy, why the policy was developed, and what

the policy is supposed to address in our society. Additionally, in the introduction you will state how this policy disproportionately impacts folks based on gender, race, ethnicity, and/or some other social construct.

- b. Disparate Treatment – After you state how the policy disproportionately impacts folks, you need to explain why you made this statement. In this section you will use data and facts to explain how the policy applies to people differently. You will address any explanations given by scholars as to why these disparities exist.
- c. Policy Implications – Lastly, you will be required to offer at least one solution for correcting these disparate treatments. What can be done to fix the problem? Can anything be done? Why or why not? In this section, you will rely on research to support your policy. The policy can be original, but you should explain what led you to develop this policy using past literature

CRMJ 3310 Policy Paper Rubric (20 points)

NAME: _____ Points: O: _____

F/M: _____ I: _____ LSB: _____ LSE: _____ Total _____

Grade	Excellent = A	Very good = B	Acceptable = C	Needs work = D	Unacceptable = F
Organization	3.6-4 points Paper extremely well organized/ logical. Follows requested format. Progresses in easy to follow, logical manner. Organization enhanced effectiveness of paper.	3.2-3.6 points Paper well organized and mostly logical. Mostly follows requested format. Progresses in mostly easy to follow, logical manner. Organization enhanced paper mostly.	2.8 – 3.2 points Organization and logical to extent, but at times unclear. Major and consistent lapses in following requested format. In some cases, organization detracted from paper.	2.4-2.8 points Somewhat disorganized and not logical. Much of time, ideas unclear. Rarely followed requested format. Organization detracted from paper.	0-2.4 points Very disorganized and illogical. Ideas unclear throughout paper. Followed almost none of requested format. Organization seriously detracted from paper.
Formatting/ Mechanics	3.6-4 points Paper has almost no spelling, grammatical, or sentence structure errors. All sources are properly cited (in-text and references).	3.2-3.6 points Paper has some spelling, grammatical, and sentence structure errors. Most sources are properly cited (in-text and references).	2.8 – 3.2 points Paper has quite a few spelling, grammatical, and sentence structure errors. A few sources are properly cited (in-text and references), but there are some issues with citations.	2.4 – 2.8 points Paper has many spelling, grammatical, and sentence structure errors. Seriously detracts from content. Paper has serious citation issues – many mistakes.	0-2.4 points Paper full of spelling, grammatical, and sentence structure errors. Making impossible to comprehend content. Also major issues with citations

					– mistakes rampant.
Introduction	1.8-2 points Paper explains the topic and answers “so what” excellently. Clearly introduces policy and its disparate impacts.	1.6-1.8 points Paper mostly explains the topic and answers “so what”. Pretty clearly introduces policy and its disparate impacts.	1.4-1.6 points Paper somewhat explains the topic and answers “so what”. Somewhat introduces policy and its disparate impacts.	1.2-1.4 points Paper minimally explains the topic and answers “so what”. Minimally introduces policy and its disparate impacts.	0-1.2 points Paper fails to explain the topic and answers “so what”. Fails to introduce policy and its disparate impacts.
Disparate Treatment	2.7-3 points Clearly summarizes how policy disproportionately impacts people and gives scholars explanations.	2.4-2.7 points Mostly summarizes how policy disproportionately impacts people and mostly gives scholars explanations.	2.1-2.4 points Somewhat summarizes how policy disproportionately impacts people and somewhat gives scholars explanations.	1.8-2.1 points Barely summarizes how policy disproportionately impacts people and barely gives scholars explanations.	0-1.8 points Fails to summarize how policy disproportionately impacts people and doesn’t give scholars explanations.
Policy Implications	2.7-3 points Provides clear and concise policy implication to correct disparities. Clearly incorporates research.	2.4-2.7 points Mostly provides clear and concise policy implication to correct disparities. Mostly incorporates research.	2.1-2.4 points Somewhat provides policy implication to correct disparities. Somewhat incorporates research.	1.8-2.1 points Barely provides policy implication to correct disparities. Barely incorporates research.	0-1.8 points Fails to provide policy implication to correct disparities. Fails to incorporate research.

University of Tennessee Chattanooga*
DEPARTMENT OF CRIMINAL JUSTICE

SITE SUPERVISOR'S EVALUATION OF INTERN PERFORMANCE

Student Name: _____

Assessment Rating Scale		
Rating	Assessment Descriptor	Assessment Meaning
4	Mastered	Intern demonstrates a high level of development and has exceeded expectations in this area.
3	Advanced	Intern understands the concept and has consistently met the expectations in this area.
2	Competent	Intern understands the concept and is beginning to perform satisfactorily in this area; however, student's performance is uneven.
1	Developing	Intern has not yet met the expectations in this area, but there is evidence that the expectations can be met in the future.
0	Below Expectations	Intern has not met the expectations in this area and there is not much evidence that the expectations will be met in the future.
N/A		Did not observe.

Competency #1: Professionalism – The intern identifies as a justice professional and conducts himself/herself accordingly.	
Specific Indicators of Competency	Rating (0 - 4)
A. Displays professional performance in carrying-out assigned tasks	
B. Demonstrates professional demeanor in behavior, appearance, and communication	
C. Demonstrates professional time management skills and accountability in punctuality, attendance, and the timely completion of assignments	
D. Embraces supervision and consultation to improve effectiveness	
Comments as required:	

*Adopted from California State University, Long Beach

Competency #2: Ethics – The intern applies ethical principles to guide his/her professional performance and engages diversity in practice	
Specific Indicators of Competency	Rating (0 - 4)
A. Is knowledgeable of the values which guide the justice professions and makes ethical decisions by applying standards consistent with the agency’s Code of Ethics and other guidelines and principles of the profession	
B. Demonstrates self-awareness in eliminating the influences of personal biases and values when working with diverse groups and clients in the justice system, thereby allowing the highest professional values to guide practice	
C. Recognizes and tolerates differences in resolving ethical conflicts	
D. Is knowledgeable about and respectful of clients, victims, and/or suspects who differ by factors such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation	
E. Applies strategies of ethical reasoning to arrive at principled decisions	
Comments as required:	

Competency #3: Critical Thinking – The intern applies critical thinking to inform and guide the exercise of sound professional judgment.	
Specific Indicators of Competency	Rating (0 - 4)
A. Uses critical thinking augmented by innovative thought	
B. Is able to analyze, comprehend, and integrate multiple sources of information including academic knowledge in the performance of assigned tasks	
C. Utilizes appropriate models of assessment, application, and evaluation	
D. Exercises sound judgment when working with clients, victims, community groups, and/or organizational colleagues	
Comments as required:	

Competency #4: Evidence-Based Practice – The intern applies academic/evidence-based practices to support policies which both advance the goals of the justice system and deliver effective justice-related services.

Specific Indicators of Competency	Rating (0 - 4)
A. Seeks information and is proactive in responding to evolving needs of the organization and the community	
B. Collects, organizes, and evaluates justice-related data (including the strengths and limitations of case and/or investigative information) and uses these data to problem solve effectively	
C. Employs academic/evidence-based strategies to improve performance, policy, and service delivery	
D. Demonstrates understanding of the role of policy development in justice service delivery to clients, and/or the community	
E. Analyzes and advocates for justice policies that promote well-being for individuals, families, groups, and communities	
F. Recognizes the importance of criminal justice collaboration with colleagues, the community, and clients for effective policy implementation	
G. Develops mutually agreed upon intervention objectives and selects appropriate strategies for assisting clients, citizens, and/or colleagues	
H. Incorporates prevention strategies to reduce client and organization risks	
Comments as required:	

Competency #5: Performance – The intern effectively delivers high-quality service to the client, agency/organization, and/or the community.

Specific Indicators of Competency	Rating (0 - 4)
A. Demonstrates effective <i>oral communication</i> in working with clients, victims, community groups, and organizational colleagues	
B. Demonstrates effective <i>written communication</i> in working with clients, victims, community groups, and organizational colleagues	
C. Develops rapport, uses empathy, and exhibits other appropriate interpersonal skills when working with citizens, victims, other organizations, and/or the community	
D. Understands and appropriately maintains confidentiality	
E. Develops a mutually agreed-on focus of work and desired criminal justice outcomes with colleagues	

F. Exhibits a strong work-ethic which manifests itself in achieving target outcomes	
G. Initiates actions to achieve goals within the context of the organization	
Comments as required:	

Summary
Please summarize your overall assessment of the intern's strengths
Please summarize your overall assessment of the areas needing further development
If the decision were solely up to you, would you hire this intern in your agency/organization? Why or why not?

Total Number of Hours Completed _____

Site Supervisor Signature

Date

Student Intern Signature

Date

(Student's signature acknowledges that the student has participated in a discussion of this evaluation and has reviewed the evaluation.)

Thank you for completing the evaluation:

Please send, email, or fax to:

Dr. Christopher Hensley

Department of Criminal Justice

615 McCallie Ave., #3203

University of Tennessee at Chattanooga

Chattanooga, TN 37403

Fax: (423) 425-2228; Office: (423) 425-4509; Email: Christopher-Hensley@utc.edu

APPENDIX 1F

Internship Competency Pass Rates

Fall 18'

Question's A-D Competency #3

A. 91.6% pass

B. 91.6% Pass

C. 91.6% pass

D. 91.6% pass

Overall fails 2 fails out of 14 total students pass rate of 85.7%

Spring 19'

100% pass rate on both competencies and retention

Summer 19'

100% pass rate on both competencies and retention

Course Learning Evaluation*

Summer 2014

Criminal Justice

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	78	11	5	1	2	0	2
The instructor encourages students to be actively engaged in learning the content of this course.	85	8	2	0	2	0	2
The instructor provides timely feedback on assignments and exams.	80	8	8	0	1	1	2
The instructor includes activities and assignments that help students learn the content of this course.	80	10	5	3	1	0	1
The instructor clearly communicates expectations of students for this course.	79	11	7	0	2	1	0
The instructor expects high quality work from students.	85	10	2	1	1	0	0
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	82	8	5	1	2	1	1

Social, Cultural, and Justice Studies

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	80	10	4	1	2	0	2
The instructor encourages students to be actively engaged in learning the content of this course.	87	7	2	0	2	0	2
The instructor provides timely feedback on assignments and exams.	81	7	7	0	1	1	2
The instructor includes activities and assignments that help students learn the content of this course.	81	9	4	3	1	0	1
The instructor clearly communicates expectations of students for this course.	81	10	6	0	2	1	0
The instructor expects high quality work from students.	86	10	2	1	1	0	0
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	84	7	4	1	2	1	1

College of Arts & Sciences

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	74	15	5	2	1	1	2
The instructor encourages students to be actively engaged in learning the content of this course.	72	15	6	3	2	1	1
The instructor provides timely feedback on assignments and exams.	73	13	7	2	2	1	1
The instructor includes activities and assignments that help students learn the content of this course.	66	16	8	4	2	1	2
The instructor clearly communicates expectations of students for this course.	68	15	7	3	3	2	2

The instructor expects high quality work from students.	76	16	5	3	0	0	0
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	70	13	7	3	1	2	3

Total University

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	76	17	5	2	1	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	75	14	5	2	1	1	1
The instructor provides timely feedback on assignments and exams.	71	15	6	2	2	2	2
The instructor includes activities and assignments that help students learn the content of this course.	68	16	7	3	3	2	2
The instructor clearly communicates expectations of students for this course.	69	15	7	2	3	2	2
The instructor expects high quality work from students.	78	14	4	3	1	0	0
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	71	14	6	3	2	2	3

* There were a few "Unable to Judge" responses, but are not included here.

CLEAR PATH for ADVISING – *Criminal Justice, B.S.*

2013-2014

Please see the [Courses](#) section of this catalog for complete course descriptions.

First Year – 30-31 Hours			
<ul style="list-style-type: none"> Meet with Academic Advisor two times each semester. 			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
CRMJ 1100	3	CRMJ 1000	3
SOC 1510 (Behavioral and Social Sciences)	3	PSY 1010 (Behavioral and Social Sciences)	3
ENGL 1010 or 1011	3-4	ENGL 1020	3
Mathematics	3	Statistics (SOC 2500 or PANM 2050)	3
Cultures and Civilizations I	3	Cultures and Civilizations II	3
	15-16		15
Second Year – 31 Hours			
<ul style="list-style-type: none"> Using MyMocsDegree, create course plan for your remaining degree requirements. 			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
CRMJ 3110	3	Approved LAS Elective	3
Fine Arts	3	CRMJ 3100	3
Humanities or Fine Arts	3	CRMJ 3030 or 3170 or 3180	3
Natural Science with Lab	4	Natural Science without Lab	3
Cultures and Civilizations III	3	Elective	3
	16		15
Third Year – 30 Hours			
<ul style="list-style-type: none"> Participate in study abroad, leadership opportunities, service learning, civic engagement, internships, research projects, and other learning opportunities. 			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
CRMJ 3250	3	CRMJ 3120	3
CRMJ Elective	3	CRMJ Elective	3
CRMJ Elective or Approved LAS Elective	3	CRMJ Elective (3000-4000 Level)	3
Elective	3	Elective (3000-4000 Level)	3
Elective	3	Elective	3
	15		15
Fourth Year – 28-29 Hours			
<ul style="list-style-type: none"> Complete your Graduation application with the Records Office. 			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
CRMJ 4300	3	CRMJ 4850 or 4105 or 4110	3
CRMJ Elective (3000-4000 Level)	3	CRMJ Elective (3000-4000 Level)	3
Elective (3000-4000 Level)	3	Elective (3000-4000 Level)	3
Elective	3	Elective	3
Elective	3	Elective	1-2
	15		13-14

Completed:			
Graduation Requirements:	Hrs	Degree Requirements:	Hrs
120 Total Hours		34-35 General Education Hours	
39 Upper Division (3000-4000) Hours		54 Program (Major) Hours	
30 Hours at UTC		Minor (<i>Not Required</i>)	
60 Hours at 4-year Institution		31-32 Elective Hours	
		Foreign Language (<i>Not Required</i>)	

APPENDIX 2B: STUDENT ENROLLMENTS

Student Enrollment in Courses Offered from Fall 2017-Summer 2019

COURSE INFORMATION		2018			2019		
NO.	TITLE/CREDIT HOURS	FALL	SPR	SUM	FALL	SPR	SUM
1100	Introduction to the Criminal Justice System (3)	409	260	35	412	314	35
2010	Violence in America (3)	29	45		73	44	
2100	Criminology (3)	115	92		114	91	
2110	Information Systems in Criminal and Juvenile Justice (3)		23			27	
2950	Violence Against Women (3)	64	14		15	70	
3030	Comparative Criminal and Juvenile Justice Systems (3)	78		28	35		21
3100	Policing (3)		107	29		90	24
3110	Criminal Justice Research Methodology (3)	54	46	30	84	27	19
3120	Corrections (3)		118			117	
3170	Minorities and Criminal Justice (3)						
3180	Gender, Crime, and Criminal Justice			27			29
3250	Courts (3)	101	36		118	60	
3300	Probation, Parole and Community Corrections (3)		44			44	
3500	Media and the Criminal Justice System(3)	35	31			29	
3550	Public and Private Security (3)		59			58	
3700	Drugs: The Law and the Community (3)	75		32	75		21
3720	Serial Murder^^		134				
3750	Juvenile Justice (3)		63		30	30	
3900	Police Procedure and Criminal Investigation (3)						
4010	Victimology (3)	25	23	3	35		2
4020	Organized Crime (3)*						
4040	Police Administration and Management Issues (3)*	30			68		
4120	Correctional Administration and Legal Rights of Inmates (3)*	33			40		
4140	Terrorism (3)	30	48		27	60	
4150	White Collar and Corporate Crime (3)	25	30		30	27	
4300	Ethics in Criminal Justice (3)		103			113	
4340	Gangs and the Criminal Justice System (3)	28			28		
4600	Dispute Resolution (3)	45	37			41	
4780	Internship in Criminal or Juvenile Justice (3)	11	15	14	10	14	
4790	Internship in Criminal or Juvenile Justice (6)	3	3	13	5	4	7
4850	Adv. Community Engagement Seminar (3)	47	50		43	52	
4995	Departmental Honors (1-3)	1	1			1	
4997	Research (1-4)						
4998	Individual Studies (1-4)	5	3	8	3	6	
4999	Group Studies (1-3)	42	79	26	96	35	

^HIGHLIGHT=COURSES FROM 2017-18 CATALOG THAT WERE NOT OFFERED IN THE PAST TWO YEARS; RED HIGHLIGHT THOSE NOT OFFERED IN THE PAST FIVE YEARS.

^^ A curriculum proposal has been submitted to delete the course.

*Classes eliminated from the schedule and will no longer be offered during the 2019/2020 catalog.

** CRMJ 4997 & 4998 are used interchangeably as both engage students in research. Thus, students regularly engage in one-on-one research projects with faculty.

***Group Studies is used as a special topics designation. Courses taught during the two-year period include: Family Violence (added to the curriculum in 2019), Scientific Evidence for Non-Science Majors, Contemporary Issues in Policing, Hate Crimes, Law & Film, Law & Literature, and Mass Murder.

Course Learning Evaluation

Spring 2019

Criminal Justice

	Strongly Agree (%)	Agree (%)	Somewhat Agree (%)	Neither Agree nor Disagree (%)	Somewhat Disagree (%)	Disagree (%)	Strongly Disagree (%)
I am aware of the learning outcomes of this course, as stated in the syllabus	74	18	3	3	1	1	2
The course content addresses the learning outcomes of this course.	73	18	3	3	0	1	1
The course structure assists me in achieving the learning outcomes of this course.	71	18	3	3	2	1	2
I am achieving the learning outcomes of this course.	69	20	3	3	2	1	2
I keep up with all course readings and assigned work.	62	24	9	3	1	1	1
The course encourages my use of critical thinking skills.	63	21	8	4	1	1	2
The way this course is delivered encourages me to be actively engaged.	64	18	7	4	3	1	3
The instructor is willing to assist me with achieving the course learning outcomes.	72	15	4	3	2	1	2
The instructor provides constructive feedback on my coursework.	71	14	5	4	2	2	2
The instructor responds to my questions and emails within the time-frame indicated in the syllabus.	71	15	3	5	1	1	3

Social, Cultural, and Justice Studies

	Strongly Agree (%)	Agree (%)	Somewhat Agree (%)	Neither Agree nor Disagree (%)	Somewhat Disagree (%)	Disagree (%)	Strongly Disagree (%)
I am aware of the learning outcomes of this course, as stated in the syllabus	69	19	5	2	2	1	2
The course content addresses the learning outcomes of this course.	69	19	5	3	2	1	2
The course structure assists me in achieving the learning outcomes of this course.	64	19	6	3	3	2	3
I am achieving the learning outcomes of this course.	62	21	6	3	3	2	3
I keep up with all course readings and assigned work.	58	24	11	3	2	1	1
The course encourages my use of critical thinking skills.	58	21	10	5	2	2	2
The way this course is delivered encourages me to be actively engaged.	57	19	10	4	3	3	4
The instructor is willing to assist me with achieving the course learning outcomes.	64	18	6	5	3	2	2
The instructor provides constructive feedback on my coursework.	60	16	8	6	4	4	3
The instructor responds to my questions and emails within the time-frame indicated in the syllabus.	62	18	4	8	3	2	4

Course Learning Evaluation

Spring 2019

College of Arts & Sciences							
	Strongly Agree (%)	Agree (%)	Somewhat Agree (%)	Neither Agree nor Disagree (%)	Somewhat Disagree (%)	Disagree (%)	Strongly Disagree (%)
I am aware of the learning outcomes of this course, as stated in the syllabus	71	19	5	2	1	1	1
The course content addresses the learning outcomes of this course.	70	19	6	2	1	1	1
The course structure assists me in achieving the learning outcomes of this course.	64	18	8	3	3	2	2
I am achieving the learning outcomes of this course.	61	20	9	3	3	2	2
I keep up with all course readings and assigned work.	59	24	11	2	2	1	1
The course encourages my use of critical thinking skills.	62	21	9	3	2	1	1
The way this course is delivered encourages me to be actively engaged.	60	18	9	4	4	3	3
The instructor is willing to assist me with achieving the course learning outcomes.	68	18	6	4	2	1	2
The instructor provides constructive feedback on my coursework.	62	16	8	5	4	3	3
The instructor responds to my questions and emails within the time-frame indicated in the syllabus.	65	17	5	8	2	1	2
Total University							
	Strongly Agree (%)	Agree (%)	Somewhat Agree (%)	Neither Agree nor Disagree (%)	Somewhat Disagree (%)	Disagree (%)	Strongly Disagree (%)
I am aware of the learning outcomes of this course, as stated in the syllabus	71	19	5	2	1	1	1
The course content addresses the learning outcomes of this course.	70	20	6	2	1	1	1
The course structure assists me in achieving the learning outcomes of this course.	64	18	8	3	3	2	2
I am achieving the learning outcomes of this course.	62	21	8	3	3	2	2
I keep up with all course readings and assigned work.	60	24	10	2	2	1	1
The course encourages my use of critical thinking skills.	63	21	8	3	2	1	1
The way this course is delivered encourages me to be actively engaged.	61	18	9	3	3	2	3
The instructor is willing to assist me with achieving the course learning outcomes.	69	18	6	4	2	1	2
The instructor provides constructive feedback on my coursework.	63	17	8	5	3	3	2
The instructor responds to my questions and emails within the time-frame indicated in the syllabus.	67	18	4	7	2	1	2

Course Learning Evaluation

Fall 2018

Criminal Justice

	Strongly Agree (%)	Agree (%)	Somewhat Agree (%)	Neither Agree nor Disagree (%)	Somewhat Disagree (%)	Disagree (%)	Strongly Disagree (%)
I am aware of the learning outcomes of this course, as stated in the syllabus	78	13	4	2	1	0	1
The course content addresses the learning outcomes of this course.	77	15	3	2	1	1	1
The course structure assists me in achieving the learning outcomes of this course.	72	15	5	3	2	1	2
I am achieving the learning outcomes of this course.	71	16	5	3	1	1	2
I keep up with all course readings and assigned work.	64	20	9	4	1	1	1
The course encourages my use of critical thinking skills.	66	17	8	4	1	1	2
The way this course is delivered encourages me to be actively engaged.	65	14	9	4	2	2	3
The instructor is willing to assist me with achieving the course learning outcomes.	76	14	4	4	1	1	2
The instructor provides constructive feedback on my coursework.	70	14	5	5	1	1	3
The instructor responds to my questions and emails within the time-frame indicated in the syllabus.	74	14	4	6	1	0	1

Social, Cultural, and Justice Studies

	Strongly Agree (%)	Agree (%)	Somewhat Agree (%)	Neither Agree nor Disagree (%)	Somewhat Disagree (%)	Disagree (%)	Strongly Disagree (%)
I am aware of the learning outcomes of this course, as stated in the syllabus	72	18	5	2	1	1	1
The course content addresses the learning outcomes of this course.	70	19	6	2	1	1	1
The course structure assists me in achieving the learning outcomes of this course.	65	18	7	3	2	2	2
I am achieving the learning outcomes of this course.	63	19	9	3	2	1	2
I keep up with all course readings and assigned work.	58	23	12	3	2	1	1
The course encourages my use of critical thinking skills.	58	21	10	4	2	2	2
The way this course is delivered encourages me to be actively engaged.	57	18	11	4	4	3	4
The instructor is willing to assist me with achieving the course learning outcomes.	67	19	5	4	2	1	2
The instructor provides constructive feedback on my coursework.	60	18	8	7	3	2	3
The instructor responds to my questions and emails within the time-frame indicated in the syllabus.	63	19	5	8	2	1	2

Course Learning Evaluation

Fall 2018

College of Arts & Sciences							
	Strongly Agree (%)	Agree (%)	Somewhat Agree (%)	Neither Agree nor Disagree (%)	Somewhat Disagree (%)	Disagree (%)	Strongly Disagree (%)
I am aware of the learning outcomes of this course, as stated in the syllabus	70	20	5	1	2	1	1
The course content addresses the learning outcomes of this course.	68	21	6	1	2	1	1
The course structure assists me in achieving the learning outcomes of this course.	63	19	8	3	3	2	3
I am achieving the learning outcomes of this course.	60	20	9	3	3	2	3
I keep up with all course readings and assigned work.	58	25	11	2	3	1	1
The course encourages my use of critical thinking skills.	60	21	10	2	4	2	2
The way this course is delivered encourages me to be actively engaged.	57	18	10	4	4	3	4
The instructor is willing to assist me with achieving the course learning outcomes.	66	18	6	2	4	1	2
The instructor provides constructive feedback on my coursework.	59	17	8	4	6	3	3
The instructor responds to my questions and emails within the time-frame indicated in the syllabus.	64	18	5	2	9	1	2
Total University							
	Strongly Agree (%)	Agree (%)	Somewhat Agree (%)	Neither Agree nor Disagree (%)	Somewhat Disagree (%)	Disagree (%)	Strongly Disagree (%)
I am aware of the learning outcomes of this course, as stated in the syllabus	70	20	6	2	1	1	1
The course content addresses the learning outcomes of this course.	68	21	6	2	1	1	1
The course structure assists me in achieving the learning outcomes of this course.	63	19	8	3	3	2	2
I am achieving the learning outcomes of this course.	60	21	9	3	2	2	2
I keep up with all course readings and assigned work.	59	24	11	2	2	1	1
The course encourages my use of critical thinking skills.	60	22	10	3	2	2	1
The way this course is delivered encourages me to be actively engaged.	58	19	10	4	4	3	3
The instructor is willing to assist me with achieving the course learning outcomes.	67	18	6	4	2	1	2
The instructor provides constructive feedback on my coursework.	60	17	8	6	3	3	3
The instructor responds to my questions and emails within the time-frame indicated in the syllabus.	65	18	5	8	2	1	2

Course Learning Evaluation*

Summer 2018

Criminal Justice

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	85	7	2	0	7	0	0
The instructor encourages students to be actively engaged in learning the content of this course.	83	9	4	0	2	0	2
The instructor provides timely feedback on assignments and exams.	83	6	6	2	2	0	0
The instructor includes activities and assignments that help students learn the content of this course.	76	11	4	2	2	2	2
The instructor clearly communicates expectations of students for this course.	77	11	4	2	2	4	0
The instructor expects high quality work from students.	83	13	2	2	0	0	0
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	78	9	4	4	0	2	2

Social, Cultural, and Justice Studies

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	82	11	2	2	3	0	0
The instructor encourages students to be actively engaged in learning the content of this course.	80	13	4	1	1	0	2
The instructor provides timely feedback on assignments and exams.	83	5	7	2	2	0	1
The instructor includes activities and assignments that help students learn the content of this course.	75	10	6	2	3	2	2
The instructor clearly communicates expectations of students for this course.	78	12	4	1	3	2	1
The instructor expects high quality work from students.	83	14	2	2	0	0	0
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	78	9	5	3	2	2	1

Course Learning Evaluation*

Summer 2018

College of Arts & Sciences

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	77	13	5	2	1	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	76	14	4	3	1	1	1
The instructor provides timely feedback on assignments and exams.	69	14	8	1	4	2	2
The instructor includes activities and assignments that help students learn the content of this course.	70	15	8	2	2	1	2
The instructor clearly communicates expectations of students for this course.	71	16	6	2	2	1	2
The instructor expects high quality work from students.	79	14	5	2	0	0	0
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	73	13	7	2	2	2	2

Total University

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	78	12	4	2	2	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	76	14	4	2	1	1	1
The instructor provides timely feedback on assignments and exams.	70	15	6	1	3	1	2
The instructor includes activities and assignments that help students learn the content of this course.	71	15	7	2	2	1	2
The instructor clearly communicates expectations of students for this course.	72	16	6	2	2	1	2
The instructor expects high quality work from students.	78	14	4	2	1	0	0
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	73	13	6	2	2	2	2

Course Learning Evaluation*

Spring 2018

Course Learning Evaluation*							
Spring 2018							
Criminal Justice							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	85	10	3	1	1	0	0
The instructor encourages students to be actively engaged in learning the content of this course.	83	11	4	1	0	1	0
The instructor provides timely feedback on assignments and exams.	77	14	5	1	1	0	1
The instructor includes activities and assignments that help students learn the content of this course.	76	12	7	2	1	1	1
The instructor clearly communicates expectations of students for this course.	78	11	6	1	2	0	1
The instructor expects high quality work from students.	80	13	4	2	0	0	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	78	11	4	2	1	1	2
Social, Cultural, and Justice Studies							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	73	14	14	3	2	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	72	13	13	3	2	2	1
The instructor provides timely feedback on assignments and exams.	67	16	16	3	2	1	2
The instructor includes activities and assignments that help students learn the content of this course.	66	14	14	3	3	2	3
The instructor clearly communicates expectations of students for this course.	68	13	13	2	4	2	2
The instructor expects high quality work from students.	71	17	17	4	1	1	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	68	14	14	3	3	2	4

Course Learning Evaluation*

Spring 2018

College of Arts & Sciences							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	74	13	6	2	2	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	72	14	7	3	2	1	1
The instructor provides timely feedback on assignments and exams.	66	16	8	3	4	2	2
The instructor includes activities and assignments that help students learn the content of this course.	66	14	8	3	3	2	3
The instructor clearly communicates expectations of students for this course.	68	14	7	3	3	2	2
The instructor expects high quality work from students.	75	15	5	3	1	1	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	69	13	7	3	2	2	4
Total University							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	74	13	6	2	2	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	71	15	7	3	2	1	1
The instructor provides timely feedback on assignments and exams.	65	17	8	3	4	2	2
The instructor includes activities and assignments that help students learn the content of this course.	65	15	9	3	3	2	3
The instructor clearly communicates expectations of students for this course.	67	15	7	3	3	2	3
The instructor expects high quality work from students.	74	16	5	3	1	1	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	67	14	7	3	2	2	3

Course Learning Evaluation*

Fall 2017

Criminal Justice

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	76	15	4	1	2	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	74	14	5	3	1	1	1
The instructor provides timely feedback on assignments and exams.	72	17	6	2	2	1	1
The instructor includes activities and assignments that help students learn the content of this course.	68	14	9	4	3	1	2
The instructor clearly communicates expectations of students for this course.	73	14	6	2	2	1	2
The instructor expects high quality work from students.	77	15	4	2	1	0	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	74	12	6	2	2	1	3

Social, Cultural, and Justice Studies

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	70	16	6	2	2	1	2
The instructor encourages students to be actively engaged in learning the content of this course.	69	15	7	3	2	1	2
The instructor provides timely feedback on assignments and exams.	65	17	8	3	3	1	3
The instructor includes activities and assignments that help students learn the content of this course.	61	16	10	4	4	2	4
The instructor clearly communicates expectations of students for this course.	67	15	6	3	3	2	3
The instructor expects high quality work from students.	72	16	6	3	1	1	2
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	67	13	7	3	3	2	5

Course Learning Evaluation*

Fall 2017

College of Arts & Sciences							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	71	15	6	2	2	1	2
The instructor encourages students to be actively engaged in learning the content of this course.	69	15	7	3	2	1	2
The instructor provides timely feedback on assignments and exams.	63	17	8	3	3	2	3
The instructor includes activities and assignments that help students learn the content of this course.	62	16	10	4	3	2	3
The instructor clearly communicates expectations of students for this course.	65	16	7	3	3	2	3
The instructor expects high quality work from students.	73	16	5	3	1	1	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	65	15	7	4	3	2	5
Total University							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	71	15	6	3	2	1	2
The instructor encourages students to be actively engaged in learning the content of this course.	68	16	8	3	2	2	2
The instructor provides timely feedback on assignments and exams.	62	17	8	3	3	2	3
The instructor includes activities and assignments that help students learn the content of this course.	62	16	10	4	3	2	3
The instructor clearly communicates expectations of students for this course.	65	16	8	3	3	2	3
The instructor expects high quality work from students.	72	16	6	3	1	1	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	64	15	7	4	3	3	4

Course Learning Evaluation*

Summer 2017

Criminal Justice

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	85	9	1	3	1	1	0
The instructor encourages students to be actively engaged in learning the content of this course.	85	7	2	1	2	1	0
The instructor provides timely feedback on assignments and exams.	80	12	5	1	0	1	0
The instructor includes activities and assignments that help students learn the content of this course.	81	7	5	2	1	0	2
The instructor clearly communicates expectations of students for this course.	80	9	4	3	3	0	3
The instructor expects high quality work from students.	89	7	1	2	0	0	0
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	81	9	2	4	2	0	1

Social, Cultural, and Justice Studies

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	83	9	3	2	1	1	0
The instructor encourages students to be actively engaged in learning the content of this course.	83	7	4	4	1	1	0
The instructor provides timely feedback on assignments and exams.	80	13	5	1	1	1	0
The instructor includes activities and assignments that help students learn the content of this course.	76	12	6	1	3	1	1
The instructor clearly communicates expectations of students for this course.	77	10	7	2	2	0	1
The instructor expects high quality work from students.	85	11	2	2	0	0	0
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	78	9	6	4	1	0	1

Course Learning Evaluation*

Summer 2017

College of Arts & Sciences							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	80	11	5	2	1	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	78	13	5	2	1	1	1
The instructor provides timely feedback on assignments and exams.	75	13	5	2	3	1	2
The instructor includes activities and assignments that help students learn the content of this course.	73	14	7	2	2	2	1
The instructor clearly communicates expectations of students for this course.	73	14	6	1	3	1	1
The instructor expects high quality work from students.	80	14	3	2	0	1	0
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	73	14	6	2	1	1	2
Total University							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	77	13	4	2	2	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	76	14	5	2	1	1	1
The instructor provides timely feedback on assignments and exams.	69	16	6	2	3	2	2
The instructor includes activities and assignments that help students learn the content of this course.	70	15	7	3	2	1	2
The instructor clearly communicates expectations of students for this course.	70	15	6	2	3	2	2
The instructor expects high quality work from students.	79	14	3	2	1	1	0
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	71	15	6	3	1	2	2

Course Learning Evaluation*

Spring 2017

Criminal Justice

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	74	18	4	2	1	0	1
The instructor encourages students to be actively engaged in learning the content of this course.	76	15	5	1	1	0	1
The instructor provides timely feedback on assignments and exams.	74	15	6	2	1	1	1
The instructor includes activities and assignments that help students learn the content of this course.	68	16	8	1	3	1	1
The instructor clearly communicates expectations of students for this course.	72	16	4	2	3	0	2
The instructor expects high quality work from students.	77	15	4	3	1	0	0
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	72	18	5	2	1	0	2

Social, Cultural, and Justice Studies

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	72	15	5	3	2	1	2
The instructor encourages students to be actively engaged in learning the content of this course.	71	15	7	3	2	1	1
The instructor provides timely feedback on assignments and exams.	70	14	7	2	3	2	3
The instructor includes activities and assignments that help students learn the content of this course.	65	15	9	3	3	3	2
The instructor clearly communicates expectations of students for this course.	69	15	5	3	4	1	2
The instructor expects high quality work from students.	74	14	5	4	1	1	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	69	14	6	3	2	2	3

Course Learning Evaluation*

Spring 2017

College of Arts & Sciences							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	75	14	5	2	2	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	72	14	7	2	2	1	1
The instructor provides timely feedback on assignments and exams.	67	16	7	2	3	2	2
The instructor includes activities and assignments that help students learn the content of this course.	65	15	8	3	3	2	2
The instructor clearly communicates expectations of students for this course.	69	15	7	3	3	2	2
The instructor expects high quality work from students.	76	14	4	3	1	1	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	69	14	6	3	2	2	3
Total University							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	74	14	6	2	2	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	72	15	7	3	2	1	1
The instructor provides timely feedback on assignments and exams.	66	16	7	3	4	2	2
The instructor includes activities and assignments that help students learn the content of this course.	65	16	8	3	3	2	2
The instructor clearly communicates expectations of students for this course.	67	15	7	3	3	2	2
The instructor expects high quality work from students.	76	15	4	3	1	1	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	68	15	7	3	2	2	3

Course Learning Evaluation*

Fall 2016

Criminal Justice

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	75	12	5	3	2	1	2
The instructor encourages students to be actively engaged in learning the content of this course.	74	12	7	3	2	1	2
The instructor provides timely feedback on assignments and exams.	69	14	8	3	4	2	1
The instructor includes activities and assignments that help students learn the content of this course.	64	15	8	5	3	2	4
The instructor clearly communicates expectations of students for this course.	72	13	6	4	2	2	3
The instructor expects high quality work from students.	74	15	5	3	1	1	2
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	71	12	6	4	1	2	3

Social, Cultural, and Justice Studies

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	70	14	6	3	2	2	2
The instructor encourages students to be actively engaged in learning the content of this course.	67	14	8	4	3	2	2
The instructor provides timely feedback on assignments and exams.	72	19	3	2	3	0	1
The instructor includes activities and assignments that help students learn the content of this course.	58	15	10	5	5	4	4
The instructor clearly communicates expectations of students for this course.	64	13	8	4	4	3	4
The instructor expects high quality work from students.	68	16	7	5	1	1	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	63	14	8	4	2	3	6

Course Learning Evaluation*

Fall 2016

College of Arts & Sciences							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	72	14	7	2	2	1	2
The instructor encourages students to be actively engaged in learning the content of this course.	70	14	8	3	2	1	2
The instructor provides timely feedback on assignments and exams.	64	17	8	3	4	2	3
The instructor includes activities and assignments that help students learn the content of this course.	62	15	9	4	4	2	3
The instructor clearly communicates expectations of students for this course.	66	15	8	3	3	2	3
The instructor expects high quality work from students.	73	16	6	3	1	1	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	66	14	7	4	2	2	4
Total University							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	73	14	6	2	2	1	2
The instructor encourages students to be actively engaged in learning the content of this course.	70	14	7	3	2	1	1
The instructor provides timely feedback on assignments and exams.	64	17	8	3	4	2	3
The instructor includes activities and assignments that help students learn the content of this course.	63	16	9	4	3	2	3
The instructor clearly communicates expectations of students for this course.	66	15	8	3	3	2	3
The instructor expects high quality work from students.	74	15	5	3	1	1	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	66	15	7	4	2	2	4

Course Learning Evaluation*

Summer 2016

Criminal Justice

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	69	16	5	5	1	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	77	11	4	3	3	3	0
The instructor provides timely feedback on assignments and exams.	69	19	4	1	5	0	1
The instructor includes activities and assignments that help students learn the content of this course.	61	24	3	1	1	7	3
The instructor clearly communicates expectations of students for this course.	65	21	7	3	1	1	1
The instructor expects high quality work from students.	79	12	4	4	0	1	0
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	65	15	7	0	3	4	7

Criminal Justice and Legal Assistant Studies

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	72	15	5	5	1	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	77	13	3	3	2	2	0
The instructor provides timely feedback on assignments and exams.	72	19	3	2	3	0	1
The instructor includes activities and assignments that help students learn the content of this course.	63	22	4	3	2	5	2
The instructor clearly communicates expectations of students for this course.	68	17	6	5	2	1	1
The instructor expects high quality work from students.	79	11	5	3	0	1	0
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	68	15	5	2	3	4	4

Course Learning Evaluation*

Summer 2016

College of Arts & Sciences							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	77	13	5	2	2	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	78	13	4	2	1	1	0
The instructor provides timely feedback on assignments and exams.	77	13	4	2	2	1	1
The instructor includes activities and assignments that help students learn the content of this course.	71	14	7	3	2	2	2
The instructor clearly communicates expectations of students for this course.	74	14	6	2	2	1	2
The instructor expects high quality work from students.	78	15	5	2	0	0	0
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	74	14	5	2	2	1	2
Total University							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	77	13	5	2	1	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	77	14	4	2	1	1	1
The instructor provides timely feedback on assignments and exams.	72	16	5	2	2	1	2
The instructor includes activities and assignments that help students learn the content of this course.	70	15	7	3	2	1	2
The instructor clearly communicates expectations of students for this course.	71	15	6	2	3	1	2
The instructor expects high quality work from students.	80	14	3	2	1	0	0
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	72	15	5	3	2	1	2

Course Learning Evaluation*

Spring 2016

Criminal Justice

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	80	11	3	2	1	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	79	12	4	3	1	1	0
The instructor provides timely feedback on assignments and exams.	77	13	6	1	1	1	1
The instructor includes activities and assignments that help students learn the content of this course.	74	14	6	3	1	1	1
The instructor clearly communicates expectations of students for this course.	76	12	6	2	2	1	1
The instructor expects high quality work from students.	82	12	3	1	1	0	0
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	79	11	3	3	1	1	2

Social, Cultural, and Justice Studies

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	70	15	6	3	2	2	1
The instructor encourages students to be actively engaged in learning the content of this course.	70	14	8	4	2	1	1
The instructor provides timely feedback on assignments and exams.	68	15	7	2	2	2	3
The instructor includes activities and assignments that help students learn the content of this course.	63	14	9	4	4	3	3
The instructor clearly communicates expectations of students for this course.	66	14	8	3	4	2	3
The instructor expects high quality work from students.	72	17	6	3	2	1	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	68	13	6	4	3	2	4

Course Learning Evaluation*

Spring 2016

College of Arts & Sciences							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	73	14	6	2	2	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	71	15	7	3	2	1	1
The instructor provides timely feedback on assignments and exams.	66	17	8	3	3	2	2
The instructor includes activities and assignments that help students learn the content of this course.	64	15	9	4	3	2	3
The instructor clearly communicates expectations of students for this course.	67	15	8	3	3	2	2
The instructor expects high quality work from students.	74	16	5	3	1	0	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	68	14	7	4	2	2	3
Total University							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	73	14	6	2	2	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	71	15	7	3	2	1	1
The instructor provides timely feedback on assignments and exams.	65	17	8	3	3	2	2
The instructor includes activities and assignments that help students learn the content of this course.	65	16	9	4	3	2	2
The instructor clearly communicates expectations of students for this course.	67	15	8	3	3	2	2
The instructor expects high quality work from students.	74	15	5	3	1	1	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	68	14	7	4	2	2	3

Course Learning Evaluation*

Fall 2015

Criminal Justice

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	76	13	5	2	1	0	2
The instructor encourages students to be actively engaged in learning the content of this course.	77	12	5	2	1	0	1
The instructor provides timely feedback on assignments and exams.	72	14	7	2	2	1	2
The instructor includes activities and assignments that help students learn the content of this course.	69	13	8	3	2	2	2
The instructor clearly communicates expectations of students for this course.	75	12	6	3	1	1	3
The instructor expects high quality work from students.	77	14	5	3	1	0	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	73	12	5	3	2	1	2

Social, Cultural, and Justice Studies

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	67	15	8	3	3	2	3
The instructor encourages students to be actively engaged in learning the content of this course.	67	15	9	4	2	2	2
The instructor provides timely feedback on assignments and exams.	61	17	10	3	4	3	4
The instructor includes activities and assignments that help students learn the content of this course.	59	15	10	4	4	4	4
The instructor clearly communicates expectations of students for this course.	63	14	8	4	3	3	4
The instructor expects high quality work from students.	69	16	7	4	2	1	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	63	14	8	4	3	3	6

Course Learning Evaluation*

Fall 2015

College of Arts & Sciences							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	71	15	7	2	2	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	69	15	8	3	2	2	1
The instructor provides timely feedback on assignments and exams.	64	17	9	3	3	2	2
The instructor includes activities and assignments that help students learn the content of this course.	62	16	9	4	4	2	3
The instructor clearly communicates expectations of students for this course.	65	15	8	4	3	2	3
The instructor expects high quality work from students.	72	16	6	4	1	1	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	65	15	8	4	3	2	4
Total University							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	72	15	7	2	2	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	70	15	8	3	2	1	1
The instructor provides timely feedback on assignments and exams.	64	17	9	3	3	2	3
The instructor includes activities and assignments that help students learn the content of this course.	63	16	9	4	3	2	3
The instructor clearly communicates expectations of students for this course.	75	16	8	3	3	2	3
The instructor expects high quality work from students.	73	16	6	3	1	1	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	65	15	8	4	2	2	4

Course Learning Evaluation*

Summer 2015

Course Learning Evaluation*							
Summer 2015							
Criminal Justice							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	68	18	3	5	3	0	2
The instructor encourages students to be actively engaged in learning the content of this course.	70	18	5	5	2	0	0
The instructor provides timely feedback on assignments and exams.	70	10	10	7	2	2	0
The instructor includes activities and assignments that help students learn the content of this course.	68	13	7	7	2	3	0
The instructor clearly communicates expectations of students for this course.	68	13	7	5	3	2	2
The instructor expects high quality work from students.	73	10	8	7	2	0	0
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	68	10	7	7	2	2	5
College of Arts & Sciences							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	76	14	5	2	1	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	75	13	5	3	2	1	1
The instructor provides timely feedback on assignments and exams.	75	14	4	3	2	1	1
The instructor includes activities and assignments that help students learn the content of this course.	70	14	6	4	2	1	2
The instructor clearly communicates expectations of students for this course.	69	15	7	3	2	1	3
The instructor expects high quality work from students.	77	13	5	2	1	0	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	73	12	5	3	2	2	3

Course Learning Evaluation*

Summer 2015

Total University							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	75	15	5	2	1	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	74	15	5	3	1	1	1
The instructor provides timely feedback on assignments and exams.	69	17	6	2	3	1	2
The instructor includes activities and assignments that help students learn the content of this course.	68	17	7	3	2	1	2
The instructor clearly communicates expectations of students for this course.	68	17	7	3	3	2	2
The instructor expects high quality work from students.	78	15	4	2	0	0	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	70	16	6	3	2	2	3

Course Learning Evaluation*

Spring 2015

Criminal Justice							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	75	14	5	2	1	1	2
The instructor encourages students to be actively engaged in learning the content of this course.	75	16	4	3	2	0	1
The instructor provides timely feedback on assignments and exams.	70	17	8	2	1	1	1
The instructor includes activities and assignments that help students learn the content of this course.	66	17	7	3	4	1	3
The instructor clearly communicates expectations of students for this course.	72	16	6	1	1	1	2
The instructor expects high quality work from students.	76	17	3	1	0	1	0
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	74	14	4	2	2	1	3
College of Arts & Sciences							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	72	15	6	2	2	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	70	15	7	3	2	1	1
The instructor provides timely feedback on assignments and exams.	64	18	8	2	3	2	2
The instructor includes activities and assignments that help students learn the content of this course.	62	17	9	4	3	2	3
The instructor clearly communicates expectations of students for this course.	65	17	8	3	3	2	3
The instructor expects high quality work from students.	73	17	5	3	1	1	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	66	15	8	3	2	2	4

Course Learning Evaluation*

Spring 2015

Total University							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	72	15	6	2	2	1	2
The instructor encourages students to be actively engaged in learning the content of this course.	70	16	7	3	2	1	1
The instructor provides timely feedback on assignments and exams.	64	18	8	3	3	2	3
The instructor includes activities and assignments that help students learn the content of this course.	62	17	9	4	3	2	3
The instructor clearly communicates expectations of students for this course.	64	17	8	3	3	2	3
The instructor expects high quality work from students.	73	17	5	3	1	1	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	65	16	7	4	2	2	4

Course Learning Evaluation*

Fall 2014

Criminal Justice

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	75	14	5	1	2	1	2
The instructor encourages students to be actively engaged in learning the content of this course.	78	13	4	1	1	0	1
The instructor provides timely feedback on assignments and exams.	74	15	5	1	3	1	2
The instructor includes activities and assignments that help students learn the content of this course.	69	14	7	3	3	1	3
The instructor clearly communicates expectations of students for this course.	75	13	6	1	3	1	2
The instructor expects high quality work from students.	77	16	3	2	1	0	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	73	16	4	2	1	1	3

College of Arts & Sciences

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	70	15	7	2	2	2	2
The instructor encourages students to be actively engaged in learning the content of this course.	69	15	8	3	2	1	2
The instructor provides timely feedback on assignments and exams.	63	18	8	3	3	2	2
The instructor includes activities and assignments that help students learn the content of this course.	61	16	10	4	4	3	4
The instructor clearly communicates expectations of students for this course.	64	16	8	3	4	2	3
The instructor expects high quality work from students.	72	16	6	3	1	1	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	64	15	8	4	3	2	5

Course Learning Evaluation*

Fall 2014

Total University							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	70	16	7	2	2	2	2
The instructor encourages students to be actively engaged in learning the content of this course.	68	16	8	3	2	1	2
The instructor provides timely feedback on assignments and exams.	63	17	8	3	4	2	3
The instructor includes activities and assignments that help students learn the content of this course.	61	16	9	4	4	2	3
The instructor clearly communicates expectations of students for this course.	63	16	8	3	4	3	3
The instructor expects high quality work from students.	72	16	6	3	1	1	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	64	15	8	4	3	3	4

Course Learning Evaluation*

Summer 2014

Course Learning Evaluation*							
Summer 2014							
Criminal Justice							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	78	11	5	1	2	0	2
The instructor encourages students to be actively engaged in learning the content of this course.	85	8	2	0	2	0	2
The instructor provides timely feedback on assignments and exams.	80	8	8	0	1	1	2
The instructor includes activities and assignments that help students learn the content of this course.	80	10	5	3	1	0	1
The instructor clearly communicates expectations of students for this course.	79	11	7	0	2	1	0
The instructor expects high quality work from students.	85	10	2	1	1	0	0
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	82	8	5	1	2	1	1
College of Arts & Sciences							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	74	15	5	2	1	1	2
The instructor encourages students to be actively engaged in learning the content of this course.	72	15	6	3	2	1	1
The instructor provides timely feedback on assignments and exams.	73	13	7	2	2	1	1
The instructor includes activities and assignments that help students learn the content of this course.	66	16	8	4	2	1	2
The instructor clearly communicates expectations of students for this course.	68	15	7	3	3	2	2
The instructor expects high quality work from students.	76	16	5	3	0	0	0
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	70	13	7	3	1	2	3

Course Learning Evaluation*

Summer 2014

Total University							
	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	76	17	5	2	1	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	75	14	5	2	1	1	1
The instructor provides timely feedback on assignments and exams.	71	15	6	2	2	2	2
The instructor includes activities and assignments that help students learn the content of this course.	68	16	7	3	3	2	2
The instructor clearly communicates expectations of students for this course.	69	15	7	2	3	2	2
The instructor expects high quality work from students.	78	14	4	3	1	0	0
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	71	14	6	3	2	2	3

Class Schedule Listing

Fall 2014
Sep 30, 2019

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Sections Found

Criminal Justice

CRN	Subj	Crse	Sec	Cmp	Cred	Title	Days	Time	Cap	Act	Rem	WL Cap	WL Act	WL Rem	Instructor	Date (MM/DD)	Location	Attribute
44127	CRMJ	1000	0	C	3.000	Introduction to Criminology	TR	01:40 pm-02:55 pm	85	89	-4	0	0	0	Christopher Lee Hensley (P)	08/18-12/08	FLET 114	Lower Division Credit
46863	CRMJ	1000	01	C	3.000	Introduction to Criminology	T	05:00 pm-07:30 pm	45	45	0	0	0	0	Christopher Lee Hensley (P)	08/18-12/08	EMCS 238	Lower Division Credit
44126	CRMJ	1000	1	D	3.000	Introduction to Criminology		TBA	15	26	-11	0	0	0	Christopher Lee Hensley (P)	08/18-12/08	XX INTERNET	Lower Division Credit
42454	CRMJ	1100	0	C	3.000	Introduction to the Criminal Justice System	MWF	08:00 am-08:50 am	45	43	2	0	0	0	Christopher Lee Hensley (P), Candice D Ammons	08/18-12/08	FLET 210	Behavioral&Social Science 2014 and Lower Division Credit and Behavioral&Social Science
42455	CRMJ	1100	01	C	3.000	Introduction to the Criminal Justice System	TR	10:50 am-12:05 pm	80	79	1	0	0	0	John A Browne (P)	08/18-12/08	FLET 100	Behavioral&Social Science 2014 and Lower Division Credit and Behavioral&Social Science
42915	CRMJ	1100	02	C	3.000	Introduction to the Criminal Justice System	M	05:00 pm-07:30 pm	45	45	0	0	0	0	Dawn M Glenn (P)	08/18-12/08	FLET 100	Behavioral&Social Science 2014 and Lower Division Credit and Behavioral&Social Science
42457	CRMJ	1100	03	C	3.000	Introduction to the Criminal Justice System	W	05:30 pm-08:00 pm	45	44	1	0	0	0	Douglas Leon Wilson (P)	08/18-12/08	EMCS 238	Behavioral&Social Science 2014 and Lower Division Credit and Behavioral&Social Science
42885	CRMJ	1100	04	C	3.000	Introduction to the Criminal Justice System	TR	09:25 am-10:40 am	45	45	0	0	0	0	John A Browne (P)	08/18-12/08	HNTR 211	Behavioral&Social Science 2014 and Lower Division Credit and Behavioral&Social Science
45221	CRMJ	1100	05	C	3.000	Introduction to the Criminal Justice System	MW	02:00 pm-03:15 pm	45	45	0	0	0	0	David Thomas Croft (P)	08/18-12/08	HNTR 211	Behavioral&Social Science 2014 and Lower Division Credit and Behavioral&Social Science
45352	CRMJ	1100	06	C	3.000	Introduction to the Criminal Justice System	MWF	10:00 am-10:50 am	80	80	0	0	0	0	Susan Rae Thomas (P)	08/18-12/08	FLET 113	Behavioral&Social Science 2014 and Lower Division Credit and Behavioral&Social Science
42866	CRMJ	2010	0	C	3.000	Violence in America	T	05:30 pm-08:00 pm	50	49	1	0	0	0	Klera Lori Williams (P)	08/18-12/08	FLET 210	Lower Division Credit
43933	CRMJ	2010	01	D	3.000	Violence in America		TBA	15	25	-10	0	0	0	John A Browne (P)	08/18-12/08	XX INTERNET	Lower Division Credit
42458	CRMJ	2110	1	D	3.000	Information Systems in Criminal and Juvenile Justice		TBA	15	22	-7	0	0	0	Victor W Bumphus (P)	08/18-12/08	XX INTERNET	Lower Division Credit
42482	CRMJ	2950	0	C	3.000	Violence Against Women	TR	10:50 am-12:05 pm	30	30	0	0	0	0	Sara Peters (P)	08/18-12/08	HNTR 304	Behavioral&Social Science 2014 and Lower Division Credit and Behavioral&Social Science
45528	CRMJ	3030	0	C	3.000	Comparative Criminal and Juvenile Justice Systems	TR	01:40 pm-02:55 pm	56	59	-3	0	0	0	Seong Min Park (P)	08/18-12/08	HOLT 124	Upper Division Credit
42465	CRMJ	3110	0	C	3.000		TR		53	55	-2	0	0	0			FLET 110	

							Criminal Justice Research Methodology			03:05 pm-04:20 pm				Seong Min Park (P)	08/18-12/08		Upper Division Credit			
44117	CRMJ	3180	0	C	3.000		Gender, Crime, and Criminal Justice	MWF		12:00 pm-12:50 pm	75	78	-3	0	0	0	Sara Ale Knox (P)	08/18-12/08	FLET 113	Upper Division Credit
45833	CRMJ	3180	1	D	3.000		Gender, Crime, and Criminal Justice			TBA	15	32	-17	0	0	0	Sara Ale Knox (P)	08/18-12/08	XX INTERNET	Upper Division Credit
43935	CRMJ	3250	0	C	3.000		Law and Justice System	MW		03:25 pm-04:40 pm	81	83	-2	0	0	0	Gale D Iles (P)	08/18-12/08	FLET 100	Upper Division Credit
44805	CRMJ	3250	01	D	3.000		Law and Justice System			TBA	15	30	-15	0	0	0	Gale D Iles (P)	08/18-12/08	XX INTERNET	Upper Division Credit
46444	CRMJ	3700	0	C	3.000		Drugs: The Law and the Community	MW		02:00 pm-03:15 pm	80	84	-4	0	0	0	Tammy S Garland (P)	08/18-12/08	FLET 100	Upper Division Credit
46445	CRMJ	4010	0	D	3.000		Victimology			TBA	15	27	-12	0	0	0	Helen Elgenberg (P)	08/18-12/08	XX INTERNET	Upper Division Credit
46446	CRMJ	4020	0	C	3.000		Organized Crime	MWF		11:00 am-11:50 am	49	52	-3	0	0	0	Sara Ale Knox (P)	08/18-12/08	FLET 210	Upper Division Credit
42476	CRMJ	4040	0	C	3.000		Police Administration and Management Issues	R		05:30 pm-08:00 pm	50	25	25	0	0	0	Craig Salyer Hamilton (P)	08/18-12/08	HOLT 124	Upper Division Credit
42910	CRMJ	4120	0	C	3.000		Correctional Administration and Legal Rights of Inmates	M		05:30 pm-08:00 pm	49	30	19	0	0	0	Gary D Behler (P)	08/18-12/08	EMCS 422	Upper Division Credit
45834	CRMJ	4150	0	D	3.000		White Collar and Corporate Crime			TBA	15	30	-15	0	0	0	Stephen Kappeler (P)	08/18-12/08	XX INTERNET	Upper Division Credit
45529	CRMJ	4340	0	D	3.000		Gangs and the Criminal Justice System			TBA	15	29	-14	0	0	0	Susan Rae Thomas (P)	08/18-12/08	XX INTERNET	Upper Division Credit
42898	CRMJ	4780	0	C	3.000		Internship in Criminal or Juvenile Justice			TBA	0	15	-15	0	0	0	Christopher Lee Hensley (P)	08/18-12/08	TBA	Beyond the Classroom and Upper Division Credit
42899	CRMJ	4790	0	C	3.000		Advanced Internship in Criminal or Juvenile Justice			TBA	0	4	-4	0	0	0	Christopher Lee Hensley (P)	08/18-12/08	TBA	Beyond the Classroom and Upper Division Credit
42481	CRMJ	4850	0	C	3.000		Advanced Community Engagement Seminar	TR		12:15 pm-01:30 pm	45	33	12	0	0	0	Roger D Thompson (P)	08/18-12/08	FLET 310	Upper Division Credit
44608	CRMJ	4850	1	D	3.000		Advanced Community Engagement Seminar			TBA	0	15	-15	0	0	0	Victor W Bumphus (P)	08/18-12/08	XX INTERNET	Upper Division Credit
44458	CRMJ	4998	01	C	3.000		Individual Studies			TBA	0	1	-1	0	0	0	Tammy S Garland (P)	08/18-12/08	TBA	Repeatable Course and Upper Division Credit
43081	CRMJ	5000	0	C	3.000		Criminal Justice Proseminar	T		05:30 pm-08:00 pm	20	14	6	0	0	0	Victor W Bumphus (P)	08/18-12/08	801MC 112	Repeatable Course
43083	CRMJ	5010	0	C	3.000		Research Methodology I	R		05:30 pm-08:00 pm	20	11	9	0	0	0	Seong Min Park (P)	08/18-12/08	801MC 112	Repeatable Course
45530	CRMJ	5030	0	C	3.000		Theoretical Perspectives of Crime	W		05:30 pm-08:00 pm	20	11	9	0	0	0	Gale D Iles (P)	08/18-12/08	801MC 105	Repeatable Course
46446	CRMJ	5100	0	C	3.000		Special Topics In Criminal Justice: Mental Health and the Criminal Justice System	R		05:30 pm-08:00 pm	15	10	5	0	0	0	Kevin T Beck (P)	08/18-12/08	801MC 105	Repeatable Course
46449	CRMJ	5370	0	D	3.000		Drugs and Crime	M		05:30 pm-	15	14	1	0	0	0	Tammy S Garland (P)	08/18-08/18	801MC 105	Repeatable Course

										08:00 pm								
							M	05:30 pm- 08:00 pm		Tammy S Garland (P)	09/08- 09/08	801MC 105	Repeatable Course					
							M	05:30 pm- 08:00 pm		Tammy S Garland (P)	09/22- 09/22	801MC 105	Repeatable Course					
							M	05:30 pm- 08:00 pm		Tammy S Garland (P)	10/06- 10/06	801MC 105	Repeatable Course					
							M	05:30 pm- 08:00 pm		Tammy S Garland (P)	10/27- 10/27	801MC 105	Repeatable Course					
							M	05:30 pm- 08:00 pm		Tammy S Garland (P)	11/10- 11/10	801MC 105	Repeatable Course					
							M	05:30 pm- 08:00 pm		Tammy S Garland (P)	11/24- 11/24	801MC 105	Repeatable Course					
42497	CRMJ	5600	0	C	3.000	Internship in Criminal Justice	TBA	0	6	-6	0	0	0	Christopher Lee Hensley (P)	08/18- 12/08	TBA	Repeatable Course	
45152	CRMJ	5999	0	C	1.000- 6.000	Thesis	TBA	0	1	-1	0	0	0	Tammy S Garland (P)	08/18- 12/08	TBA	Full Time Equivalent and Repeatable Course	

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SITE MAP

Class Schedule Listing

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Sections Found

Criminal Justice

CRN	Subj	Crse	Sec	Cmp	Cred	Title	Days	Time	Cap	Act	Rem	WL Cap	WL Act	WL Rem	Instructor	Date (MM/DD)	Location	Attribute
23731	CRMJ	1000	0	C	3.000	Introduction to Criminology	MW	03:25 pm-04:40 pm	85	86	-1	0	0	0	Gale D Iles (P)	01/05-04/28	EMCS 201	Lower Division Credit
21121	CRMJ	1100	0	C	3.000	Introduction to the Criminal Justice System	TR	01:40 pm-02:55 pm	45	45	0	0	0	0	John A Browne (P)	01/05-04/28	HNTR 403	Behavioral&Social Science 2014 and Lower Division Credit and Behavioral&Social Science
21122	CRMJ	1100	01	C	3.000	Introduction to the Criminal Justice System	TR	09:25 am-10:40 am	71	71	0	0	0	0	John A Browne (P)	01/05-04/28	BROK 201	Behavioral&Social Science 2014 and Lower Division Credit and Behavioral&Social Science
21123	CRMJ	1100	02	C	3.000	Introduction to the Criminal Justice System	MWF	08:00 am-08:50 am	42	41	1	0	0	0	Christopher Lee Hensley (P), Candice D Ammons	01/05-04/28	FLET 213	Behavioral&Social Science 2014 and Lower Division Credit and Behavioral&Social Science
25351	CRMJ	1100	03	C	3.000	Introduction to the Criminal Justice System	MWF	10:00 am-10:50 am	85	83	2	0	0	0	Susan Rae Thomas (P)	01/05-04/28	FLET 114	Behavioral&Social Science 2014 and Lower Division Credit and Behavioral&Social Science
22887	CRMJ	2010	0	C	3.000	Violence In America	TR	10:50 am-12:05 pm	45	45	0	0	0	0	John A Browne (P)	01/05-04/28	HNTR 403	Lower Division Credit
21127	CRMJ	2110	0	D	3.000	Information Systems in Criminal and Juvenile Justice		TBA	20	29	-9	0	0	0	Troy E Carroll (P)	01/05-04/28	XX INTERNET	Lower Division Credit
21130	CRMJ	2950	0	C	3.000	Violence Against Women	TR	10:50 am-12:05 pm	30	30	0	0	0	0	Sara Peters (P)	01/05-04/28	BROK 405	Behavioral&Social Science 2014 and Lower Division Credit and Behavioral&Social Science
21132	CRMJ	3100	0	C	3.000	Law Enforcement in Criminal and Juvenile Justice	TR	03:05 pm-04:20 pm	90	90	0	0	0	0	Seong Min Park (P)	01/05-04/28	FLET 100	Upper Division Credit
21139	CRMJ	3110	0	C	3.000	Criminal Justice Research Methodology	TR	01:40 pm-02:55 pm	49	50	-1	0	0	0	Seong Min Park (P)	01/05-04/28	BROK 201	Upper Division Credit
21143	CRMJ	3120	0	C	3.000	Correctional Perspectives In Criminal and Juvenile Justice	MW	02:00 pm-03:15 pm	90	90	0	0	0	0	Christopher Lee Hensley (P)	01/05-04/28	FLET 113	Upper Division Credit
23734	CRMJ	3120	0	D	3.000	Correctional Perspectives In Criminal and Juvenile Justice		TBA	20	33	-13	0	0	0	Marcus Scott Easley (P)	01/05-04/28	XX INTERNET	Upper Division Credit
21145	CRMJ	3170	0	C	3.000	Minorities and Criminal Justice	TR	12:15 pm-01:30 pm	80	79	1	0	0	0	Victor W Bumphus (P)	01/05-04/28	FLET 100	Upper Division Credit
25554	CRMJ	3170	0	D	3.000	Minorities and Criminal Justice		TBA	18	35	-17	0	0	0	Gale D Iles (P)	01/05-04/28	XX INTERNET	Upper Division Credit
21149	CRMJ	3300	0	C	3.000	Probation, Parole and Community Corrections	M	05:30 pm-08:00 pm	43	42	1	0	0	0	Gary D Behler (P)	01/05-04/28	EMCS 233	Upper Division Credit
28171	CRMJ	3550	0	C	3.000	Public and Private Security	MWF	10:00 am-	45	46	-1	0	0	0	Sara Ale Knox (P)	01/05-04/28	FLET 310	Upper Division Credit

														10:50 am					
23738	CRMJ	3750	0	C	3.000	Juvenile Justice	W	05:00 pm-07:30 pm	33	34	-1	0	0	0	Dawn M Glenn (P)	01/05-04/28	EMCS 240	Upper Division Credit	
23739	CRMJ	3750	0	D	3.000	Juvenile Justice		TBA	20	35	-15	0	0	0	Susan Rae Thomas (P)	01/05-04/28	XX INTERNET	Upper Division Credit	
21150	CRMJ	3900	0	C	3.000	Police Procedure and Criminal Investigation	T	05:30 pm-08:00 pm	40	35	5	0	0	0	John A Browne (P)	01/05-04/28	EMCS 219	Upper Division Credit	
22874	CRMJ	4140	0	C	3.000	Terrorism	TR	08:00 am-09:15 am	35	29	6	0	0	0	Craig Salyer Hamilton (P)	01/05-04/28	801MC 105	Upper Division Credit	
24868	CRMJ	4150	0	D	3.000	White Collar and Corporate Crime		TBA	25	32	-7	0	0	0	Stephen Kappeler (P)	01/05-04/28	XX INTERNET	Upper Division Credit	
21155	CRMJ	4300	0	C	3.000	Philosophical and Ethical Issues In Criminal Justice	MWF	11:00 am-11:50 am	90	70	20	0	0	0	Sara Ale Knox (P)	01/05-04/28	FLET 113	Upper Division Credit	
23741	CRMJ	4300	0	D	3.000	Philosophical and Ethical Issues In Criminal Justice		TBA	20	34	-14	0	0	0	Sara Ale Knox (P)	01/05-04/28	XX INTERNET	Upper Division Credit	
26172	CRMJ	4600	0	C	3.000	Dispute Resolution	M	05:30 pm-08:00 pm	40	25	15	0	0	0	Amanda Gall Morrison (P)	01/05-04/28	EMCS 219	Upper Division Credit	
21156	CRMJ	4780	0	C	3.000	Internship In Criminal or Juvenile Justice		TBA	0	8	-8	0	0	0	Christopher Lee Hensley (P)	01/05-04/28	TBA	Beyond the Classroom and Upper Division Credit	
21157	CRMJ	4790	0	C	3.000	Advanced Internship In Criminal or Juvenile Justice		TBA	0	5	-5	0	0	0	Christopher Lee Hensley (P)	01/05-04/28	TBA	Beyond the Classroom and Upper Division Credit	
21158	CRMJ	4850	0	C	3.000	Advanced Community Engagement Seminar	TR	10:50 am-12:05 pm	45	45	0	0	0	0	Roger D Thompson (P)	01/05-04/28	GROT 411	Upper Division Credit	
25875	CRMJ	4998	0	C	3.000	Individual Studies: Animal Cruelty and Society		TBA	0	1	-1	0	0	0	Tammy S Garland (P)	01/05-04/28	TBA	Repeatable Course and Upper Division Credit	
26596	CRMJ	4998	0	C	1.000-9.000	Individual Studies		TBA	0	1	-1	0	0	0	Sara Ale Knox (P)	01/05-04/28	TBA	Repeatable Course and Upper Division Credit	
26597	CRMJ	4998	01	C	1.000-9.000	Individual Studies		TBA	0	1	-1	0	0	0	Sara Ale Knox (P)	01/05-04/28	TBA	Repeatable Course and Upper Division Credit	
23108	CRMJ	5020	0	C	3.000	Research Methodology II	T	05:30 pm-08:00 pm	15	10	5	0	0	0	Seong Min Park (P)	01/05-04/28	801MC 112	Repeatable Course	
24558	CRMJ	5040	0	C	3.000	Professional Development Seminar in Criminal Justice	R	05:30 pm-08:00 pm	20	16	4	0	0	0	Helen Eigenberg (P)	01/05-04/28	BROK 403	Repeatable Course	
26175	CRMJ	5050	0	D	3.000	Criminal Justice Policy and Administration		TBA	20	13	7	0	0	0	Adam Joseph McKee (P)	01/05-04/28	XX INTERNET	Repeatable Course	
26173	CRMJ	5250	0	C	3.000	The American Justice System	W	05:30 pm-08:00 pm	20	9	11	0	0	0	Gale D Iles (P)	01/05-04/28	801MC 105	Repeatable Course	
26174	CRMJ	5430	0	C	3.000	Correctional Theory and Intervention	M	05:30 pm-08:00 pm	20	11	9	0	0	0	Christopher Lee Hensley (P)	01/05-04/28	801MC 105	Repeatable Course	
21186	CRMJ	5600	0	C	3.000	Internship In Criminal Justice		TBA	0	5	-5	0	0	0	Christopher Lee Hensley (P)	01/05-04/28	TBA	Repeatable Course	
25217	CRMJ	5997	0	C	3.000	Individual Studies: Police Executive Leadership		TBA	0	5	-5	0	0	0	Tammy S Garland (P)	01/05-04/28	TBA	Repeatable Course	
26883	CRMJ	5997	0	C	1.000-9.000	Individual Studies:		TBA	0	1	-1	0	0	0	Victor W Bumphus (P)	01/05-04/28	TBA	Repeatable Course	

24671	CRMJ	5999	0	C	1.000-6.000	Strategic Organization Development Thesis	TBA	0	1	-1	0	0	0	Tammy S Garland (P)	01/05-04/28	TBA	Full Time Equivalent and Repeatable Course
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SITE MAP

Class Schedule Listing

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Sections Found

Criminal Justice

CRN	Subj	Crse	Sec	Cmp	Cred	Title	Days	Time	Cap	Act	Rem	WL Cap	WL Act	WL Rem	Instructor	Date (MM/DD)	Location	Attribute
42454	CRMJ	1100	0	C	3.000	Introduction to the Criminal Justice System	TR	08:00 am-09:15 am	45	45	0	0	0	0	Roger D Thompson (P)	08/17-12/08	EMCS 238	Behavioral&Social Science 2014 and Lower Division Credit and Behavioral&Social Science
42455	CRMJ	1100	01	C	3.000	Introduction to the Criminal Justice System	TR	12:15 pm-01:30 pm	90	88	2	0	0	0	Christina Nicole Pollicastro (P)	08/17-12/08	FLET 100	Behavioral&Social Science 2014 and Lower Division Credit and Behavioral&Social Science
42915	CRMJ	1100	02	C	3.000	Introduction to the Criminal Justice System	M	05:00 pm-07:30 pm	45	43	2	0	0	0	Susan Rae Thomas (P)	08/17-12/08	FLET 100	Behavioral&Social Science 2014 and Lower Division Credit and Behavioral&Social Science
42457	CRMJ	1100	03	C	3.000	Introduction to the Criminal Justice System	M	05:30 pm-08:00 pm	45	45	0	0	0	0	Marcus Scott Easley (P)	08/17-12/08	BROK 201	Behavioral&Social Science 2014 and Lower Division Credit and Behavioral&Social Science
42885	CRMJ	1100	04	C	3.000	Introduction to the Criminal Justice System	TR	12:15 pm-01:30 pm	45	44	1	0	0	0	Thaddeus L Johnson (P), Christopher Lee Hensley	08/17-12/08	GROT 411	Behavioral&Social Science 2014 and Lower Division Credit and Behavioral&Social Science
45221	CRMJ	1100	05	C	3.000	Introduction to the Criminal Justice System	MW	02:00 pm-03:15 pm	45	44	1	0	0	0	Susan Rae Thomas (P)	08/17-12/08	GROT 317	Behavioral&Social Science 2014 and Lower Division Credit and Behavioral&Social Science
45352	CRMJ	1100	06	C	3.000	Introduction to the Criminal Justice System	MWF	12:00 pm-12:50 pm	86	86	0	0	0	0	Sara Ale Knox (P)	08/17-12/08	FLET 113	Behavioral&Social Science 2014 and Lower Division Credit and Behavioral&Social Science
47699	CRMJ	1100	07	C	3.000	Introduction to the Criminal Justice System	MWF	01:00 pm-01:50 pm	45	45	0	0	0	0	Susan Rae Thomas (P)	08/17-12/08	GROT 411	Lower Division Credit and Behavioral&Social Science
42888	CRMJ	2010	0	C	3.000	Violence in America	T	05:30 pm-08:00 pm	50	50	0	0	0	0	Kiera Lori Williams (P)	08/17-12/08	FLET 210	Lower Division Credit
43933	CRMJ	2010	01	D	3.000	Violence In America		TBA	20	31	-11	0	0	0	John A Browne (P)	08/17-12/08	XX INTERNET	Lower Division Credit
47381	CRMJ	2100	0	C	3.000	Criminology	MWF	10:00 am-10:50 am	90	89	1	0	0	0	Courtney A Critterden (P)	08/17-12/08	FLET 113	Lower Division Credit
47382	CRMJ	2100	01	C	3.000	Criminology	W	05:30 pm-08:00 pm	45	45	0	0	0	0	John A Browne (P)	08/17-12/08	EMCS 422	Lower Division Credit
47383	CRMJ	2100	02	D	3.000	Criminology		TBA	18	33	-15	0	0	0	Gale D Iles (P)	08/17-12/08	XX INTERNET	Lower Division Credit
42459	CRMJ	2110	01	D	3.000	Information Systems		TBA	20	29	-9	0	0	0	Troy E Carroll (P)	08/17-12/08	XX INTERNET	Lower Division Credit
42462	CRMJ	2950	0	C	3.000	Violence Against Women	TR	01:40 pm-02:55 pm	75	73	2	0	0	0	Helen Eigenberg (P)	08/17-12/08	FLET 113	Behavioral&Social Science 2014 and Lower Division Credit and Behavioral&Social Science
45528	CRMJ	3030	0	C	3.000	Comparative Criminal Justice Systems	MW	03:25 pm-04:40 pm	80	78	2	0	0	0	Seong Min Park (P)	08/17-12/08	FLET 100	Upper Division Credit

42485	CRMJ	3110	0	C	3.000	Criminal Justice Research Methodology	MW	02:00 pm-03:15 pm	45	42	3	0	0	0	Seong Min Park (P)	08/17-12/08	EMCS 238	Upper Division Credit
44117	CRMJ	3180	0	C	3.000	Gender, Crime, and Criminal Justice	MWF	11:00 am-11:50 am	40	40	0	0	0	0	Sara Ale Knox (P)	08/17-12/08	FLET 210	Upper Division Credit
43935	CRMJ	3250	0	C	3.000	Courts	TR	10:50 am-12:05 pm	81	80	1	0	0	0	Gale D Iles (P)	08/17-12/08	FLET 100	Upper Division Credit
44605	CRMJ	3250	01	D	3.000	Courts	TBA		15	34	-19	0	0	0	Gale D Iles (P)	08/17-12/08	XX INTERNET	Upper Division Credit
47115	CRMJ	3310	0	C	3.000	Race, Class, Gender and Crime	MWF	11:00 am-11:50 am	40	38	2	0	0	0	Courtney A Crittenden (P)	08/17-12/08	FLET 201	Upper Division Credit
47116	CRMJ	3500	0	C	3.000	Media and the Criminal Justice System	MWF	01:00 pm-01:50 pm	50	50	0	0	0	0	Sara Ale Knox (P)	08/17-12/08	FLET 210	Upper Division Credit
46444	CRMJ	3700	0	C	3.000	Drugs: The Law and the Community	MW	02:00 pm-03:15 pm	80	74	6	0	0	0	Tammy S Garland (P)	08/17-12/08	FLET 100	Upper Division Credit
47117	CRMJ	3720	0	C	3.000	Serial Murder	TR	03:05 pm-04:20 pm	90	88	2	0	0	0	Christopher Lee Hensley (P)	08/17-12/08	FLET 100	Upper Division Credit
47118	CRMJ	4010	0	C	3.000	Victimology	TR	09:25 am-10:40 am	35	33	2	0	0	0	Christina Nicole Pollcastro (P)	08/17-12/08	801MC 105	Upper Division Credit
42476	CRMJ	4040	0	C	3.000	Police Administration and Management Issues	TR	08:00 am-09:15 am	35	15	20	0	0	0	Craig Salyer Hamilton (P)	08/17-12/08	801MC 105	Upper Division Credit
42910	CRMJ	4120	0	C	3.000	Correctional Administration and Legal Rights of Inmates	M	05:30 pm-08:00 pm	49	29	20	0	0	0	Gary D Behler (P)	08/17-12/08	EMCS 422	Upper Division Credit
45834	CRMJ	4150	0	D	3.000	White Collar and Corporate Crime	TBA		20	29	-9	0	0	0	Stephen Kappeler (P)	08/17-12/08	XX INTERNET	Upper Division Credit
45529	CRMJ	4340	0	D	3.000	Gangs and Crime	TBA		15	36	-21	0	0	0	Susan Rae Thomas (P)	08/17-12/08	XX INTERNET	Upper Division Credit
42898	CRMJ	4780	U	C	3.000	Criminal Justice Internship	TBA		0	11	-11	0	0	0	Christopher Lee Hensley (P)	08/17-12/08	TBA	Beyond the Classroom and Upper Division Credit
42899	CRMJ	4790	0	C	3.000	Criminal Justice Advanced Internship	TBA		0	5	-5	0	0	0	Christopher Lee Hensley (P)	08/17-12/08	TBA	Beyond the Classroom and Upper Division Credit
42481	CRMJ	4850	0	C	3.000	Community Engagement Seminar	TR	12:15 pm-01:30 pm	45	25	20	0	0	0	Helen Eigenberg (P)	08/17-12/08	FLET 310	Upper Division Credit
44608	CRMJ	4850	1	D	3.000	Community Engagement Seminar	TBA		15	17	-2	0	0	0	Victor W Bumphus (P)	08/17-12/08	XX INTERNET	Upper Division Credit
47835	CRMJ	4999	0	C	3.000	Courts	TR	10:50 am-12:05 pm	0	1	-1	0	0	0	Gale D Iles (P)	08/17-12/08	FLET 100	Repeatable Course and Upper Division Credit
43081	CRMJ	5000	0	C	3.000	Criminal Justice Proseminar	M	05:30 pm-08:00 pm	20	15	5	0	0	0	Victor W Bumphus (P)	08/17-12/08	801MC 105	Repeatable Course
43083	CRMJ	5010	0	C	3.000	Research Methodology I	W	05:30 pm-08:00 pm	20	19	1	0	0	0	Seong Min Park (P)	08/17-12/08	801MC 112	Repeatable Course
47119	CRMJ	5100	0	C	3.000	Special Topics: Animal Violence and Victimization	T	05:30 pm-08:00 pm	20	15	5	0	0	0	Christopher Lee Hensley (P)	08/17-12/08	801MC 105	Repeatable Course
47120	CRMJ	5100	01	C	3.000	Special Topics: Violence Against Women	R	05:30 pm-08:00 pm	20	8	12	0	0	0	Helen Eigenberg (P)	08/17-12/08	BROK 403	Repeatable Course
47121	CRMJ	5260	0	D	3.000	Ethics and Crime	TBA		20	16	4	0	0	0	Victor W Bumphus (P)	08/17-12/08	XX INTERNET	Repeatable Course
42497	CRMJ	5600	0	C	3.000		TBA		0	2	-2	0	0	0			TBA	

						Internship In Criminal Justice						Christopher Lee Hensley (P)	08/17- 12/08		Repeatable Course		
47553	CRMJ	5997	0	C	1.000- 9.000	Individual Studies	TBA	0	2	-2	0	0	0	Tammy S Garland (P)	08/17- 12/08	TBA	Repeatable Course
45152	CRMJ	5999	0	C	1.000- 6.000	Thesis	TBA	0	1	-1	0	0	0	Tammy S Garland (P)	08/17- 12/08	TBA	Full Time Equivalent and Repeatable Course

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Class Schedule Listing

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Criminal Justice

CRN	Subj	Crse	Sec	Cmp	Cred	Title	Days	Time	Cap	Act	Rem	WL Cap	WL Act	WL Rem	Instructor	Date (MM/DD)	Location	Attribute
21121	CRMJ	1100	0	C	3.000	Introduction to the Criminal Justice System	MW	03:25 pm-04:40 pm	45	45	0	0	0	0	Thaddeus L Johnson (P), Christopher Lee Hensley	01/11-05/03	FLET 211	Lower Division Credit and Behavioral&Social Science
21122	CRMJ	1100	01	C	3.000	Introduction to the Criminal Justice System	TR	01:40 pm-02:55 pm	85	84	1	0	0	0	Seong Min Park (P)	01/11-05/03	FLET 113	Lower Division Credit and Behavioral&Social Science
21123	CRMJ	1100	02	C	3.000	Introduction to the Criminal Justice System	MWF	11:00 am-11:50 am	85	85	0	0	0	0	Sara Ale Knox (P)	01/11-05/03	FLET 113	Lower Division Credit and Behavioral&Social Science
25351	CRMJ	1100	03	C	3.000	Introduction to the Criminal Justice System	MWF	10:00 am-10:50 am	45	45	0	0	0	0	Susan Rae Thomas (P)	01/11-05/03	FLET 110	Lower Division Credit and Behavioral&Social Science
27037	CRMJ	1100	04	C	3.000	Introduction to the Criminal Justice System	M	05:30 pm-08:00 pm	43	43	0	0	0	0	Roger D Thompson (P)	01/11-05/03	EMCS 218	Lower Division Credit and Behavioral&Social Science
22687	CRMJ	2010	0	C	3.000	Violence In America	T	05:30 pm-08:00 pm	45	43	2	0	0	0	Kiera Lori Williams (P)	01/11-05/03	EMCS 422	Lower Division Credit
27038	CRMJ	2100	0	C	3.000	CrimInology	TR	12:15 pm-01:30 pm	90	93	-3	0	0	0	Gale D Iles (P)	01/11-05/03	FLET 100	Lower Division Credit
21127	CRMJ	2110	0	D	3.000	Information Systems		TBA	20	23	-3	0	0	0	Troy E Carroll (P)	01/11-05/03	XX INTERNET	Lower Division Credit
21130	CRMJ	2950	0	C	3.000	Violence Against Women	TR	01:40 pm-02:55 pm	52	51	1	0	0	0	Helen Eigenberg (P)	01/11-05/03	BROK 201	Lower Division Credit and Behavioral&Social Science
27039	CRMJ	2950	01	C	3.000	Violence Against Women	R	05:30 pm-08:00 pm	52	40	12	0	0	0	Helen Eigenberg (P)	01/11-05/03	BROK 201	Lower Division Credit and Behavioral&Social Science
21132	CRMJ	3100	0	C	3.000	Policing	TR	10:50 am-12:05 pm	90	89	1	0	0	0	Victor W Bumphus (P)	01/11-05/03	DRTH 201	Upper Division Credit
21139	CRMJ	3110	0	C	3.000	Criminal Justice Research Methodology	TR	03:05 pm-04:40 pm	45	42	3	0	0	0	Seong Min Park (P)	01/11-05/03	BROK 201	Upper Division Credit
21143	CRMJ	3120	0	C	3.000	Corrections	MW	02:00 pm-03:15 pm	90	91	-1	0	0	0	Christopher Lee Hensley (P)	01/11-05/03	FLET 113	Upper Division Credit
23734	CRMJ	3120	0	D	3.000	Corrections		TBA	20	36	-16	0	0	0	Marcus Scott Casley (P)	01/11-05/03	XX INTERNET	Upper Division Credit
25554	CRMJ	3170	0	D	3.000	Minorities and Criminal Justice		TBA	18	30	-12	0	0	0	Gale D Iles (P)	01/11-05/03	XX INTERNET	Upper Division Credit
21149	CRMJ	3300	0	C	3.000	Probation, Parole and Community Corrections	M	05:30 pm-08:00 pm	43	41	2	0	0	0	Gary D Behler (P)	01/11-05/03	EMCS 233	Upper Division Credit
27041	CRMJ	3310	0	C	3.000	Race, Class, Gender and Crime	MW	03:25 pm-04:40 pm	45	43	2	0	0	0	Courtney A Crittenden (P)	01/11-05/03	HNTR 303	Upper Division Credit
27047	CRMJ	3310	01	D	3.000	Race, Class, Gender and Crime		TBA	18	33	-15	0	0	0	Courtney A Crittenden (P)	01/11-05/03	XX INTERNET	Upper Division Credit
26171	CRMJ	3550	0	C	3.000		MWF	10:00 am-	45	45	0	0	0	0	Sara Ale Knox (P)	01/11-05/03	FLET 310	Upper Division Credit

													Public and Private Security				10:50 am													
23738	CRMJ	3750	0	C	3.000	Juvenile Justice	MWF	01:00 pm-01:50 pm	45	46	-1	0	0	0	Susan Rae Thomas (P)	01/11-05/03	FLET 210	Upper Division Credit												
23739	CRMJ	3750	0	D	3.000	Juvenile Justice		TBA	20	34	-14	0	0	0	Susan Rae Thomas (P)	01/11-05/03	XX INTERNET	Upper Division Credit												
21150	CRMJ	3900	0	C	3.000	Police Procedure and Criminal Investigation	W	05:30 pm-08:00 pm	45	45	0	0	0	0	John A Browne (P)	01/11-05/03	FLET 211	Upper Division Credit												
27042	CRMJ	4010	0	C	3.000	Victimology	MWF	11:00 am-11:50 am	35	34	1	0	0	0	Christina Nicole PolICASTRO (P)	01/11-05/03	801MC 105	Upper Division Credit												
22674	CRMJ	4140	0	C	3.000	Terrorism	TR	08:00 am-09:15 am	35	32	3	0	0	0	Craig Salyer Hamilton (P)	01/11-05/03	801MC 105	Upper Division Credit												
24688	CRMJ	4150	0	D	3.000	White Collar and Corporate Crime		TBA	25	36	-11	0	0	0	Stephen Kappeler (P)	01/11-05/03	XX INTERNET	Upper Division Credit												
21155	CRMJ	4300	0	C	3.000	Ethics In Criminal Justice	MWF	09:00 am-09:50 am	90	66	24	0	0	0	Christina Nicole PolICASTRO (P)	01/11-05/03	FLET 113	Upper Division Credit												
23741	CRMJ	4300	0	D	3.000	Ethics In Criminal Justice		TBA	20	41	-21	0	0	0	Sara Ale Knox (P)	01/11-05/03	XX INTERNET	Upper Division Credit												
27043	CRMJ	4340	0	C	3.000	Gangs and Crime	MWF	12:00 pm-12:50 pm	45	48	-3	0	0	0	Susan Rae Thomas (P)	01/11-05/03	FLET 210	Upper Division Credit												
21156	CRMJ	4780	0	C	3.000	Criminal Justice Internship		TBA	0	11	-11	0	0	0	Christopher Lee Hensley (P)	01/11-05/03	TBA	Beyond the Classroom and Upper Division Credit												
21157	CRMJ	4790	0	C	3.000	Criminal Justice Advanced Internship		TBA	0	5	-5	0	0	0	Christopher Lee Hensley (P)	01/11-05/03	TBA	Beyond the Classroom and Upper Division Credit												
21158	CRMJ	4850	0	C	3.000	Community Engagement Seminar	TR	12:15 pm-01:30 pm	45	32	13	0	0	0	Helen Eigenberg (P)	01/11-05/03	GROT 411	Upper Division Credit												
27327	CRMJ	4850	0	C	3.000	Community Engagement Seminar	M	05:00 pm-07:30 pm	28	22	6	0	0	0	Christopher Lee Hensley (P)	01/11-05/03	EMCS 216	Upper Division Credit												
25875	CRMJ	4998	0	C	3.000	Individual Studies		TBA	0	4	-4	0	0	0	Tammy S Garland (P)	01/11-05/03	TBA	Repeatable Course and Upper Division Credit												
26596	CRMJ	4998	0	C	1.000-9.000	Individual Studies		TBA	0	1	-1	0	0	0	Sara Ale Knox (P)	01/11-05/03	TBA	Repeatable Course and Upper Division Credit												
27471	CRMJ	4998	0	C	4.000	Individual Studies		TBA	0	1	-1	0	0	0	Gale D Iles (P)	01/11-05/03	TBA	Repeatable Course and Upper Division Credit												
27044	CRMJ	4999	0	C	3.000	Cyber Law	M	05:30 pm-08:00 pm	20	17	3	0	0	0	Sheri Ann Fox (P)	01/11-05/03	EMCS 239	Repeatable Course and Upper Division Credit												
23106	CRMJ	5020	0	C	3.000	Research Methodology II	T	05:30 pm-08:00 pm	20	19	1	0	0	0	Seong Min Park (P)	01/11-05/03	801MC 112	Repeatable Course												
27045	CRMJ	5030	0	C	3.000	Criminology	R	05:30 pm-08:00 pm	20	20	0	0	0	0	Gale D Iles (P)	01/11-05/03	801MC 112	Repeatable Course												
27048	CRMJ	5060	0	D	3.000	Police and Society		TBA	20	17	3	0	0	0	Victor W Bumphus (P)	01/11-05/03	XX INTERNET	Repeatable Course												
27158	CRMJ	5130	0	C	3.000	Diversity and Crime	M	05:30 pm-08:00 pm	20	10	10	0	0	0	Courtney A Crittenden (P)	01/11-05/03	801MC 105	Repeatable Course												
27049	CRMJ	5340	0	D	3.000	Crime and Popular Culture		TBA	20	12	8	0	0	0	Tammy S Garland (P)	01/11-05/03	XX HYBRID	Repeatable Course												
							W	05:30 pm-08:00 pm							Tammy S Garland (P)	01/13-01/13	801MC 105	Repeatable Course												

								W	05:30 pm- 08:00 pm								Tammy S Garland (P)	01/27- 01/27	801MC 105	Repeatable Course
								W	05:30 pm- 08:00 pm								Tammy S Garland (P)	02/10- 02/10	801MC 105	Repeatable Course
								W	05:30 pm- 08:00 pm								Tammy S Garland (P)	02/24- 02/24	801MC 105	Repeatable Course
								W	05:30 pm- 08:00 pm								Tammy S Garland (P)	03/09- 03/09	801MC 105	Repeatable Course
								W	05:30 pm- 08:00 pm								Tammy S Garland (P)	03/23- 03/23	801MC 105	Repeatable Course
								W	05:30 pm- 08:00 pm								Tammy S Garland (P)	04/06- 04/06	801MC 105	Repeatable Course
								W	05:30 pm- 08:00 pm								Tammy S Garland (P)	04/20- 04/20	801MC 105	Repeatable Course
21188	CRMJ	5600	0	C	3.000	Internship in Criminal Justice	TBA	0	2	-2	0	0	0	0	0	0	Christopher Lee Hensley (P)	01/11- 05/03	TBA	Repeatable Course
27158	CRMJ	5998	0	C	1.000- 9.000	Research	TBA	0	1	-1	0	0	0	0	0	0	Tammy S Garland (P)	01/11- 05/03	TBA	Repeatable Course
24871	CRMJ	5999	0	C	1.000- 6.000	Thesis	TBA	0	2	-2	0	0	0	0	0	0	Tammy S Garland (P)	01/11- 05/03	TBA	Full Time Equivalent and Repeatable Course

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SITE MAP

Class Schedule Listing

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Sections Found

Criminal Justice

CRN	Subj	Crse	Sec	Cmp	Cred	Title	Days	Time	Cap	Act	Rem	WL Cap	WL Act	WL Rem	Instructor	Date (MM/DD)	Location	Attribute
42454	CRMJ	1100	0	C	3.000	Introduction to the Criminal Justice System	TR	08:00 am-09:15 am	46	45	1	0	0	0	Roger D Thompson (P)	08/22-12/13	EMCS 238	Lower Division Credit and Behavioral&Social Science
42455	CRMJ	1100	01	C	3.000	Introduction to the Criminal Justice System	TR	01:40 pm-02:55 pm	90	89	1	0	0	0	Christina Nicole Pollicastro (P)	08/22-12/13	EMCS 201	Lower Division Credit and Behavioral&Social Science
45352	CRMJ	1100	02	C	3.000	Introduction to the Criminal Justice System	MWF	01:00 pm-01:50 pm	86	85	1	0	0	0	Sara Ale Knox (P)	08/22-12/13	FLET 113	Lower Division Credit and Behavioral&Social Science
42457	CRMJ	1100	03	C	3.000	Introduction to the Criminal Justice System	M	05:30 pm-08:00 pm	45	44	1	0	0	0	Susan Rae Thomas (P)	08/22-12/13	BROK 201	Lower Division Credit and Behavioral&Social Science
42885	CRMJ	1100	04	C	3.000	Introduction to the Criminal Justice System	TR	09:25 am-10:40 am	45	45	0	0	0	0	Christopher Lee Hensley (P), April Dawn Kathleen Bennett	08/22-12/13	GROT 411	Lower Division Credit and Behavioral&Social Science
45221	CRMJ	1100	05	C	3.000	Introduction to the Criminal Justice System	MW	02:00 pm-03:15 pm	90	89	1	0	0	0	Susan Rae Thomas (P)	08/22-12/13	FLET 100	Lower Division Credit and Behavioral&Social Science
47946	CRMJ	1100	08	D	3.000	Introduction to the Criminal Justice System	TBA		45	45	0	0	0	0	John A Browne (P)	08/22-12/13	XX INTERNET	Lower Division Credit and Behavioral&Social Science
42888	CRMJ	2010	0	C	3.000	Violence In America	T	05:30 pm-08:00 pm	50	47	3	0	0	0	Kiera Lori Williams (P)	08/22-12/13	BROK 201	Lower Division Credit
43933	CRMJ	2010	01	D	3.000	Violence In America	TBA		20	28	-8	0	0	0	John A Browne (P)	08/22-12/13	XX INTERNET	Lower Division Credit
47381	CRMJ	2100	0	C	3.000	Crimnology	MWF	10:00 am-10:50 am	90	86	4	0	0	0	Courtney A Crittenden (P)	08/22-12/13	FLET 113	Lower Division Credit
47383	CRMJ	2100	02	D	3.000	Crimnology	TBA		20	27	-7	0	0	0	Gale D Iles (P)	08/22-12/13	XX INTERNET	Lower Division Credit
42459	CRMJ	2110	01	D	3.000	Information Systems	TBA		20	29	-9	0	0	0	Troy E Carroll (P)	08/22-12/13	XX INTERNET	Lower Division Credit
42462	CRMJ	2950	0	C	3.000	Violence Against Women	TR	01:40 pm-02:55 pm	75	74	1	0	0	0	Helen Elgenberg (P)	08/22-12/13	FLET 113	Lower Division Credit and Behavioral&Social Science
45528	CRMJ	3030	0	C	3.000	Comparative Criminal Justice Systems	MW	03:25 pm-04:40 pm	80	77	3	0	0	0	Ahmet Kule (P)	08/22-12/13	FLET 100	Upper Division Credit
42465	CRMJ	3110	0	C	3.000	Criminal Justice Research Methodology	MWF	09:00 am-09:50 am	45	44	1	0	0	0	Courtney A Crittenden (P)	08/22-12/13	FLET 210	Upper Division Credit
44117	CRMJ	3180	0	C	3.000	Gender, Crime, and Criminal Justice	MWF	11:00 am-11:50 am	40	40	0	0	0	0	Sara Ale Knox (P)	08/22-12/13	FLET 210	Upper Division Credit
43935	CRMJ	3250	0	C	3.000	Courts	TR	10:50 am-12:05 pm	91	91	0	0	0	0	Gale D Iles (P)	08/22-12/13	DRTH 201	Upper Division Credit
44605	CRMJ	3250	01	D	3.000	Courts	TBA		15	33	-18	0	0	0	Gale D Iles (P)	08/22-12/13	XX INTERNET	Upper Division Credit
47115	CRMJ	3310	0	C	3.000		TR	12:15 pm-	80	78	2	0	0	0	Victor W Bumphus (P)	08/22-12/13	FLET 100	Upper Division Credit

										Race, Class, Gender and Crime	01:30 pm										
48614	CRMJ	3500	0	C	3.000	Media and the Criminal Justice System	MW	02:00 pm- 03:15 pm	34	34	0	0	0	0	0	Elizabeth Faye Twitty (P)	08/22- 12/13	801MC 105	Upper Division Credit		
47117	CRMJ	3720	0	C	3.000	Serial Murder	TR	03:05 pm- 04:20 pm	100	100	0	0	0	0	0	Christopher Lee Hensley (P)	08/22- 12/13	DRTH 201	Upper Division Credit		
48287	CRMJ	4010	0	D	3.000	Victimology		TBA	25	30	-5	0	0	0	0	Helen Eigenberg (P)	08/22- 12/13	XX INTERNET	Upper Division Credit		
48286	CRMJ	4020	0	C	3.000	Organized Crime	MWF	09:00 am- 09:50 am	50	50	0	0	0	0	0	Sara Ale Knox (P)	08/22- 12/13	HOLT 124	Upper Division Credit		
42476	CRMJ	4040	0	C	3.000	Police Administration and Management Issues	TR	08:00 am- 09:15 am	35	29	6	0	0	0	0	Craig Salyer Hamilton (P)	08/22- 12/13	801MC 105	Upper Division Credit		
42910	CRMJ	4120	0	C	3.000	Correctional Administration and Legal Rights of Inmates	M	05:30 pm- 08:00 pm	49	48	1	0	0	0	0	Gary D Behler (P)	08/22- 12/13	EMCS 422	Upper Division Credit		
45834	CRMJ	4150	0	D	3.000	White Collar and Corporate Crime		TBA	20	32	-12	0	0	0	0	Stephen Kappeler (P)	08/22- 12/13	XX INTERNET	Upper Division Credit		
45529	CRMJ	4340	0	D	3.000	Gangs and Crime		TBA	18	29	-11	0	0	0	0	Susan Rae Thomas (P)	08/22- 12/13	XX INTERNET	Upper Division Credit		
48606	CRMJ	4600	0	C	3.000	Dispute Resolution	TR	03:05 pm- 04:20 pm	20	20	0	0	0	0	0	Bylinda Lynette Bell (P)	08/22- 12/13	801MC 105	Upper Division Credit		
42898	CRMJ	4780	0	C	3.000	Criminal Justice Internship		TBA	0	12	-12	0	0	0	0	Christopher Lee Hensley (P)	08/22- 12/13	TBA	Beyond the Classroom and Upper Division Credit		
42899	CRMJ	4790	0	C	3.000	Criminal Justice Advanced Internship		TBA	0	2	-2	0	0	0	0	Christopher Lee Hensley (P)	08/22- 12/13	TBA	Beyond the Classroom and Upper Division Credit		
42481	CRMJ	4850	0	C	3.000	Community Engagement Seminar	TR	12:15 pm- 01:30 pm	30	17	13	0	0	0	0	Helen Eigenberg (P)	08/22- 12/13	FLET 212	Upper Division Credit		
44608	CRMJ	4850	01	D	3.000	Community Engagement Seminar		TBA	15	26	-11	0	0	0	0	Victor W Bumphus (P)	08/22- 12/13	XX INTERNET	Upper Division Credit		
43081	CRMJ	5000	0	D	3.000	Criminal Justice Proseminar		TBA	20	18	2	0	0	0	0	Victor W Bumphus (P)	08/22- 12/13	XX HYBRID	Repeatable Course		
							R	05:30 pm- 08:00 pm								Victor W Bumphus (P)	08/25- 08/25	801MC 105	Repeatable Course		
							R	05:30 pm- 08:00 pm								Victor W Bumphus (P)	09/08- 09/08	801MC 105	Repeatable Course		
							R	05:30 pm- 08:00 pm								Victor W Bumphus (P)	09/22- 09/22	801MC 105	Repeatable Course		
							R	05:30 pm- 08:00 pm								Victor W Bumphus (P)	10/13- 10/13	801MC 105	Repeatable Course		
							R	05:30 pm- 08:00 pm								Victor W Bumphus (P)	10/27- 10/27	801MC 105	Repeatable Course		
							R	05:30 pm- 08:00 pm								Victor W Bumphus (P)	11/10- 11/10	801MC 105	Repeatable Course		
							R	05:30 pm- 08:00 pm								Victor W Bumphus (P)	12/01- 12/01	801MC 105	Repeatable Course		
43083	CRMJ	5010	0	C	3.000	Research Methodology I	W	05:30 pm- 08:00 pm	20	13	7	0	0	0	0	Christina Nicole Polcastro (P)	08/22- 12/13	801MC 112	Repeatable Course		
48309	CRMJ	5100R	0	C	3.000	Special Topics In Criminal Justice: Serial Murder	T	05:30 pm- 08:00 pm	20	21	-1	0	0	0	0	Christopher Lee Hensley (P)	08/22- 12/13	801MC 105	Repeatable Course		

47947	CRMJ	5420	0	D	3.000	Terrorism and the Criminal Justice System	TBA	20	21	-1	0	0	0	Ahmet Kule (P)	08/22-12/13	XX INTERNET	Repeatable Course
42497	CRMJ	5600	0	C	3.000	Internship in Criminal Justice	TBA	0	5	-5	0	0	0	Christopher Lee Hensley (P)	08/22-12/13	TBA	Repeatable Course
48147	CRMJ	5997R	0	C	1.000-9.000	Individual Studies	TBA	0	2	-2	0	0	0	Tammy S Gariand (P)	08/22-12/13	TBA	Repeatable Course
48148	CRMJ	5999R	0	C	1.000-6.000	Thesis	TBA	0	2	-2	0	0	0	Tammy S Gariand (P)	08/22-12/13	TBA	Full Time Equivalent and Repeatable Course

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Sections Found

Criminal Justice

CRN	Subj	Crse	Sec	Cmp	Cred	Title	Days	Time	Cap	Act	Rem	WL Cap	WL Act	WL Rem	Instructor	Date (MM/DD)	Location	Attribute
21121	CRMJ	1100	0	C	3.000	Introduction to the Criminal Justice System	MWF	09:00 am-09:50 am	45	26	19	0	0	0	Susan Rae Thomas (P)	01/09-05/02	FLET 211	Lower Division Credit and Behavioral&Social Science
21122	CRMJ	1100	01	C	3.000	Introduction to the Criminal Justice System	MWF	11:00 am-11:50 am	90	52	38	0	0	0	Susan Rae Thomas (P)	01/09-05/02	FLET 114	Lower Division Credit and Behavioral&Social Science
21123	CRMJ	1100	02	C	3.000	Introduction to the Criminal Justice System	TR	12:15 pm-01:30 pm	90	90	0	0	0	0	Victor W Bumphus (P)	01/09-05/02	FLET 113	Lower Division Credit and Behavioral&Social Science
27037	CRMJ	1100	04	C	3.000	Introduction to the Criminal Justice System	TR	09:25 am-10:40 am	43	43	0	0	0	0	Karen M McGuffee (P), April Dawn Kathleen Bennett	01/09-05/02	EMCS 218	Lower Division Credit and Behavioral&Social Science
27914	CRMJ	1100	05	C	3.000	Introduction to the Criminal Justice System	MWF	11:00 am-11:50 am	90	89	1	0	0	0	Sara Ale Knox (P)	01/09-05/02	FLET 100	Lower Division Credit and Behavioral&Social Science
22667	CRMJ	2010	0	C	3.000	Violence In America	T	05:30 pm-08:00 pm	45	44	1	0	0	0	Kiera Lori Williams (P)	01/09-05/02	EMCS 422	Lower Division Credit
27038	CRMJ	2100	0	C	3.000	Criminology	TR	10:50 am-12:05 pm	90	90	0	0	0	0	Gale D Iles (P)	01/09-05/02	FLET 100	Lower Division Credit
21127	CRMJ	2110	0	D	3.000	Information Systems	TBA		30	30	0	0	0	0	Troy E Carroll (P)	01/09-05/02	XX INTERNET	Lower Division Credit and Potential Test Proctoring Fee
21130	CRMJ	2950	0	C	3.000	Violence Against Women	TR	01:40 pm-02:55 pm	55	55	0	0	0	0	Helen Eigenberg (P)	01/09-05/02	BROK 201	Lower Division Credit and Behavioral&Social Science
27590	CRMJ	2950	01	C	3.000	Violence Against Women	R	05:30 pm-08:00 pm	55	51	4	0	0	0	Helen Eigenberg (P)	01/09-05/02	BROK 201	Lower Division Credit and Behavioral&Social Science
21132	CRMJ	3100	0	C	3.000	Policing	MWF	01:00 pm-01:50 pm	90	89	1	0	0	0	Ahmet Kule (P)	01/09-05/02	DRTH 201	Upper Division Credit
21139	CRMJ	3110	0	C	3.000	Criminal Justice Research Methodology	M	02:00 pm-04:30 pm	90	81	9	0	0	0	Courtney A Crittenden (P)	01/09-05/02	DRTH 201	Upper Division Credit
21143	CRMJ	3120	0	C	3.000	Corrections	TR	09:25 am-10:40 am	90	89	1	0	0	0	Shela R Van Ness (P)	01/09-05/02	DRTH 101	Upper Division Credit
23734	CRMJ	3120	01	D	3.000	Corrections	TBA		15	29	-14	0	0	0	John A Browne (P)	01/09-05/02	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
25554	CRMJ	3170	0	D	3.000	Minorities and Criminal Justice	TBA		15	28	-13	0	0	0	Gale D Iles (P)	01/09-05/02	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
27597	CRMJ	3250	0	D	3.000	Courts	TBA		15	32	-17	0	0	0	Gale D Iles (P)	01/09-05/02	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
21149	CRMJ	3300	0	C	3.000	Probation, Parole and Community Corrections	M	05:30 pm-08:00 pm	43	43	0	0	0	0	Gary D Behler (P)	01/09-05/02	EMCS 233	Upper Division Credit
27591	CRMJ	3500	0	C	3.000	Media and the Criminal	MWF	10:00 am-	45	46	-1	0	0	0	Sara Ale Knox (P)	01/09-05/02	FLET 201	Upper Division Credit

27916	CRMJ	3500	0	D	3.000	Justice System Media and the Criminal Justice System		10:50 am	TBA	15	31	-16	0	0	0	Sara Ale Knox (P)	01/09-05/02	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
27592	CRMJ	3720	0	C	3.000	Serial Murder	TR	01:40 pm-02:55 pm		70	67	3	0	0	0	Christopher Lee Hensley (P)	01/09-05/02	DRTH 201	Upper Division Credit
23738	CRMJ	3750	0	C	3.000	Juvenile Justice	TR	12:15 pm-01:30 pm		40	40	0	0	0	0	Tammy S Garland (P)	01/09-05/02	FLET 210	Upper Division Credit
23739	CRMJ	3750	01	D	3.000	Juvenile Justice		TBA		15	29	-14	0	0	0	Tammy S Garland (P)	01/09-05/02	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
21160	CRMJ	3900	0	D	3.000	Police Procedure and Criminal Investigation			TBA	45	26	19	0	0	0	John A Browne (P)	01/09-05/02	XX HYBRID	Potential Test Proctoring Fee and Upper Division Credit
							W	05:30 pm-08:00 pm								John A Browne (P)	01/11-01/11	FLET 211	Potential Test Proctoring Fee and Upper Division Credit
							W	05:30 pm-08:00 pm								John A Browne (P)	01/25-01/25	FLET 211	Potential Test Proctoring Fee and Upper Division Credit
							W	05:30 pm-08:00 pm								John A Browne (P)	02/08-02/08	FLET 211	Potential Test Proctoring Fee and Upper Division Credit
							W	05:30 pm-08:00 pm								John A Browne (P)	02/22-02/22	FLET 211	Potential Test Proctoring Fee and Upper Division Credit
							W	05:30 pm-08:00 pm								John A Browne (P)	03/08-03/08	FLET 211	Potential Test Proctoring Fee and Upper Division Credit
							W	05:30 pm-08:00 pm								John A Browne (P)	03/22-03/22	FLET 211	Potential Test Proctoring Fee and Upper Division Credit
							W	05:30 pm-08:00 pm								John A Browne (P)	04/05-04/05	FLET 211	Potential Test Proctoring Fee and Upper Division Credit
							W	05:30 pm-08:00 pm								John A Browne (P)	04/19-04/19	FLET 211	Potential Test Proctoring Fee and Upper Division Credit
22674	CRMJ	4140	0	C	3.000	Terrorism	TR	08:00 am-09:15 am		45	35	10	0	0	0	Craig Salyer Hamilton (P)	01/09-05/02	HNTR 303	Upper Division Credit
24668	CRMJ	4150	0	D	3.000	White Collar and Corporate Crime		TBA		15	30	-15	0	0	0	Stephen Kappeler (P)	01/09-05/02	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
21155	CRMJ	4300	0	C	3.000	Ethics In Criminal Justice	TR	01:40 pm-02:55 pm		90	74	16	0	0	0	Christina Nicole PolICASTRO (P)	01/09-05/02	FLET 113	Upper Division Credit
23741	CRMJ	4300	01	D	3.000	Ethics In Criminal Justice		TBA		15	34	-19	0	0	0	David Taylor (P)	01/09-05/02	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
27043	CRMJ	4340	0	D	3.000	Gangs and Crime		TBA		15	27	-12	0	0	0	Susan Rae Thomas (P)	01/09-05/02	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
21156	CRMJ	4780	0	C	3.000	Criminal Justice Internship		TBA		0	17	-17	0	0	0	Christopher Lee Hensley (P)	01/09-05/02	TBA	Beyond the Classroom and Upper Division Credit
21157	CRMJ	4790	0	C	3.000	Criminal Justice Advanced Internship		TBA		0	5	-5	0	0	0	Christopher Lee Hensley (P)	01/09-05/02	TBA	Beyond the Classroom and Upper Division Credit
21158	CRMJ	4850	0	C	3.000	Community Engagement Seminar	MWF	09:00 am-09:50 am		45	41	4	0	0	0	Roger D Thompson (P)	01/09-05/02	GROT 411	Upper Division Credit
28138	CRMJ	4850	01	D	3.000	Community Engagement Seminar		TBA		15	11	4	0	0	0	Victor W Bumphus (P)	01/09-05/02	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
25875	CRMJ	4998	0	C	3.000			TBA		0	3	-3	0	0	0			TBA	

										Individual Studies					Karen M McGuffee (P)	01/09-05/02	Repeatable Course and Upper Division Credit	
27915	CRMJ	4999	0	C	3.000	Law and Film	R	05:30 pm-08:00 pm	35	35	0	0	0	0	Bylinda Lynette Bell (P)	01/09-05/02	EMCS 230	Repeatable Course and Upper Division Credit
23106	CRMJ	5020	0	C	3.000	Research Methodology II	R	05:30 pm-08:00 pm	15	12	3	0	0	0	Victor W Bumphus (P)	01/09-05/02	801MC 112	Repeatable Course
27045	CRMJ	5030	0	C	3.000	Criminology	M	05:30 pm-08:00 pm	15	18	-3	0	0	0	Courtney A Crittenden (P)	01/09-05/02	801MC 105	Repeatable Course
27598	CRMJ	5050	0	D	3.000	Criminal Justice Policy and Administration		TBA	15	16	-1	0	0	0	Ahmet Kule (P)	01/09-05/02	XX INTERNET	Potential Test Proctoring Fee and Repeatable Course
27594	CRMJ	5100R	0	C	3.000	Special Topics In Criminal Justice: Family Violence	W	05:30 pm-08:00 pm	16	15	1	0	0	0	Christina Nicole Policastro (P)	01/09-05/02	801MC 105	Repeatable Course
27595	CRMJ	5120	0	D	3.000	Juvenile Delinquency and the Justice System		TBA	15	18	-3	0	0	0	Tammy S Garland (P)	01/09-05/02	XX HYBRID	Potential Test Proctoring Fee and Repeatable Course
							T	05:30 pm-08:00 pm							Tammy S Garland (P)	01/10-01/10	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							T	05:30 pm-08:00 pm							Tammy S Garland (P)	01/24-01/24	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							T	05:30 pm-08:00 pm							Tammy S Garland (P)	02/07-02/07	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							T	05:30 pm-08:00 pm							Tammy S Garland (P)	02/21-02/21	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							T	05:30 pm-08:00 pm							Tammy S Garland (P)	03/07-03/07	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							T	05:30 pm-08:00 pm							Tammy S Garland (P)	03/21-03/21	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							T	05:30 pm-08:00 pm							Tammy S Garland (P)	04/04-04/04	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							T	05:30 pm-08:00 pm						Tammy S Garland (P)	04/18-04/18	801MC 105	Potential Test Proctoring Fee and Repeatable Course	
21186	CRMJ	5600	0	C	3.000	Internship In Criminal Justice		TBA	0	4	-4	0	0	0	Christopher Lee Hensley (P)	01/09-05/02	TBA	Repeatable Course
27596	CRMJ	5997R	0	C	1,000-9,000	Individual Studies		TBA	0	2	-2	0	0	0	Tammy S Garland (P)	01/09-05/02	TBA	Repeatable Course
28110	CRMJ	5999R	0	C	1,000-6,000	Thesis		TBA	0	2	-2	0	0	0	Tammy S Garland (P)	01/09-05/02	TBA	Full Time Equivalent and Repeatable Course

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Class Schedule Listing

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Sections Found

Criminal Justice

CRN	Subj	Crse	Sec	Cmp	Cred	Title	Days	Time	Cap	Act	Rem	WL Cap	WL Act	WL Rem	Instructor	Date (MM/DD)	Location	Attribute
42455	CRMJ	1100	01	C	3.000	Introduction to the Criminal Justice System	MWF	10:00 am-10:50 am	40	40	0	0	0	0	Karen M McGuffee (P), Whitney Nicole Ridley	08/21-12/12	FLET 311	Lower Division Credit and Behavioral&Social Science
45352	CRMJ	1100	02	C	3.000	Introduction to the Criminal Justice System	MWF	01:00 pm-01:50 pm	40	41	-1	0	0	0	Karen M McGuffee (P), Bryant Talbott Plumlee	08/21-12/12	FLET 213	Lower Division Credit and Behavioral&Social Science
42457	CRMJ	1100	03	C	3.000	Introduction to the Criminal Justice System	R	05:30 pm-08:00 pm	44	44	0	0	0	0	Kiera Lori Williams (P)	08/21-12/12	BROK 201	Lower Division Credit and Behavioral&Social Science
42885	CRMJ	1100	04	C	3.000	Introduction to the Criminal Justice System	TR	09:25 am-10:40 am	40	40	0	0	0	0	Karen M McGuffee (P), Tessa Plety	08/21-12/12	GROT 103	Lower Division Credit and Behavioral&Social Science
42454	CRMJ	1100	05	C	3.000	Introduction to the Criminal Justice System	MWF	11:00 am-11:50 am	200	200	0	0	0	0	Sara Ale Knox (P)	08/21-12/12	DRTH 101	Lower Division Credit and Behavioral&Social Science
49484	CRMJ	1100	06	C	3.000	Introduction to the Criminal Justice System	MWF	08:00 am-08:50 am	45	44	1	0	0	0	Roger D Thompson (P)	08/21-12/12	FLET 200	Lower Division Credit and Behavioral&Social Science
43933	CRMJ	2010	01	D	3.000	Violence in America		TBA	15	29	-14	0	0	0	John A Browne (P)	08/21-12/12	XX INTERNET	Lower Division Credit and Potential Test Proctoring Fee
47381	CRMJ	2100	0	C	3.000	Criminology	TR	01:40 pm-02:55 pm	90	89	1	0	0	0	Christopher Lee Heisley (P)	08/21-12/12	FLET 113	Lower Division Credit
47383	CRMJ	2100	02	D	3.000	Criminology		TBA	15	26	-11	0	0	0	Gale D Iles (P)	08/21-12/12	XX INTERNET	Lower Division Credit and Potential Test Proctoring Fee
42462	CRMJ	2950	0	C	3.000	Violence Against Women	TR	01:40 pm-02:55 pm	65	64	1	0	0	0	Helen Eigenberg (P)	08/21-12/12	BROK 201	Lower Division Credit and Behavioral&Social Science
45528	CRMJ	3030	0	C	3.000	Comparative Criminal Justice Systems	MWF	01:00 pm-01:50 pm	80	78	2	0	0	0	Ahmet Kule (P)	08/21-12/12	FLET 100	Upper Division Credit
42465	CRMJ	3110	0	C	3.000	Criminal Justice Research Methodology	MW	02:00 pm-03:15 pm	35	29	6	0	0	0	Courtney A Crittenden (P)	08/21-12/12	FLET 210	Upper Division Credit
48781	CRMJ	3110	01	C	3.000	Criminal Justice Research Methodology	MW	03:25 pm-04:40 pm	35	25	10	0	0	0	Courtney A Crittenden (P)	08/21-12/12	FLET 210	Upper Division Credit
44805	CRMJ	3250	01	D	3.000	Courts		TBA	15	33	-18	0	0	0	Gale D Iles (P)	08/21-12/12	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
43935	CRMJ	3250	02	C	3.000	Courts	TR	10:50 am-12:05 pm	34	34	0	0	0	0	Gale D Iles (P)	08/21-12/12	801MC 105	Upper Division Credit
49176	CRMJ	3250	03	C	3.000	Courts	TR	09:25 am-10:40 am	34	34	0	0	0	0	Gale D Iles (P)	08/21-12/12	801MC 105	Upper Division Credit
47115	CRMJ	3310	0	C	3.000	Race, Class, Gender and Crime	TR	12:15 pm-01:30 pm	61	62	-1	0	0	0	Victor W Bumphus (P)	08/21-12/12	DRTH 201	Upper Division Credit
48785	CRMJ	3310	01	D	3.000			TBA	15	33	-18	0	0	0		08/21-12/12	XX INTERNET	Potential Test Proctoring Fee

													Race, Class, Gender and Crime	Courtney A Crittenden (P)	and Upper Division Credit			
48614	CRMJ	3500	0	C	3.000	Media and the Criminal Justice System	MWF	12:00 pm- 12:50 pm	35	35	0	0	0	0	Sara Ale Knox (P)	08/21- 12/12	BROK 405	Upper Division Credit
48782	CRMJ	3700	01	C	3.000	Drugs: The Law and the Community	MW	02:00 pm- 03:15 pm	75	75	0	0	0	0	Tammy S Garland (P)	08/21- 12/12	FLET 113	Upper Division Credit
48287	CRMJ	4010	01	D	3.000	Victimology		TBA	15	25	-10	0	0	0	Christina Nicole PolICASTRO (P)	08/21- 12/12	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
42476	CRMJ	4040	0	C	3.000	Police Administration and Management Issues	TR	08:00 am- 09:15 am	35	30	5	0	0	0	Matthew T Holzmacher (P)	08/21- 12/12	801MC 105	Upper Division Credit
42910	CRMJ	4120	0	C	3.000	Correctional Administration and Legal Rights of Inmates	M	05:30 pm- 08:00 pm	40	33	7	0	0	0	Gary D Behler (P)	08/21- 12/12	EMCS 203	Upper Division Credit
49026	CRMJ	4140	0	C	3.000	Terrorism	MWF	02:00 pm- 02:50 pm	50	48	2	0	0	0	Ahmet Kule (P)	08/21- 12/12	FLET 110	Upper Division Credit
45834	CRMJ	4150	0	D	3.000	White Collar and Corporate Crime		TBA	25	25	0	0	0	0	Stephen Kappeler (P)	08/21- 12/12	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
45529	CRMJ	4340	01	D	3.000	Gangs and Crime		TBA	15	28	-13	0	0	0	John A Browne (P)	08/21- 12/12	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
48606	CRMJ	4600	0	C	3.000	Dispute Resolution	W	05:30 pm- 08:00 pm	45	45	0	0	0	0	Bylinda Lynette Bell (P)	08/21- 12/12	GROT 317	Upper Division Credit
42898	CRMJ	4780	0	C	3.000	Criminal Justice Internship		TBA	0	14	-14	0	0	0	Christopher Lee Hensley (P)	08/21- 12/12	TBA	Beyond the Classroom and Upper Division Credit
42899	CRMJ	4790	0	C	3.000	Criminal Justice Advanced Internship		TBA	0	3	-3	0	0	0	Christopher Lee Hensley (P)	08/21- 12/12	TBA	Beyond the Classroom and Upper Division Credit
42481	CRMJ	4850	0	C	3.000	Community Engagement Seminar	MWF	09:00 am- 09:50 am	35	26	9	0	0	0	Roger D Thompson (P)	08/21- 12/12	FLET 200	Upper Division Credit
44608	CRMJ	4850	02	D	3.000	Community Engagement Seminar		TBA	5	21	-16	0	0	0	Victor W Bumphus (P)	08/21- 12/12	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
49349	CRMJ	4995	0	C	1.000- 3.000	Departmental Thesis		TBA	0	1	-1	0	0	0	Christina Nicole PolICASTRO (P)	08/21- 12/12	TBA	Repeatable Course and Upper Division Credit
49172	CRMJ	4998	0	C	1.000- 9.000	Individual Studies		TBA	0	5	-5	0	0	0	Karen M McGuffee (P)	08/21- 12/12	TBA	Repeatable Course and Upper Division Credit
49208	CRMJ	4999	0	C	3.000	Scientific Evidence for the Non- Scientist	R	05:30 pm- 08:00 pm	20	19	1	0	0	0	Kevin T Beck (P)	08/21- 12/12	BROK 401	Repeatable Course and Upper Division Credit
48786	CRMJ	4999	01	D	3.000	Family Violence		TBA	15	23	-8	0	0	0	Christina Nicole PolICASTRO (P)	08/21- 12/12	XX INTERNET	Potential Test Proctoring Fee and Repeatable Course and Upper Division Credit
43081	CRMJ	5000	0	D	3.000	Criminal Justice Proseminar		TBA	20	19	1	0	0	0	Victor W Bumphus (P)	08/21- 12/12	XX HYBRID	Potential Test Proctoring Fee and Repeatable Course
							T	05:30 pm- 08:00 pm							Victor W Bumphus (P)	08/29- 08/29	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							T	05:30 pm- 08:00 pm							Victor W Bumphus (P)	09/12- 09/12	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							T	05:30 pm- 08:00 pm							Victor W Bumphus (P)	09/26- 09/26	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							T										801MC 105	

																			05:30 pm- 08:00 pm	Victor W Bumphus (P)	10/10- 10/10			Potential Test Proctoring Fee and Repeatable Course
														T					05:30 pm- 08:00 pm	Victor W Bumphus (P)	10/24- 10/24	801MC 105		Potential Test Proctoring Fee and Repeatable Course
														T					05:30 pm- 08:00 pm	Victor W Bumphus (P)	11/07- 11/07	801MC 105		Potential Test Proctoring Fee and Repeatable Course
														T					05:30 pm- 08:00 pm	Victor W Bumphus (P)	11/21- 11/21	801MC 105		Potential Test Proctoring Fee and Repeatable Course
														T					05:30 pm- 08:00 pm	Victor W Bumphus (P)	12/12- 12/12	801MC 105		Potential Test Proctoring Fee and Repeatable Course
43083	CRMJ	5010	0	D	3.000	Research Methodology I	M	05:30 pm- 08:00 pm	20	18	2	0	0	0					05:30 pm- 08:00 pm	Christina Nicole Polcastro (P)	08/21- 08/21	801MC 112		Potential Test Proctoring Fee and Repeatable Course
								TBA												Christina Nicole Polcastro (P)	08/21- 12/12	XX HYBRID		Potential Test Proctoring Fee and Repeatable Course
							M	05:30 pm- 08:00 pm												Christina Nicole Polcastro (P)	09/11- 09/11	801MC 112		Potential Test Proctoring Fee and Repeatable Course
							M	05:30 pm- 08:00 pm												Christina Nicole Polcastro (P)	09/25- 09/25	801MC 112		Potential Test Proctoring Fee and Repeatable Course
							M	05:30 pm- 08:00 pm												Christina Nicole Polcastro (P)	10/09- 10/09	801MC 112		Potential Test Proctoring Fee and Repeatable Course
							M	05:30 pm- 08:00 pm												Christina Nicole Polcastro (P)	10/23- 10/23	801MC 112		Potential Test Proctoring Fee and Repeatable Course
							M	05:30 pm- 08:00 pm												Christina Nicole Polcastro (P)	11/06- 11/06	801MC 112		Potential Test Proctoring Fee and Repeatable Course
							M	05:30 pm- 08:00 pm												Christina Nicole Polcastro (P)	11/20- 11/20	801MC 112		Potential Test Proctoring Fee and Repeatable Course
							M	05:30 pm- 08:00 pm												Christina Nicole Polcastro (P)	12/04- 12/04	801MC 112		Potential Test Proctoring Fee and Repeatable Course
							M	05:30 pm- 08:00 pm												Christina Nicole Polcastro (P)	12/11- 12/11	FRST 107		Potential Test Proctoring Fee and Repeatable Course
48788	CRMJ	5220	01	D	3.000	Comparative Criminal Justice Systems		TBA	15	8	7	0	0	0						Gale D Iles (P)	08/21- 12/12	XX HYBRID		Potential Test Proctoring Fee and Repeatable Course
							R	05:30 pm- 08:00 pm												Gale D Iles (P)	08/24- 08/24	801MC 105		Potential Test Proctoring Fee and Repeatable Course
							R	05:30 pm- 08:00 pm												Gale D Iles (P)	09/07- 09/07	801MC 105		Potential Test Proctoring Fee and Repeatable Course
							R	05:30 pm- 08:00 pm												Gale D Iles (P)	09/21- 09/21	801MC 105		Potential Test Proctoring Fee and Repeatable Course
							R	05:30 pm- 08:00 pm												Gale D Iles (P)	10/05- 10/05	801MC 105		Potential Test Proctoring Fee and Repeatable Course
							R	05:30 pm- 08:00 pm												Gale D Iles (P)	10/19- 10/19	801MC 105		Potential Test Proctoring Fee and Repeatable Course
							R	05:30 pm- 08:00 pm												Gale D Iles (P)	11/02- 11/02	801MC 105		Potential Test Proctoring Fee and Repeatable Course
							R	05:30 pm- 08:00 pm												Gale D Iles (P)	11/16- 11/16	801MC 105		Potential Test Proctoring Fee and Repeatable Course

							R	05:30 pm- 08:00 pm								Gale D Iles (P)	11/30- 11/30	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							R	05:30 pm- 08:00 pm								Gale D Iles (P)	12/07- 12/07	801MC 105	Potential Test Proctoring Fee and Repeatable Course
48789	CRMJ	5370	01	D	3.000	Drugs and Crime	TBA		15	15	0	0	0	0		Tammy S Garland (P)	08/21- 12/12	XX HYBRID	Potential Test Proctoring Fee and Repeatable Course
							W	05:30 pm- 08:00 pm								Tammy S Garland (P)	08/23- 08/23	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							W	05:30 pm- 08:00 pm								Tammy S Garland (P)	09/06- 09/06	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							W	05:30 pm- 08:00 pm								Tammy S Garland (P)	09/20- 09/20	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							W	05:30 pm- 08:00 pm								Tammy S Garland (P)	10/04- 10/04	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							W	05:30 pm- 08:00 pm								Tammy S Garland (P)	10/18- 10/18	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							W	05:30 pm- 08:00 pm								Tammy S Garland (P)	11/01- 11/01	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							W	05:30 pm- 08:00 pm								Tammy S Garland (P)	11/15- 11/15	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							W	05:30 pm- 08:00 pm								Tammy S Garland (P)	11/29- 11/29	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							W	05:30 pm- 08:00 pm								Tammy S Garland (P)	12/06- 12/06	801MC 105	Potential Test Proctoring Fee and Repeatable Course
48784	CRMJ	5430	0	D	3.000	Corrections and Society	TBA		15	9	6	0	0	0		Christopher Lee Hensley (P)	08/21- 12/12	XX HYBRID	Potential Test Proctoring Fee and Repeatable Course
							T	05:30 pm- 08:00 pm								Christopher Lee Hensley (P)	08/22- 08/22	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							T	05:30 pm- 08:00 pm								Christopher Lee Hensley (P)	09/05- 09/05	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							T	05:30 pm- 08:00 pm								Christopher Lee Hensley (P)	09/19- 09/19	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							T	05:30 pm- 08:00 pm								Christopher Lee Hensley (P)	10/03- 10/03	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							T	05:30 pm- 08:00 pm								Christopher Lee Hensley (P)	10/31- 10/31	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							T	05:30 pm- 08:00 pm								Christopher Lee Hensley (P)	11/14- 11/14	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							T	05:30 pm- 08:00 pm								Christopher Lee Hensley (P)	11/28- 11/28	801MC 105	Potential Test Proctoring Fee and Repeatable Course
							T	05:30 pm- 08:00 pm								Christopher Lee Hensley (P)	12/12- 12/12	FRST 105	Potential Test Proctoring Fee and Repeatable Course
42497	CRMJ	5600	0	C	3.000	Internship in Criminal Justice	TBA		0	4	-4	0	0	0		Christopher Lee Hensley (P)	08/21- 12/12	TBA	Repeatable Course
48147	CRMJ	5997R	0	C	1.000- 9.000	Individual Studies	TBA		0	1	-1	0	0	0		Tammy S Garland (P)	08/21- 12/12	TBA	Repeatable Course
48148	CRMJ	5999R	0	C	3.000	Thesis	TBA		0	5	-5	0	0	0				TBA	

49546	CRMJ	5999R	01	C	2.000	Thesis	TBA	0	1	-1	0	0	0	Tammy S Garland (P)	08/21- 12/12	TBA	Full Time Equivalent and Repeatable Course
														Tammy S Garland (P)	08/21- 12/12	TBA	Full Time Equivalent and Repeatable Course

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SITE MAP

Class Schedule Listing

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Sections Found

Criminal Justice

CRN	Subj	Crse	Sec	Cmp	Cred	Title	Days	Time	Cap	Act	Rem	WL Cap	WL Act	WL Rem	Instructor	Date (MM/DD)	Location	Attribute
21121	CRMJ	1100	0	C	3.000	Introduction to the Criminal Justice System	MWF	08:00 am-08:50 am	45	39	6	0	0	0	Roger D Thompson (P)	01/08-05/01	FLET 310	Lower Division Credit and Behavioral&Social Science
28545	CRMJ	1100	01	C	3.000	Introduction to the Criminal Justice System	TR	08:00 am-09:15 am	45	41	4	0	0	0	Matthew T Holzmacher (P)	01/08-05/01	HNTR 303	Lower Division Credit and Behavioral&Social Science
21123	CRMJ	1100	02	C	3.000	Introduction to the Criminal Justice System	MWF	01:00 pm-01:50 pm	45	45	0	0	0	0	Karen M McGuffee (P), Bryant Talbott Plumlee	01/08-05/01	FLET 210	Lower Division Credit and Behavioral&Social Science
27037	CRMJ	1100	04	C	3.000	Introduction to the Criminal Justice System	TR	09:25 am-10:40 am	45	44	1	0	0	0	Karen M McGuffee (P), Tessa Plety	01/08-05/01	EMCS 230	Lower Division Credit and Behavioral&Social Science
27914	CRMJ	1100	05	C	3.000	Introduction to the Criminal Justice System	MWF	11:00 am-11:50 am	90	90	0	90	0	90	Sara Ale Knox (P)	01/08-05/01	FLET 100	Lower Division Credit and Behavioral&Social Science
22667	CRMJ	2010	0	C	3.000	Violence In America	T	05:30 pm-08:00 pm	45	45	0	0	0	0	Klera Lori Williams (P)	01/08-05/01	EMCS 238	Lower Division Credit
27038	CRMJ	2100	01	C	3.000	Criminology	TR	10:50 am-12:05 pm	90	92	-2	0	0	0	Gale D Iles (P)	01/08-05/01	DRTH 201	Lower Division Credit
21127	CRMJ	2110	02	D	3.000	Information Systems	TBA		20	23	-3	0	0	0	Troy E Carroll (P)	01/08-05/01	XX INTERNET	Lower Division Credit and Potential Test Proctoring Fee
29048	CRMJ	2950	0	C	3.000	Violence Against Women	TR	12:15 pm-01:30 pm	15	14	1	0	0	0	Allison Rose Cansler (P)	01/08-05/01	HOLT 207	Lower Division Credit and Behavioral&Social Science
21132	CRMJ	3100	0	C	3.000	Policing	MWF	01:00 pm-01:50 pm	75	76	-1	0	0	0	Ahmet Kule (P)	01/08-05/01	DRTH 101	Upper Division Credit
28552	CRMJ	3100	01	D	3.000	Policing	TBA		20	31	-11	0	0	0	Victor W Bumphus (P)	01/08-05/01	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
28547	CRMJ	3110	0	C	3.000	Criminal Justice Research Methodology	TR	12:15 pm-01:30 pm	40	29	11	0	0	0	Victor W Bumphus (P)	01/08-05/01	METR 109	Upper Division Credit
21139	CRMJ	3110	02	C	3.000	Criminal Justice Research Methodology	MW	02:00 pm-03:15 pm	45	17	28	0	0	0	Tammy S Garland (P)	01/08-05/01	HNTR 303	Upper Division Credit
21143	CRMJ	3120	0	C	3.000	Corrections	MW	03:25 pm-04:40 pm	90	90	0	0	0	0	Courtney A Crittenden (P)	01/08-05/01	DRTH 101	Upper Division Credit
23734	CRMJ	3120	01	D	3.000	Corrections	TBA		20	28	-8	0	0	0	John A Browne (P)	01/08-05/01	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
27597	CRMJ	3250	0	D	3.000	Courts	TBA		20	36	-16	0	0	0	Gale D Iles (P)	01/08-05/01	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
21149	CRMJ	3300	0	C	3.000	Probation, Parole and Community Corrections	M	05:30 pm-08:00 pm	45	44	1	0	0	0	Gary D Behler (P)	01/08-05/01	GROT 317	Upper Division Credit
28553	CRMJ	3310	0	D	3.000	Race, Class, Gender and Crime	TBA		20	26	-6	0	0	0	Courtney A Crittenden (P)	01/08-05/01	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
27916	CRMJ	3500	0	D	3.000	Media and the Criminal Justice System	TBA		20	31	-11	0	0	0	Sara Ale Knox (P)	01/08-05/01	XX INTERNET	Potential Test Proctoring Fee

														and Upper Division Credit				
28548	CRMJ	3550	0	C	3.000	Public and Private Security	MWF	12:00 pm-12:50 pm	60	59	1	0	0	0	Sara Ale Knox (P)	01/08-05/01	FLET 100	Upper Division Credit
27592	CRMJ	3720	0	C	3.000	Serial Murder	TR	01:40 pm-02:55 pm	135	134	1	0	0	0	Christopher Lee Hensley (P)	01/08-05/01	DRTH 201	Upper Division Credit
23739	CRMJ	3750	01	D	3.000	Juvenile Justice		TBA	75	63	12	0	0	0	Tammy S Garland (P)	01/08-05/01	XX HYBRID	Potential Test Proctoring Fee and Upper Division Credit
							W	05:00 pm-07:30 pm							Tammy S Garland (P)	01/10-01/10	FLET 114	Potential Test Proctoring Fee and Upper Division Credit
							W	05:00 pm-07:30 pm							Tammy S Garland (P)	01/24-01/24	FLET 114	Potential Test Proctoring Fee and Upper Division Credit
							W	05:00 pm-07:30 pm							Tammy S Garland (P)	02/07-02/07	FLET 114	Potential Test Proctoring Fee and Upper Division Credit
							W	05:00 pm-07:30 pm							Tammy S Garland (P)	02/21-02/21	FLET 114	Potential Test Proctoring Fee and Upper Division Credit
							W	05:00 pm-07:30 pm							Tammy S Garland (P)	03/07-03/07	FLET 114	Potential Test Proctoring Fee and Upper Division Credit
							W	05:00 pm-07:30 pm							Tammy S Garland (P)	03/28-03/28	FLET 114	Potential Test Proctoring Fee and Upper Division Credit
							W	05:00 pm-07:30 pm							Tammy S Garland (P)	04/11-04/11	FLET 114	Potential Test Proctoring Fee and Upper Division Credit
28555	CRMJ	4010	0	D	3.000	Victimology		TBA	15	23	-8	0	0	0	Christina Nicole Polcastro (P)	01/08-05/01	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
24688	CRMJ	4150	0	D	3.000	White Collar and Corporate Crime		TBA	20	30	-10	0	0	0	Stephen Kappeler (P)	01/08-05/01	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
21155	CRMJ	4300	0	C	3.000	Ethics in Criminal Justice	TR	03:05 pm-04:20 pm	90	75	15	0	0	0	Christina Nicole Polcastro (P)	01/08-05/01	FLET 113	Upper Division Credit
23741	CRMJ	4300	01	D	3.000	Ethics in Criminal Justice		TBA	20	28	-8	0	0	0	Christina Nicole Polcastro (P)	01/08-05/01	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
28549	CRMJ	4600	0	C	3.000	Dispute Resolution	R	05:00 pm-07:30 pm	50	37	13	0	0	0	Bylinda Lynette Bell (P)	01/08-05/01	FLET 310	Upper Division Credit
21156	CRMJ	4780	0	C	3.000	Criminal Justice Internship		TBA	0	11	-11	0	0	0	Christopher Lee Hensley (P)	01/08-05/01	TBA	Beyond the Classroom and Upper Division Credit
21157	CRMJ	4790	0	C	3.000	Criminal Justice Advanced Internship		TBA	0	3	-3	0	0	0	Christopher Lee Hensley (P)	01/08-05/01	TBA	Beyond the Classroom and Upper Division Credit
21158	CRMJ	4850	0	C	3.000	Community Engagement Seminar	MWF	09:00 am-09:50 am	50	50	0	0	0	0	Roger D Thompson (P)	01/08-05/01	FLET 310	Upper Division Credit
28984	CRMJ	4995	0	C	1.000-3.000	Departmental Thesis		TBA	0	1	-1	0	0	0	Christina Nicole Polcastro (P)	01/08-05/01	TBA	Repeatable Course and Upper Division Credit
25875	CRMJ	4998	0	C	3.000	Individual Studies		TBA	0	3	-3	0	0	0	Karen M McGuffee (P)	01/08-05/01	TBA	Repeatable Course and Upper Division Credit
29158	CRMJ	4998	0	C	1.000-9.000	Individual Studies		TBA	0	2	-2	0	0	0	Karen M McGuffee (P)	03/05-04/20	TBA	Repeatable Course and Upper Division Credit
29179	CRMJ	4998	0	C	1.000-9.000	Individual Studies		TBA	0	1	-1	0	0	0	Victor W Bumphus (P)	03/05-04/20	TBA	Repeatable Course and Upper Division Credit
28551	CRMJ	4999	0	C	3.000	Group Studies: Hate Crimes	MWF	02:00 pm-	55	55	0	0	0	0	Ahmet Kule (P)	01/08-05/01	DRTH 101	Repeatable Course and

											02:50 pm					Upper Division Credit		
28565	CRMJ	4999	01	D	3.000	Group Studies: Contemporary Issues in Policing	TBA	20	23	-3	0	0	0	John A Browne (P)	01/08-05/01	XX INTERNET	Potential Test Proctoring Fee and Repeatable Course and Upper Division Credit	
28668	CRMJ	5015	01	D	3.000	Social Control/Prevention	TBA	15	12	3	0	0	0	Christopher Lee Hensley (P)	01/08-05/01	XX HYBRID	Potential Test Proctoring Fee and Repeatable Course	
							T	05:30 pm-08:00 pm						Christopher Lee Hensley (P)	01/09-01/09	801MC 105	Potential Test Proctoring Fee and Repeatable Course	
							T	05:30 pm-08:00 pm						Christopher Lee Hensley (P)	01/23-01/23	801MC 105	Potential Test Proctoring Fee and Repeatable Course	
							T	05:30 pm-08:00 pm						Christopher Lee Hensley (P)	02/06-02/06	801MC 105	Potential Test Proctoring Fee and Repeatable Course	
							T	05:30 pm-08:00 pm						Christopher Lee Hensley (P)	02/20-02/20	801MC 105	Potential Test Proctoring Fee and Repeatable Course	
							T	05:30 pm-08:00 pm						Christopher Lee Hensley (P)	03/20-03/20	801MC 105	Potential Test Proctoring Fee and Repeatable Course	
							T	05:30 pm-08:00 pm						Christopher Lee Hensley (P)	04/03-04/03	801MC 105	Potential Test Proctoring Fee and Repeatable Course	
							T	05:30 pm-08:00 pm						Christopher Lee Hensley (P)	04/17-04/17	801MC 105	Potential Test Proctoring Fee and Repeatable Course	
23106	CRMJ	5020	0	C	3.000	Research Methodology II	R	05:30 pm-08:00 pm	20	7	13	0	0	0	Christina Nicole Pollicastro (P)	01/08-05/01	801MC 112	Repeatable Course
27045	CRMJ	5030	0	C	3.000	Criminology	M	05:30 pm-08:00 pm	20	12	8	0	0	0	Courtney A Crittenden (P)	01/08-05/01	801MC 105	Repeatable Course
28561	CRMJ	5060	0	D	3.000	Police and Society	TBA	15	14	1	0	0	0	Victor W Bumphus (P)	01/08-05/01	XX INTERNET	Potential Test Proctoring Fee and Repeatable Course	
28564	CRMJ	5250	0	D	3.000	Courts, Sentencing, and Society	TBA	15	15	0	0	0	0	Gale D Iles (P)	01/08-05/01	XX INTERNET	Potential Test Proctoring Fee and Repeatable Course	
21186	CRMJ	5600	0	C	3.000	Internship In Criminal Justice	TBA	0	2	-2	0	0	0	Christopher Lee Hensley (P)	01/08-05/01	TBA	Repeatable Course	
27596	CRMJ	5997R	0	C	3.000	Individual Studies	TBA	0	3	-3	0	0	0	Tammy S Garland (P)	01/08-05/01	TBA	Repeatable Course	
29172	CRMJ	5997R	0	C	1,000-9,000	Individual Studies	TBA	0	1	-1	0	0	0	Victor W Bumphus (P)	03/05-04/20	TBA	Repeatable Course	
28110	CRMJ	5999R	0	C	3.000	Thesis	TBA	0	3	-3	0	0	0	Tammy S Garland (P)	01/08-05/01	TBA	Full Time Equivalent and Repeatable Course	

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Class Schedule Listing

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Sections Found

Criminal Justice

CRN	Subj	Crs#	Sec	Cmp	Cred	Title	Days	Time	Cap	Act	Rem	WL Cap	WL Act	WL Rem	Instructor	Date (MM/DD)	Location	Attribute
45352	CRMJ	1100	0	C	3.000	Introduction to the Criminal Justice System	TR	10:50 am-12:05 pm	80	80	0	0	0	0	Christina Nicole PolICASTRO (P)	08/20-12/11	FLET 114	Lower Division Credit and Behavioral&Social Science
49669	CRMJ	1100	01	C	3.000	Introduction to the Criminal Justice System	TR	08:00 am-09:15 am	35	35	0	0	0	0	Matthew T Holzmacher (P)	08/20-12/11	GROT 103	Lower Division Credit and Behavioral&Social Science
50437	CRMJ	1100	02	C	3.000	Introduction to the Criminal Justice System	MWF	09:00 am-09:50 am	40	39	1	0	0	0	Sara Ale Knox (P)	08/20-12/11	FLET 200	Lower Division Credit and Behavioral&Social Science
42454	CRMJ	1100	03	C	3.000	Introduction to the Criminal Justice System	MWF	11:00 am-11:50 am	180	180	0	0	0	0	Sara Ale Knox (P)	08/20-12/11	DRTH 101	Lower Division Credit and Behavioral&Social Science
42885	CRMJ	1100	04	C	3.000	Introduction to the Criminal Justice System	TR	09:25 am-10:40 am	40	39	1	0	0	0	Karen M McGuffee (P), Katelyn Paige Hancock	08/20-12/11	HNTR 403	Lower Division Credit and Behavioral&Social Science
50396	CRMJ	1100	05	C	3.000	Introduction to the Criminal Justice System	MWF	08:00 am-08:50 am	40	39	1	0	0	0	Roger D Thompson (P)	08/20-12/11	540MC 104	Lower Division Credit and Behavioral&Social Science
49670	CRMJ	2010	0	C	3.000	Violence In America	R	05:30 pm-08:00 pm	45	44	1	0	0	0	Kiera Lori Williams (P)	08/20-12/11	HNTR 403	Lower Division Credit
43933	CRMJ	2010	01	D	3.000	Violence In America	TBA		20	29	-9	0	0	0	John A Browne (P)	08/20-12/11	XX INTERNET	Lower Division Credit and Potential Test Proctoring Fee
47381	CRMJ	2100	0	C	3.000	Criminology	TR	12:15 pm-01:30 pm	90	88	2	0	0	0	Courtney A Crittenden (P)	08/20-12/11	DRTH 101	Lower Division Credit
47383	CRMJ	2100	01	D	3.000	Criminology	TBA		20	26	-6	0	0	0	Courtney A Crittenden (P)	08/20-12/11	XX INTERNET	Lower Division Credit and Potential Test Proctoring Fee
50530	CRMJ	2950	01	C	3.000	Violence Against Women	TR	12:15 pm-01:30 pm	15	15	0	0	0	0	Allison Rose Cansler (P)	08/20-12/11	HOLT 230	Lower Division Credit and Behavioral&Social Science
45528	CRMJ	3030	0	C	3.000	Comparative Criminal Justice Systems	MW	03:25 pm-04:40 pm	35	35	0	0	0	0	Ahmet Kule (P)	08/20-12/11	HNTR 403	Upper Division Credit
42465	CRMJ	3110	0	C	3.000	Criminal Justice Research Methodology	TR	01:40 pm-02:55 pm	35	30	5	0	0	0	Courtney A Crittenden (P)	08/20-12/11	HOLT 230	Upper Division Credit
48781	CRMJ	3110	01	C	3.000	Criminal Justice Research Methodology	TR	03:05 pm-04:20 pm	35	28	7	0	0	0	Courtney A Crittenden (P)	08/20-12/11	HOLT 230	Upper Division Credit
49676	CRMJ	3110	02	D	3.000	Criminal Justice Research Methodology	TBA		20	25	-5	0	0	0	Victor W Bumphus (P)	08/20-12/11	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
49176	CRMJ	3250	0	C	3.000	Courts	TR	09:25 am-10:40 am	90	91	-1	0	0	0	Gale D Iles (P)	08/20-12/11	DRTH 201	Upper Division Credit
44605	CRMJ	3250	01	D	3.000	Courts	TBA		20	27	-7	0	0	0	Gale D Iles (P)	08/20-12/11	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
48782	CRMJ	3700	01	C	3.000		MW	02:00 pm-	75	75	0	0	0	0	Tammy S Garland (P)	08/20-12/11	GROT 131	Upper Division Credit

Class Schedule Listing

Spring 2019
Sep 30, 2019

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Sections Found

Criminal Justice

CRN	Subj	Crse	Sec	Cmp	Cred	Title	Days	Time	Cap	Act	Rem	WL Cap	WL Act	WL Rem	Instructor	Date (MM/DD)	Location	Attribute
21121	CRMJ	1100	0	C	3.000	Introduction to the Criminal Justice System	MWF	08:00 am-08:50 am	45	45	0	0	0	0	Roger D Thompson (P)	01/07-04/30	FLET 113	Lower Division Credit and Behavioral&Social Science
28545	CRMJ	1100	01	C	3.000	Introduction to the Criminal Justice System	TR	08:00 am-09:15 am	45	43	2	0	0	0	Matthew T Holzmacher (P)	01/07-04/30	BROK 201	Lower Division Credit and Behavioral&Social Science
30000	CRMJ	1100	03	C	3.000	Introduction to the Criminal Justice System	TR	09:25 am-10:40 am	45	45	0	0	0	0	Karen M McGuffee (P), Candace G Murphy	01/07-04/30	BROK 201	Lower Division Credit and Behavioral&Social Science
27037	CRMJ	1100	04	C	3.000	Introduction to the Criminal Justice System	TR	10:50 am-12:05 pm	45	45	0	0	0	0	Karen M McGuffee (P), Katelyn Paige Hancock	01/07-04/30	540MC 105	Lower Division Credit and Behavioral&Social Science
27914	CRMJ	1100	05	C	3.000	Introduction to the Criminal Justice System	MWF	11:00 am-11:50 am	45	46	-1	0	0	0	Sara Ale Knox (P)	01/07-04/30	BROK 201	Lower Division Credit and Behavioral&Social Science
29253	CRMJ	1100	06	C	3.000	Introduction to the Criminal Justice System	TR	12:15 pm-01:30 pm	90	90	0	0	0	0	John A Browne (P)	01/07-04/30	DRTH 201	Lower Division Credit and Behavioral&Social Science
22667	CRMJ	2010	0	C	3.000	Violence In America	T	05:30 pm-08:00 pm	45	44	1	0	0	0	Kiera Lori Williams (P)	01/07-04/30	BROK 201	Lower Division Credit
27038	CRMJ	2100	01	C	3.000	CrimInology	TR	10:50 am-12:05 pm	90	91	-1	0	0	0	Gale D Iles (P)	01/07-04/30	DRTH 201	Lower Division Credit
21127	CRMJ	2110	02	D	3.000	Information Systems	TBA		20	27	-7	0	0	0	Troy E Carroll (P)	01/07-04/30	XX INTERNET	Lower Division Credit and Potential Test Proctoring Fee
28048	CRMJ	2950	0	C	3.000	Violence Against Women	TR	10:50 am-12:05 pm	70	70	0	0	0	0	Courtney A Crittenden (P)	01/07-04/30	DRTH 101	Lower Division Credit and Behavioral&Social Science
21132	CRMJ	3100	0	C	3.000	Policing	MW	02:00 pm-03:15 pm	90	90	0	0	0	0	Ahmet Kule (P)	01/07-04/30	FLET 113	Upper Division Credit
28547	CRMJ	3110	0	C	3.000	Criminal Justice Research Methodology	MW	02:00 pm-03:15 pm	40	10	30	0	0	0	Tammy S Garland (P)	01/07-04/30	HNTR 210	Upper Division Credit
29258	CRMJ	3110	02	D	3.000	Criminal Justice Research Methodology	TBA		15	17	-2	0	0	0	Victor W Bumphus (P)	01/07-04/30	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
21143	CRMJ	3120	0	C	3.000	Corrections	TR	12:15 pm-01:30 pm	90	90	0	0	0	0	Courtney A Crittenden (P)	01/07-04/30	DRTH 101	Upper Division Credit
23734	CRMJ	3120	01	D	3.000	Corrections	TBA		20	27	-7	0	0	0	John A Browne (P)	01/07-04/30	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit
29254	CRMJ	3250	01	C	3.000	Courts	TR	03:05 pm-04:20 pm	60	60	0	0	0	0	Karen M McGuffee (P)	01/07-04/30	FLET 100	Upper Division Credit
21149	CRMJ	3300	0	C	3.000	Probation, Parole and Community Corrections	M	05:30 pm-08:00 pm	45	44	1	0	0	0	Gary D Behler (P)	01/07-04/30	FLET 210	Upper Division Credit
28553	CRMJ	3310	0	D	3.000		TBA		20	32	-12	0	0	0		01/07-04/30	XX INTERNET	Potential Test Proctoring Fee

											Race, Class, Gender and Crime														
29255	CRMJ	3310	01	C	3.000	Race, Class, Gender and Crime	TR	08:00 am-09:15 am	90	91	-1	0	0	0	Ricki Dale Dierenfeldt (P)	01/07-04/30	FLET 114	Upper Division Credit							
27916	CRMJ	3500	0	D	3.000	Media and the Criminal Justice System		TBA	20	29	-9	0	0	0	Sara Ale Knox (P)	01/07-04/30	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit							
28548	CRMJ	3550	0	C	3.000	Public and Private Security	MWF	10:00 am-10:50 am	60	58	2	0	0	0	Sara Ale Knox (P)	01/07-04/30	540MC 104	Upper Division Credit							
29256	CRMJ	3750	0	D	3.000	Juvenile Justice	MW	09:00 am-09:50 am	65	30	35	0	0	0	Tammy S Garland (P)	01/07-04/30	BROK 201	Potential Test Proctoring Fee and Upper Division Credit							
								TBA							Tammy S Garland (P)	01/07-04/30	TBA	Potential Test Proctoring Fee and Upper Division Credit							
24668	CRMJ	4150	0	D	3.000	White Collar and Corporate Crime		TBA	20	27	-7	0	0	0	Stephen Kappeler (P)	01/07-04/30	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit							
21155	CRMJ	4300	0	C	3.000	Ethics in Criminal Justice	MW	03:25 pm-04:40 pm	90	80	10	0	0	0	Christina Nicole PolICASTRO (P)	01/07-04/30	DRTH 101	Upper Division Credit							
23741	CRMJ	4300	02	D	3.000	Ethics in Criminal Justice		TBA	20	33	-13	0	0	0	Christina Nicole PolICASTRO (P)	01/07-04/30	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit							
28549	CRMJ	4600	0	C	3.000	Dispute Resolution	T	05:30 pm-08:00 pm	50	41	9	0	0	0	Byllnda Lynette Bell (P)	01/07-04/30	540MC 104	Upper Division Credit							
21158	CRMJ	4780	0	C	3.000	Criminal Justice Internship		TBA	0	13	-13	0	0	0	Sara Ale Knox (P)	01/07-04/30	TBA	Beyond the Classroom and Upper Division Credit							
21157	CRMJ	4790	0	C	3.000	Criminal Justice Advanced Internship		TBA	0	3	-3	0	0	0	Sara Ale Knox (P)	01/07-04/30	TBA	Beyond the Classroom and Upper Division Credit							
21158	CRMJ	4850	0	C	3.000	Community Engagement Seminar	MWF	09:00 am-09:50 am	50	35	15	0	0	0	Roger D Thompson (P)	01/07-04/30	540MC 103	Upper Division Credit							
29259	CRMJ	4850	02	D	3.000	Community Engagement Seminar		TBA	20	17	3	0	0	0	Victor W Bumphus (P)	01/07-04/30	XX INTERNET	Potential Test Proctoring Fee and Upper Division Credit							
30186	CRMJ	4995R	01	C	1.000-3.000	Departmental Thesis		TBA	0	1	-1	0	0	0	Courtney A Crittenden (P)	01/07-04/30	TBA	Repeatable Course and Upper Division Credit							
29729	CRMJ	4998R	0	C	1.000-9.000	Individual Studies		TBA	0	3	-3	0	0	0	Karen M McGuffee (P)	01/07-04/30	TBA	Repeatable Course and Upper Division Credit							
30095	CRMJ	4998R	01	C	1.000-9.000	Individual Studies		TBA	0	3	-3	0	0	0	Ricki Dale Dierenfeldt (P)	01/07-04/30	TBA	Repeatable Course and Upper Division Credit							
30360	CRMJ	4998R	02	C	1.000-9.000	Individual Studies		TBA	0	2	-2	0	0	0	Sara Ale Knox (P)	02/26-04/22	TBA	Repeatable Course and Upper Division Credit							
30370	CRMJ	4998R	03	C	1.000-9.000	Individual Studies		TBA	0	1	-1	0	0	0	Tammy S Garland (P)	02/26-04/22	TBA	Repeatable Course and Upper Division Credit							
29730	CRMJ	4999R	0	C	3.000	Hate Crimes	MW	03:25 pm-04:40 pm	55	33	22	0	0	0	Ahmet Kule (P)	01/07-04/30	FLET 113	Repeatable Course and Upper Division Credit							
29731	CRMJ	4999R	01	D	3.000	Contemporary Issues In Policing		TBA	20	20	0	0	0	0	John A Browne (P)	01/07-04/30	XX INTERNET	Potential Test Proctoring Fee and Repeatable Course and Upper Division Credit							
23108	CRMJ	5020	0	C	3.000	Research Methodology II	W	05:30 pm-08:00 pm	15	10	5	0	0	0	Christina Nicole PolICASTRO (P)	01/07-04/30	540MC 105	Repeatable Course							
29260	CRMJ	5030	0	D	3.000	Criminology		TBA	15	13	2	0	0	0	Gale D Iles (P)	01/07-04/30	XX INTERNET	Potential Test Proctoring Fee							

29257	CRMJ	5100R	01	C	3.000	Special Topics In Criminal Justice: Mental Health Law	R	05:30 pm- 08:00 pm	20	13	7	0	0	0	Kevin T Beck (P)	01/07- 04/30	BROK 206	and Repeatable Course Repeatable Course
29261	CRMJ	5120	02	D	3.000	Juvenile Delinquency and the Justice System		TBA	15	10	5	0	0	0	Tammy S Garland (P)	01/07- 04/30	XX INTERNET	Potential Test Proctoring Fee and Repeatable Course
29282	CRMJ	5260	0	D	3.000	Ethics and Crime		TBA	15	15	0	0	0	0	Victor W Bumphus (P)	01/07- 04/30	XX INTERNET	Potential Test Proctoring Fee and Repeatable Course
21188	CRMJ	5600	0	C	3.000	Internship In Criminal Justice		TBA	0	4	-4	0	0	0	Sara Ale Knox (P)	01/07- 04/30	TBA	Repeatable Course
27598	CRMJ	5997R	0	C	3.000	Individual Studies		TBA	0	2	-2	0	0	0	Gale D Iles (P)	01/07- 04/30	TBA	Repeatable Course
29172	CRMJ	5997R	0	C	3.000	Individual Studies		TBA	0	0	0	0	0	0	Victor W Bumphus (P)	02/26- 04/22	TBA	Repeatable Course
30098	CRMJ	5997R	01	C	1.000- 9.000	Individual Studies		TBA	0	1	-1	0	0	0	Rickl Dale Dierenfeldt (P)	01/07- 04/30	TBA	Repeatable Course
30332	CRMJ	5997R	02	D	1.000- 9.000	Individual Studies		TBA	0	1	-1	0	0	0	Tammy S Garland (P)	01/07- 04/30	XX INTERNET	Potential Test Proctoring Fee and Repeatable Course
28110	CRMJ	5999R	0	C	3.000	Thesis		TBA	0	3	-3	0	0	0	Gale D Iles (P)	01/07- 04/30	TBA	Full Time Equivalent and Repeatable Course

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SITE MAP

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Assistant Professor of Criminal Justice

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Education

- 2013 Ph.D., Criminology and Criminal Justice, University of South Carolina
Dissertation: Gender and Programming: A comparison of Program Availability and Participation in U.S. Prisons for Men and Women
Committee: Barbara A. Koons-Witt (*Chair*), Robert Kaminski, Emily Wright, Lynn Weber
- 2009 M.S. Criminal Justice, University of Tennessee at Chattanooga
- 2007 B.A. Behavioral Science with an emphasis in Criminal Justice and Sociology, *Summa Cum Laude*, Tennessee Wesleyan College

Academic Positions

- 2015 – present *U.C. Foundation Assistant Professor*, Department of Criminal Justice, University of Tennessee at Chattanooga
- 2012 – 2015 *Assistant Professor*, Department of Criminal Justice and Criminology, East Tennessee State University

Research and Teaching Interests

Violence Against Women
Women and Crime
Criminological Theory
American Criminal Justice System

Corrections
Research Methods
Intersectionality in Criminal Justice

Publications

Refereed Journal Articles

- Forthcoming Carrillo, A., **Crittenden, C.A.**, & Garland, T. Faculty perceptions of consensual sexual relationships between faculty and students. *Journal of Academic Ethics*.
- Forthcoming **Crittenden, C.A.**, Gimlin, A., Bennett, A., & Garland, T. Exploring faculty and students' attitudes about consensual sexual relationships and sexual harassment on college campuses. *Educational Policy*.
- 2018 Koons-Witt, B.A. & **Crittenden, C.A.** Gender differences and program participation among prisoners with co-occurring substance abuse and mental health disorders. *Journal of Offender Rehabilitation*, 57(7), 431-458.
- 2018 **Crittenden, C.A.**, Koons-Witt, B.A., & Kaminski, R. Being Assigned Work in Prison: Do Race and Gender Matter. *Feminist Criminology*, 13(4), 359-381.
- 2017 **Crittenden, C.A.**, Policastro, C. & Eigenberg, H.M. Attitudes toward dating violence: How does sexual identity influence perceptions among college students? *Journal of Aggression, Maltreatment, & Trauma*, 26(7), 804-824.
- 2017 **Crittenden, C.A.** & Koons-Witt, B.A. Gender and programming: A comparison of participation in U.S. Prisons. *International Journal of Offender Therapy and Comparative Criminology*, 61(6), 611-644.
- 2014 Richards, T.N., **Crittenden, C.A.**, Garland, T., & McGuffee, K. An exploration of policies governing faculty-to-student consensual sexual relationships on university campuses: Current strategies and future directions. *Journal of College Student Development*, 55(4), 337-352.
- 2013 Wright, E.M., DeHart, D.D., Koons-Witt, B.A. & **Crittenden, C.A.** "Buffers" against crime? A look at positive relationships among women offenders. *Punishment and Society*, 15(1), 71-95.
- 2013 **Crittenden, C.A.** & Wright, E.M. Predicting patriarchy: Using individual and contextual factors to examine patriarchal endorsement in the community. *Journal of Interpersonal Violence*, 28(6), 1267-1288.
- 2011 **Crittenden, C.A.**, Wright, E.M., & Fagan, A.A. The effects of exposure to intimate partner violence on children's development. *Family & Intimate Partner Violence Quarterly*, 4(2), 113-123.

Book Chapters and Other Publications

- 2018 **Crittenden, C.A.**, Policastro, C. Feminist Victimization Theories. In B.M. Huebner (Ed.), *Oxford Bibliographies in Criminology*. New York City, NY: Oxford University Press.
- 2013 Koons-Witt, B.A. & **Crittenden, C.A.** Gender-Responsive Practices. In S.L. Maillicoat & C.L. Gardiner (Eds.). *Criminal Justice Policy*. Thousand Oaks, CA: Sage Publications.

Works Under Review/In Progress

- Preparation Cole, T., Policastro, C., **Crittenden, C.A.**, & McGuffee, K. Freedom to post or invasion of privacy?: Analysis of U.S. revenge porn state statutes.
- Under Review Piatak, K., Choi, J., **Crittenden, C.A.** Do demographics influence perceptions of sexual violence? Investigating the role of victim and respondent characteristics on victim blaming among college students.
- Under Review Hancock, K.P., Policastro, C., **Crittenden, C.A.**, & McGuffee, K. Perceptions of male rape victims: Examining rape myth acceptance and victim blaming attitudes among a sample of college students

Technical Reports

- 2019 Dierenfeldt, R., Garland, T., Policastro, C. & **Crittenden, C.A.** *Drug abuse and recovery in rural Tennessee communities: A needs assessment*. Final report submitted to the Southeast Tennessee Human Resource Agency (SETHRA).
Funding Agency: Tennessee Department of Human Services
- 2011 Wright, E.M., Fagan, A.A. & **Crittenden, C.A.** *Exposure to Intimate Partner Violence: Gendered and Contextual Effects on Adolescent Interpersonal Violence, Drug Use, and Mental Health Outcomes*. NIJ # 2009-IJ-CX-0043, Final Report submitted to the National Institute of Justice. Document NCJ #235153
Funding Agency: National Institute of Justice
- 2010 **Crittenden, C.A.** & Wright, E.M. *SISTERCARE Domestic Violence Shelter Staff Evaluation*. Final report submitted to Sistercare, Inc.
Cooperating Agency: Sistercare, Inc., Columbia, SC.
- 2010 Wright, E.M. & **Crittenden, C. A.** *SISTERCARE Domestic Violence Shelter Program Evaluation*. Final report submitted to Sistercare, Inc.
Cooperating Agency: Sistercare, Inc., Columbia, SC.

Presentations

* denotes work with undergraduate students; + denotes work with graduate students

- 2019 **Crittenden, C.A.**, Gateley, H.+, & Dodge, D.* Looking for intersections in research. Presented at the Southern Criminal Justice Association Annual Conference, Nashville, TN.
- 2019 Gateley, H.+, Dodge, D.*, & **Crittenden, C.A.** Measuring gender and sexuality in criminology. Presented at the Southern Criminal Justice Association Annual Conference, Nashville, TN.
- 2019 **Crittenden, C.A.**, Bumphus, V., Gateley, H.+, & Dodge, D*. Exploring social constructs in criminological research. Poster presented at Academy of Criminal Justice Sciences Annual Meeting, Baltimore, MD.
- 2019 Hancock, K.+, Policastro, C.N., **Crittenden, C.A.**, & Garland, T. Perceptions of male rape victims. Poster presented at Academy of Criminal Justice Sciences Annual Meeting, Baltimore, MD.
- 2018 Policastro, C.N., **Crittenden, C.A.**, Garland, T. & Hancock, K.+ Victim blaming attitudes among college students: Exploring perceptions of male rape victims. Presented at the Southern Criminal Justice Association Annual Conference, Pensacola, FL.
- 2018 Bennett, A.+, **Crittenden, C.A.**, & Garland, T. Faculty perceptions of consensual sexual relationships between university faculty and students. Presented at Academy of Criminal Justice Sciences Annual Meeting, New Orleans, LA.
- 2017 **Crittenden, C.A.**, Garland, T., & Bennett, A.+ Consensual sex relationships: How do faculty and students' opinions compare. Presented at the Southern Criminal Justice Association Annual Conference, New Orleans, LA.
- 2016 **Crittenden, C.A.**, Policastro, C.N., & Eigenberg, H.M. Attitudes toward dating violence: How does sexual identity influence perceptions? Presented at American Society of Criminology Annual Meeting, New Orleans, LA.
- 2016 Policastro, C.N, **Crittenden, C.A.**, & Eigenberg, H. M. Educators' perceptions of Intimate Partner Violence. Presented at the Southern Criminal Justice Association Annual Conference, Savannah, GA.
- 2016 Garland, T. & **Crittenden, C.A.** Faculty perceptions of student/faculty consensual relationships. Paper presented at the Academy of Criminal Justice Sciences Annual Meeting, Denver, CO.
- 2015 **Crittenden, C.A.**, Garland, T., & Bennett, A.+ (2015). Crossing the line: Student perceptions of student/faculty consensual sexual relationships. Poster presented at the American Society of Criminology Annual Meeting. Washington, D.C.

- 2015 Piatak, K.A.+ & **Crittenden, C.A.** Assessing victim blame: Intersections of rape victim race, gender, and ethnicity. Paper presented at the American Society of Criminology 2015 Annual Meeting, Washington, D.C.
- 2014 **Crittenden, C.A.** & Koons-Witt, B.A. Treating Co-Occurring Disorders in Female Inmates. Paper presented at the Southern Criminal Justice Association 2014 Annual Conference, Clearwater, FL.
- 2013 Capowich, G.E., Brauer, J.R., Jacques, S., Wright, K.A., Vaske, J.C., & **Crittenden, C.A. (chair)**. Professional Development Panel: Balancing Teaching, Research, and Service Demands in Academia. Presented at the American Society of Criminology 2013 Annual Meeting, Atlanta, GA.
- 2013 **Crittenden, C.A.** & Koons-Witt, B.A. Gender and programming: A comparison of program participation in U.S. prisons. Paper presented at the American Society of Criminology 2013 Annual Meeting, Atlanta, GA.
- 2012 **Crittenden, C.A.** & Koons-Witt, B.A. Assessing gender differences in the availability of programming in U.S. prisons. Paper presented at the American Society of Criminology 2012 Annual Meeting, Chicago, IL.
- 2011 **Crittenden, C.A.** & Wright, E.M. Predicting patriarchy: Using individual and contextual factors to examine patriarchal endorsement in the community. Paper presented at the American Society of Criminology 2011 Annual Meeting, Washington, D.C.
- 2011 **Crittenden, C.A.**, Wright, E.M. & Koons-Witt, B. "Buffers" against crime? A look at positive relationships among women offenders. Paper presented at the American Society of Criminology 2011 Annual Meeting, Washington, D.C.
- 2010 **Crittenden, C.A.** & Eigenberg, H.M. Attitudes toward women and their effect on rape myth acceptance. Paper presented at the American Society of Criminology 2010 Annual Meeting, San Francisco, California.
- 2009 **Crittenden, C.A.** & Eigenberg, H.M. Predicting attitudes toward sexual harassment. Paper presented at the American Society of Criminology 2009 Annual Meeting, Philadelphia, Pennsylvania.

Teaching Experience

University of Tennessee at Chattanooga, Assistant Professor (2015- Present)

- UHON 2850 Innovations in Honors Lab I (undergraduate)
- UHON 2860 Innovations in Honors Lab II (undergraduate)
- CRMJ 2100 Criminology (undergraduate, face to face and online)
- CRMJ 3110 Research Methods in Criminal Justice (undergraduate, face to face and online)
- CRMJ 3210 Corrections (undergraduate)

- CRMJ 3310 Race, Class, Gender, and Crime (undergraduate, face to face and online)
- CRMJ 5030 Criminology (graduate)
- CRMJ 5110 Research Methodology I (graduate)
- CRMJ 5130 Diversity and Crime (graduate)

East Tennessee State University, Assistant Professor (2012 – 2015)

- CJCR 3010 Research Methods in Criminal Justice (undergraduate)
- CJCR 4580 Violence: The American Experience (undergraduate)
- CJCR 4670 Race, Gender, & Crime (undergraduate)
- CJCR 4950 Women and the Criminal Justice System (undergraduate)
- CJCR 5580 Violence: The American Experience (graduate)
- CJCR 5500 Women and the Criminal Justice System (graduate)

South University, Instructor (2012)

- CRJ 3014 Criminal Justice and the Media (undergraduate)

University of South Carolina, Graduate Assistant

- CRJU 101 The American Criminal Justice System (undergraduate)
- CRJU 421 Victimization (undergraduate)
- CJCR 341 Sociology of Crime (undergraduate – assisted).

University of Tennessee at Chattanooga, Graduate Intern (2009)

- CRMJ 110 Introduction to the Criminal Justice System (Undergraduate)

Service Activities

Service to the Community

- 2019 Community representative, United Way of McMinn and Meigs Counties. I served as a community representative and evaluated the organizations requesting funding from the United Way.
- 2019 Committee chair, Adult Sunday School Curriculum Committee, St. Paul's Episcopal Church, Athens, TN. I was asked to chair the curriculum committee and help plan the Sunday school lessons for Adult Sunday School due to my experience in academia and as a professor/educator.
- 2015 – present Volunteer and Patron, Athens Area Council for the Arts, Athens, TN. The Arts Center provides pro-social summer camps and programming throughout the year for school-aged children. I have volunteered several times with these camps and programming.

Service to the Discipline

- 2018 – 2019 Committee Chair, Southern Criminal Justice Association Ad Hoc Internal Policy Audit Committee.
- 2018 Panel Chair, Sexual Offense Suspects, Offenders, and Victims, Southern Criminal Justice Association, Pensacola, FL.

2017 Committee Member, Southern Criminal Justice Association Student Poster Competition Committee.

2016- present Committee Member, Southern Criminal Justice Association Audit Committee.

University Service

2017 – present Safe Zone Ally Training, *Facilitator*, UTC.
2016 - 2017 Faculty Grants Committee, member, UTC.
2016 – 2018 Women’s Center Renaming Committee, member, UTC.
2016 Women’s Center Search Committee for Assistant Director, member, UTC.
2016 Sexual Assault Awareness Programing, Film Screening Facilitator, UTC.
2016 – present Institutional Review Board, member, UTC.
2015- present CAT Grader, Grader Dec. 2015, Dec. 2017, Dec. 2018, UTC.
2015- present SafeZone Ally Training, *Ally*, UTC.
2014 Panel Member for Academic Misconduct Appeal. College of Arts and Sciences, ETSU.
2014 SafeZone Ally Training, *Ally*, ETSU.
2012 – 2015 Honors-In-Discipline Coordinator for the Department of Criminal Justice and Criminology, ETSU.

Department Service

Graduate Thesis

Chairperson

2019- 2020 Bethany Bray. Department of Social, Cultural and Justice Studies, UTC.
Examining gender and institutional ties in criminological research.

Hannah Gateley. Department of Social, Cultural and Justice Studies, UTC.
Measuring sexuality and gender in criminology.

2014 – 2015 April Miller. Department of Criminal Justice and Criminology, ETSU. *The effects of gender, race, and age on sentencing decisions.* Graduated Spring 2015.

Kirsten Piatak. Department of Criminal Justice and Criminology, ETSU.
Assessing victim blame: Intersections of Victim Race, Ethnicity, & Gender. Graduated Spring 2015.

2014 Giovanna Lima, Department of Criminal Justice and Criminology, ETSU.
Women Killers. Graduated Spring 2014.

Committee Member
2019 – 2020 Zachary Rush, Department of Social, Cultural, and Justice Studies, UTC.
Student attitudes towards corporal punishment.

- 2018-2019 Katelyn Hancock, Department of Social, Cultural, and Justice Studies, UTC. *Perceptions of male rape victims: Examining rape myth acceptance and victim blaming attitudes among a sample of college students.*
- 2017-2018 Tessa Piety, Department of Social, Cultural, and Justice Studies, UTC. *A civil liberty or sexual exploitation: revenge porn?*
- 2016 – 2017 April Bennett. Department of Criminal Justice, UTC. *Examining attitudes between consensual sex and sexual harassment.*
- 2013 – 2015 Alison Cox. Liberal Studies Program. ETSU. *Therapeutic Story Telling for Incarcerated Women.*

Undergraduate Honor's Thesis

Chairperson

- 2018-2019 Dominique Malone. Department of Social, Cultural, and Justice Studies, UTC.
- 2013 - 2014 Christian Jordan Howell. Department of Criminal Justice and Criminology, ETSU. *The media's response to domestic versus international terror.* Graduated Spring 2014.
Samantha Lower. Department of Criminal Justice and Criminology, ETSU. *Controlling juvenile behavior: An empirical test of Hirschi's Attachment and Involvement.* Graduated Spring 2014.

Comprehensive Exams

- Grader Fall 2015 – present, UTC
Grader Spring 2013; Fall 2013; Spring 2012; Fall 2012, ETSU

Independent Study Faculty Advisor

- 2019 Hannah Gateley (graduate). Department of Social, Cultural, and Justice Studies, UTC. *Examining Criminological Literature.*
- 2013 Alex Cantrell (undergraduate). Department of Criminal Justice and Criminology, ETSU. *Police Interrogation Techniques.*
- 2013 Alison Cox (graduate). Gender Responsive Programming and the Female Offender. Master of Arts in Liberal Studies, ETSU.
- 2013 Lydia Sharpe (undergraduate). Department of Criminal Justice and Criminology, ETSU. *Perceptions of Hate Crimes.*

Other Departmental Service

- 2019 -2020 *Curriculum Committee*, Committee Co-Chair. Department of Social, Cultural, and Justice Studies, UTC.

- 2018 – 2019 *Search Committee*, Committee Member, Department of Social, Cultural, and Justice Studies, UTC.
- 2017 - 2018 *Faculty Expectations Ad Hoc Committee*, Committee member, Department of Social, Cultural, and Justice Studies, UTC.
- 2017 *Search Committee*, Committee member, Department of Criminal Justice, UTC.
- 2015-2016 *Search Committee*, Committee member, Department of Criminal Justice, UTC.
- 2015 – 2016 *Social Justice Film Series*, Co-Curator, Department of Criminal Justice in conjunction with Department of Sociology, Anthropology, and Geography.
- 2014 *Search Committee*, Committee Chair, Department of Criminal Justice and Criminology, ETSU.
- 2013 *Search Committee*, Committee member, Department of Criminal Justice and Criminology, ETSU.
- 2013 *Teaching Mentor*, Department of Criminal Justice and Criminology, ETSU.
- 2012 – present *Graduate Admissions Committee*, Committee member, Department of Criminal Justice and Criminology, ETSU.
- 2012 – present *Scholarship Committee*, Committee member, Department of Criminal Justice and Criminology, ETSU.
- 2012 *Search Committee*, Committee member, Department of Criminal Justice and Criminology, ETSU.

Journal Reviewer

European Journal on Criminal Policy and Research
International Journal of Offender Therapy and Comparative Criminology
International Journal of English and Literature
SAGE Open
Journal of Interpersonal Violence
Feminist Criminology
Journal of Offender Rehabilitation
Criminal Justice and Behavior

Book Review

Oxford University Press

Grants

External Grants

- 2019 *Co-Investigator*. Drug abuse and recovering in rural Tennessee communities: A needs assessment. Principle and Co-Investigators: Rick Dierenfeldt, Tammy Garland, Christina Policastro, & Courtney Crittenden, University of Tennessee at Chattanooga. DGA#60060. *Funding Agency*: Tennessee Department of Human Services. *Total Funded Amount*: \$50,000.
- 2011 *Graduate Research Assistant*. Exposure to Intimate Partner Violence: Gendered and Contextual Effects on Adolescent Interpersonal Violence, Drug Use, and Mental Health Outcomes. Principle Investigators: Emily Wright & Abigail Fagan, University of South Carolina. NIJ Grant # 2009-IJ-CX-0043. *Funding Agency*: National Institute of Justice *Total Funded Amount*: \$37,179.

Internal Grants

- 2019 College of Arts & Sciences Faculty Achievement Award (FAA) supporting travel to annual meeting of the Academy of Criminal Justice Science in Baltimore, MD (\$1,000).
- 2018 UTC Library's Affordable Course Materials Initiative (\$500.00).
- 2017 UTC Faculty Grants Award supporting travel to Annual meeting of the Southern Criminal Justice Association in New Orleans, LA (\$1,242.56).
- 2016 College of Arts and Sciences Travel Funding. Award supporting travel to Annual meeting of American Society of Criminology in New Orleans, LA (\$500.00).
- 2016 Officer of Equity and Diversity Access and Diversity Professional Development award supporting travel to Annual meeting of the Academy of Criminal Justice Science in Denver, CO (\$1103.70).
- 2015 College of Arts and Sciences Travel Funding. Award supporting travel to Annual meeting of American Society of Criminology in Washington, D.C. (\$500.00).

Academic Experience

- 2010 – 2012 Graduate Teaching Assistant, Department of Criminology and Criminal Justice, University of South Carolina
Courses Assisted: CRJU 101 – The American Criminal Justice System and CRJU 341 – Sociology of Crime
- 2009 – 2010 Graduate Research Assistant, Department of Criminology and Criminal Justice, University of South Carolina
- 2008 Editorial Assistant, *Feminist Criminology*, University of Tennessee at Chattanooga

- 2007 – 2009 Graduate Assistant, Women’s Center and Transformation Project,
University of Tennessee at Chattanooga
Courses Assisted: University 101 – Guest Speaker
- 2006 Intern, Tennessee Board of Probation and Parole, Cleveland, Tennessee
- 2005 Intern, Office of Chancellor Jeri Bryant, Tenth Judicial District, Tennessee

August 2019

Rick Dierenfeldt
University of Tennessee at Chattanooga
Curriculum Vitae
ricki-dierenfeldt@utc.edu
[816-390-1657 \(cell\)](tel:816-390-1657)

Professional Experience

Fall 2018-Present Assistant Professor
Department of Social, Cultural, and Justice Studies
University of Tennessee at Chattanooga

Fall 2016-Spring 2018 Assistant Professor
Administration of Justice
The Pennsylvania State University, Wilkes-Barre

Education

Doctor of Philosophy: 2016

Department of Criminal Justice, University of Arkansas at Little Rock, Little Rock, AR.
Dissertation: *Disentangling the effects of violent subculture and structure: A multi-level analysis of race-specific gun violence in urban U.S. counties.*

Master of Science: 2013

Department of Criminal Justice, University of Central Missouri, Warrensburg, MO.
Thesis: *Panoptic control in the digital age: Examining the effect of required lifetime electronic monitoring on reported forcible rape.*

Bachelor of Science: 2011

Department of Criminal Justice, Legal Studies & Social Work, Missouri Western State University, Saint Joseph, MO.

Research Interests

Relationships between community characteristics, culture, race, gender, and crime.
Policy evaluation in the fields of policing and corrections.

Peer-Reviewed Publications

*denotes undergraduate student **denotes graduate student

Dierenfeldt, R., Shadwick, J., & Kwak, H. (Accepted). Examining gender- and drug-specific arrest counts: A partial test of Agnew's general strain theory. *Deviant Behavior*.

Paez, R.A., & Dierenfeldt, R. (Accepted). Community policing and youth offending: A comparison of large and small jurisdictions in the United States. *International Journal of Adolescence and Youth*.

August 2019

Dierenfeldt, R., & Balemba, S. (Online First). Male sexual victimization: Examining variation in the probability of weapon use and victim injury. *Journal of Interpersonal Violence*.

Dierenfeldt, R., Naylor, M., & Bilardi, S.* (Online First). Community context, weapon use, and victim injury: A multi-level study of offense severity in the sexual victimization of women. *American Journal of Criminal Justice*.

Dierenfeldt, R., Thomas, S.A., Brown, T.C., & Walker, J.T. (Online First). Street culture and gun violence: Exploring the reputation-victimization paradox. *Journal of Interpersonal Violence*.

Kwak, H., **Dierenfeldt, R., & McNeeley, S.** (2019). The code of the street and cooperation with the police: Do codes of violence, procedural injustice, and police effectiveness discourage reporting violent victimization to the police? *Journal of Criminal Justice*, 60, 25-34.

Thomas, S.A., & **Dierenfeldt, R.** (2018). Assessing (in)equality in the structural covariates of drug-specific arrest counts. *Crime and Delinquency*, 64(1), 88-114.

Dierenfeldt, R., Brown T., & Roles, R. (2017). Re-considering the structural covariates of gun crime: An examination of direct and moderated effects. *Deviant Behavior*, 38(2), 208-225.

Dierenfeldt, R., & Carson, J.V. (2017). Examining the influence of Jessica's Law on reported forcible rape: A time-series analysis. *Criminal Justice Policy Review*, 28(1), 87-101.

Dierenfeldt, R., Lindsteadt, G., Laan, J., & Sobba, K. (2016). Big brother as a contract monitor: An assessment of the use of contract staff to monitor offender communications. *American Journal of Criminal Justice*, 41(2), 279-295.

Jang, H., Kang, J., **Dierenfeldt, R., & Lindsteadt, G.** (2015). Weapon possession among college students: A study from a Midwestern university. *International Journal of Offender Therapy and Comparative Criminology*, 59(11), 1239-1259.

Jang, H., **Dierenfeldt, R., & Lee, C.** (2014). Who wants to allow concealed weapons on the college campus? *Security Journal*, 27(3), 304-319.

Manuscripts in Progress

*denotes undergraduate student **denotes graduate student

Baldwin, J.M., Brown, T.C., & **Dierenfeldt, R., & McCain, S.** Playing the game: A qualitative exploration of the female experience in a hyper-masculine policing environment. (Decision: Revise and Resubmit at *Police Quarterly*)

Baldwin, J.M., Brown, T.C., **Dierenfeldt, R., & Carter, J.*** Exploring the intersection of work and romantic relationships among female police officers.

August 2019

Dierenfeldt, R., Walker, J.T., & Moak, S. Food deserts, crime, and neighborhood context.

Kwak, H., & **Dierenfeldt, R.** Low self-control, risky lifestyles, and victimization: A study of adolescents in South Korea.

Kwak, H., & **Dierenfeldt, R.** Emotional labor and police officer burnout: The buffering effect of emotional intelligence.

Carson, J.V., **Dierenfeldt, R.,** & Fisher, D. Re-conceptualizing the gun control-gun violence nexus: Examining the relation between gun control and terrorist attacks with firearms in an international context.

Dierenfeldt, R., Smith, M.*, Scott, S.*, Iles, G., & George, K. How often does it really happen? College student perceptions of the frequency and predictors of wrongful convictions.

Dierenfeldt, R., Scott, S.*, Smith, M.*, & Iles, G. Examining college student perceptions of criminal justice outcomes among persons with mental illness.

Dierenfeldt, R., Shadwick, J., Caines, M., Radcliff, B.**, & Morris, A.* Street-level colorism: A multi-level analysis of violent outcomes across racial dyads.

Overstreet, S., **Dierenfeldt, R.,** & Dawson, C. A comparative analysis of juvenile justice professionals' views on restorative justice.

Book Chapters

Walker, J.T., & **Dierenfeldt, R.** (2015). The restriction and likely elimination of the exclusionary rule. In C. Hemmens (Ed.), *Current Legal Issues in Criminal Justice* (2nd ed.). New York, NY: Oxford University Press.

Technical Reports

Dierenfeldt, R., Garland, T., Policastro, C., & Crittenden, C. (2019). Drug abuse and recovery in rural Tennessee communities: A needs assessment.

Dierenfeldt, R. (2019). Direct assessment of CRMJ 3310: Evaluative report.

Dierenfeldt, R. (2017). On recruitment and retention: Preliminary recommendations to improve enrollment at Penn State Wilkes-Barre.

Dierenfeldt, R., Lindsteadt, G., Godboldt, S., & Bonham, G. (2014). Balancing efficiency and effectiveness: Examining the impact of privatized monitoring systems in the Missouri Department of Corrections.

August 2019

Grant Activity

Awarded

- 2019 State of Tennessee Department of Human Services. Community Service Block Grant DGA#60060. Drug Abuse and Recovery in Rural Communities: A Needs Assessment. **Dierenfeldt, R.**, Garland, T., Policastro, C., & Crittenden, C. Amount Awarded: \$50,000.
- 2017 Travel for Students to Present Research at ACJS. George Bierly Endowment Fund. The Pennsylvania State University, Wilkes-Barre. **Dierenfeldt, R.** Amount Awarded: \$2,700.
- 2016 Office of Undergraduate Education Grant for Support of Undergraduate Involvement in Research. The Pennsylvania State University. **Dierenfeldt, R.** Amount Awarded: \$1,200.
- 2011 Blake K. Scanlon Applied Learning Presentation Grant. Missouri Western State University. **Dierenfeldt, R.** Amount Awarded: \$900.

Applied

- 2017 Penn State Wilkes-Barre Undergraduate Teaching Assistant Initiative (Pilot Program). **Dierenfeldt, R.**, Mager, V., Hales, S., & Chin, L. Robert and Shirley Fortinsky Discretionary Fund/Chancellor Endowment Fund. The Pennsylvania State University, Wilkes-Barre. Amount Requested: \$2,468. Decision: Not Funded.
- General Education Course: Multi-Disciplinary Geographic Information Systems. Bolkas, D., **Dierenfeldt, R.**, and Weber, J. Office for General Education Seed Grant, The Pennsylvania State University. Amount Requested: \$17,175. Decision: Not Funded.
- 2015 Research on Efficacy of Different Contraband Interdiction Modalities Used in Correctional Facilities: Exploring Use and Evaluating Implementation and Efficacy. Baldwin, J., and **Dierenfeldt, R.** Evaluation of Justice Systems Grant: NIJ-2015-3976. Amount Requested: \$675,720. Decision: Not Funded.
- Futures in Automotive Service Technologies through Education and Reentry (FASTER) Arkansas. Laan, J., Thomas, J., Thomas, S., and **Dierenfeldt, R.** Bureau of Justice Assistance Second Chance Act Grant: BJA-2015-4181. Amount Requested: \$749,331. Decision: Not Funded.

August 2019

Conference Papers

*denotes undergraduate student

- 2019 Carson, J.V., **Dierenfeldt, R.**, & Fisher, D. *A comparative analysis of terrorism by firearm*. Paper presented at the annual meeting of the American Society of Criminology: San Francisco, CA.
- 2018 McCain, S., Brown, T.C., Baldwin, J.M., & **Dierenfeldt, R.** *Playing the game: Female police officers conforming to codes of police culture*. Paper presented at the annual meeting of the American Society of Criminology: Atlanta, GA.
- 2018 **Dierenfeldt, R.**, Naylor, M., & Bilardi, S.* *Strain, community context, and incident characteristics: A multi-level study of sexual victimization*. Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: New Orleans, Louisiana.
- 2017 Caines, M.*, **Dierenfeldt, R.**, Shadwick, J. *Re-framing the Ferguson Effect: Strain and intra-racial violence in the age of the new media*. Paper presented at the annual meeting of the American Society of Criminology: Philadelphia, Pennsylvania.
- Dierenfeldt, R.**, & Ritchie, I.B.* *Examining (in)equality in the structural covariates of gender-specific drug arrest counts*. Paper presented at the annual meeting of the American Society of Criminology: Philadelphia, Pennsylvania.
- Dierenfeldt, R.** *The Dark Figure of Sexual Violence: Examining Characteristics of Sexual Victimization among Adult Males*. Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: Kansas City, Missouri.
- 2015 **Dierenfeldt, R.** *Examining Determinants of Race Specific Gun Violence*. Paper presented at the annual meeting of the American Society of Criminology: Washington, D.C.
- Dierenfeldt, R.**, Walker, J.T., and Moak, S. *Food Deserts, Crime, and Neighborhood Context*. Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: Orlando, Florida.
- 2014 **Dierenfeldt, R.**, and Thomas, S.A. *Shake, Bake, and Roll: Examining the Differential Effects of Community Characteristics on Arrests by Drug Type*. Paper presented at the annual meeting of the American Society of Criminology: San Francisco, California.

August 2019

Dierenfeldt, R. *Big Brother as a Contract Monitor: An Assessment of the Use of Contract Staff to Monitor Offender Communications.* Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: Philadelphia, Pennsylvania.

2013 **Dierenfeldt R.** *Panoptic Control in the Digital Age: Examining the Effect of Required Lifetime Electronic Monitoring on Reported Forcible Rape.* Paper presented at the annual meeting of the American Society of Criminology: Atlanta, Georgia.

2012 **Dierenfeldt, R.,** and Carson, J.V. *Lifetime Electronic Monitoring: A Preliminary Examination of UCR Rape Rates.* Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: New York City, New York.

2011 **Dierenfeldt, R.,** and Lindsteadt, G. *Field Testing the Quality of an Undergraduate Degree in Criminal Justice: Implications for Curriculum and Advisement.* Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: Toronto, Ontario, Canada.

Jang, H., and **Dierenfeldt R.** *An Analysis of Weapon Possession among College Students.* Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: Toronto, Ontario, Canada.

Supervised Student Poster Presentations

*denotes undergraduate student

2018 George, K.* *Undergraduate Perceptions of False Convictions in a "Practitioners" Degree Program.* Poster presented at the annual meeting of the Academy of Criminal Justice Sciences: New Orleans, Louisiana.

Caines, M.* *Undergraduate Perceptions of the Death Penalty in a 'Practitioner-Oriented' Criminal Justice Program.* Poster presented at the annual meeting of the Academy of Criminal Justice Sciences. New Orleans, Louisiana.

Teaching Experience

*denotes graduate course

Social, Cultural, and Justice Studies, University of Tennessee at Chattanooga

Criminological Theory Assistant Professor-Traditional

Race, Class, Gender
and Crime Assistant Professor-Traditional

August 2019

Race, Class, Gender and Crime Assistant Professor-Online (Blackboard)

Criminal Justice Administration Assistant Professor-Traditional

Policing Assistant Professor-Online (Blackboard)

Police Administration and Management Issues Assistant Professor-Traditional

Organizational Crime* Assistant Professor-Hybrid (Blackboard)

Administration of Justice, The Pennsylvania State University Wilkes-Barre

Race, Crime, and Justice Assistant Professor-Traditional

Race, Crime, and Justice Assistant Professor-Online (Canvas)

Research Topics (Statistics) Assistant Professor-Traditional

Gangs and Gang Behavior Assistant Professor-Traditional

Legal Rights, Duties, And Liabilities of Criminal Justice Personnel Assistant Professor-Traditional

Women and the Criminal Justice System Assistant Professor-Traditional

Field Research in Criminal Justice (Research Methods) Assistant Professor-Traditional

Politics of Terrorism Assistant Professor-Traditional

Independent Research Assistant Professor-Traditional

Internship Assistant Professor-Traditional

August 2019

Department of Criminal Justice, University of Arkansas at Little Rock

Legal Aspects	Instructor-Online (Blackboard)
Police and Society	Instructor-Traditional
Crime and Science	Instructor-Online (Blackboard)
Terrorism	Instructor-Online (Blackboard)
Statistics	Teaching Assistant-Online (Blackboard)
Victimology	Teaching Assistant-Online (Blackboard)
Terrorism	Teaching Assistant-Online (Blackboard)
Criminal Justice Research	Teaching Assistant-Online (Blackboard)

Department of Criminal Justice, Legal Studies & Social Work, Missouri Western State University

Introduction to Criminal Justice	Adjunct Instructor-Hybrid (Moodle)
Juvenile Delinquency	Adjunct Instructor-Hybrid (Moodle)

Awards and Honors

2018	Hayfield Award—SGA Faculty Member of the Year. The Pennsylvania State University, Wilkes-Barre (2017-2018).
2017	Hayfield Award—SGA Faculty Member of the Year. The Pennsylvania State University, Wilkes-Barre (2016-2017). Hayfield Award—Undergraduate Research Excellence. The Pennsylvania State University, Wilkes-Barre (2016-2017).
2016	Outstanding Recent Alumnus. Department of Criminal Justice. University of Central Missouri.
2013	Reid Hemphill Outstanding Graduate Scholar Nominee. University of Central Missouri.
2012	Bill P. Colvin Criminal Justice Scholarship. University of Central Missouri.

August 2019

2010 Corinne Hancock Memorial Scholarship. Missouri Western State University.

Kelly Gentry Murphy Memorial Scholarship. Missouri Western State University.

Service

To the Discipline

2018-Present Peer Reviewer, *Journal of Interpersonal Violence*

2018-Present Peer Reviewer, *Deviant Behavior*

2018-Present Peer Reviewer, *Police Quarterly*

2017-Present Peer Reviewer, *Journal of Criminal Justice*

2016-Present Peer Reviewer, *American Journal of Criminal Justice*

2015-Present Peer Reviewer, *Criminal Justice Policy Review*

2014 Panel Chair for Institutional Corrections #1. Academy of Criminal Justice Sciences, Philadelphia, PA.

2013 Panel Chair for Justifiable Homicide, Forcible Rape, Hate Crime and DNA. American Society of Criminology, Atlanta, GA.

To the Department

2019 Search Committee Member—Assistant Professor of Criminal Justice (x2). University of Tennessee at Chattanooga.

2019 Direct Assessment of CRMJ 3310 (Evaluation Report). University of Tennessee at Chattanooga.

2019 Member—Comprehensive Exam Committee (MSCJ) (Summer 2019). University of Tennessee at Chattanooga.

2019 Member—Comprehensive Exam Committee (MSCJ) (Spring 2019). University of Tennessee at Chattanooga.

2018 Search Committee Member—Assistant Professor of Sociology. University of Tennessee at Chattanooga.

August 2019

2018-Present Co-Manager—SCJS Facebook Page. University of Tennessee at Chattanooga.

To the Campus

2018 Program Assessment—Administration of Justice Program. Development, distribution, and analysis of alumni and drop-out surveys of former students; development, distribution, and analysis of pre-/post-test of current students. The Pennsylvania State University, Wilkes-Barre.

2018 Co-Director, Celebration of Scholarship, The Pennsylvania State University, Wilkes-Barre.

2017 Member, Scholarly Activities Committee, The Pennsylvania State University, Wilkes-Barre.

Development of APA Primer for undergraduates majoring in social sciences.

Program Assessment—Administration of Justice Program. Development, distribution, and analysis of pre-/post-test of current students. The Pennsylvania State University, Wilkes-Barre.

Founding Coordinator, Criminal Justice Spring Lecture Series, The Pennsylvania State University, Wilkes-Barre. Guest Speaker: Dr. Jeff Walker, University of Alabama at Birmingham.

2016 Founding Coordinator, Undergraduate Research Center, The Pennsylvania State University, Wilkes-Barre.

Advisor, Students for Justice Club, The Pennsylvania State University, Wilkes-Barre.

Member, Academic Affairs Committee, The Pennsylvania State University, Wilkes-Barre.

Member, Faculty Senate, The Pennsylvania State University, Wilkes-Barre

To the University

2018-Present Faculty Advisor: University of Tennessee at Chattanooga Baseball Team. University of Tennessee at Chattanooga.

2018 Chair: Social Sciences Committee. Erickson Discovery Grant Program. The Pennsylvania State University.

August 2019

- 2017 Member-Undergraduate Research Website Redevelopment Team (Supervised by Associate Vice President of Undergraduate Education). Initiative to redesign Undergraduate Research website, The Pennsylvania State University.
- 2015-2016 Chief Justice of the Student Government Association, University of Arkansas at Little Rock.
- Senate Parliamentarian of the Student Government Association, University of Arkansas at Little Rock
- Chair of the Judicial Oversight Committee of the Student Government Association, University of Arkansas at Little Rock.
- Member of the Traffic Committee, University of Arkansas at Little Rock.
- Member of the Honors and Awards Committee, University of Arkansas at Little Rock.
- Member of the Behavioral Standards Committee, University of Arkansas at Little Rock.

To the Community

- 2017 Founding Coordinator, Students for Justice Club 5k Run, Pennsylvania State University Wilkes-Barre. Funds used to purchase stuffed animals and stickers distributed to law enforcement agencies to hand out to children at the scenes of traumatic events.
- 2016-2017 Founding Coordinator, Students for Justice Club Holiday Care Package Drive, Pennsylvania State University Wilkes-Barre. Collaboration between PSWB Students for Justice Club and 12 law enforcement agencies to deliver food, children's toys, and family activities to recovering heroin addicts and their families in Luzerne County, PA.

Field Experience

- 2011-2013 Intelligence Investigator: Missouri Department of Corrections, Office of the Inspector General
- 2009-2011 Police Officer: Gower Police Department. Gower, Missouri
- 2003-2009 Deputy Sheriff: Buchanan County Sheriff's Department. St. Joseph, Missouri

August 2019

Academic Memberships

2011-Present Academy of Criminal Justice Sciences

2013-Present American Society of Criminology

Media Coverage and Interviews

2017 “PSU Students for Justice ‘Winter Care Package’ Program Has Increased Participation.” The Dallas Post. <https://www.mydallaspost.com/features/life/30500/psu-students-for-justice-winter-care-package-program-has-increased-participation>

“Winter Care Packages for Recovering Heroin Addicts and Families.” ABC affiliate WNEP 16. <http://wnep.com/2017/12/13/winter-care-packages-for-recovering-heroin-addicts-and-families/>

2016 “Students Help Needy Families, Build Trust with Police.” ABC affiliate WNEP 16. <http://wnep.com/2016/12/16/students-help-needy-families-build-trust-with-police/>

“Holiday Care Packages Delivered to Families Overcoming Drug Addictions.” Times Leader. <http://timesleader.com/news/616302/holiday-care-packages-delivered-to-families-overcoming-drug-addictions>

“PSU Gift Delivery.” NBC affiliate WBRE Wilkes-Barre. <http://www.pahomepage.com/news/psu-gift-delivery/621705089>

“Gauging the Pressure on Gun Rights in Arkansas.” CBS affiliate THV 11 Little Rock. <http://www.thv11.com/story/news/local/hot-springs/2016/02/04/11-news-investigates-gauging-pressure-gun-rights-arkansas/79849850/>

2015 “Experts: Murders Link Back to Stolen Guns.” CBS affiliate THV 11 Little Rock. <http://www.thv11.com/story/news/2015/08/21/experts-murders-link-back--stolen-guns/32158675/>

Tammy S. Garland, Ph.D.
University of Tennessee-Chattanooga
Tammy-Garland@utc.edu

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Chattanooga, TN 37410
(423) 774-3377 (cell)

Criminal Justice #3203
Chattanooga, TN 37403
(423) 425-5245 (work)

Education:

Sam Houston State University-Huntsville, TX
Ph.D., Criminal Justice, August 2004

Dissertation: *Saving Our Youth: A Preliminary Assessment of the Adults Relating to Kids Program (ARK)*

Areas of Interest: Victimization of Women, Children, & the Homeless, Drug Attitudes & Policy, Popular Culture & Crime, Juvenile Delinquency, Women & Crime

Eastern Kentucky University-Richmond, KY
M.S., Criminal Justice, December 1999

Thesis: *Realities and Misperceptions of Police Suicide: An Analysis of Suicide in Kentucky; 1988-1997*

University of Kentucky-Lexington, KY
B.A., History, May 1997

Professional Highlights:

University of Tennessee—Chattanooga, Chattanooga, TN 8/05-present
Associate Department Head, Department of Social, Cultural, and Justice Studies (1/16-8/16)
Interim Department Head, Criminal Justice & Legal Assistant Studies (8/13-1/16)
Coordinator, Criminal Justice Graduate Program (8/11-present)
Full Professor (8/17-present)
Associate Professor (8/11-8/17)
Assistant Professor (8/05-8/11)
Coordinator, Criminal Justice Internships (8/07-8/12)

University of Arkansas—Monticello, Monticello, AR 8/04-8/05
Assistant Professor
Coordinator, Criminal Justice Internships

Sam Houston State University, Huntsville TX 1/00-8/03
Doctoral Teaching Fellow (1/01-8/03)
Math/Writing Consultant (4/00-8/02)
Graduate Research/Teaching Assistant (1/00-12/01)

Fayette County Public Schools, Lexington KY 9/99-12/99
Lexington Day Treatment Center
Substitute Teacher

Administrative Experience:

Associate Department Head, Department of Social, Cultural, and Justice Studies, University of Tennessee Chattanooga (January 2016-August 2016)

- Assist in the supervision of department with 22 faculty and staff members, 670 majors consisting of 6 degree programs and one minor including a BS in Criminal Justice (online and on campus), a BS in Legal Assistant Studies, a BS/BA in Sociology, a BS/BA in Anthropology, a minor in

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Geography, and an MS in Criminal Justice. Other duties in which I was responsible included: supervising the criminal justice office as we are not collocated; serving as chair of the SCJS Transitional Executive Board to rewrite the new department bylaws, scheduling for all SCJS programs, assessment of all SCJS programs, addressing student concerns, processing student petitions, aiding in the collection of data, mentoring new faculty, etc.

Interim Department Head, Department of Criminal Justice, University of Tennessee Chattanooga (August 2013-January 2016)

- Supervise and evaluate 10.5 faculty and staff members in a department with 450 majors consisting of 4 degree programs including a BS in criminal justice (on campus and online), a BS in legal assistant studies, and an MS in criminal justice; budget supervisor; designed and implemented changes to the curriculum for department; developed and implemented assessment plan; hired and mentored several new tenure track faculty, staff members, and graduate assistants; conducted successful five year program review. Other duties include collection of retention and graduation data, rewriting of departmental by-laws, hiring of adjuncts, processing student petitions, hiring and termination of staff, department relocation and renovation

Graduate Coordinator, Department of Criminal Justice, University of Tennessee Chattanooga (August 2011-present)

- Review applicant files and admit qualified students into the program; Recruit and provide information to prospective students; Go into classrooms to recruit and attend campus-wide and community recruiting events; Creation of recruitment materials; Ensure all candidacy and graduation requirements are met; Coordinate the Graduate Awards/Recruitment Luncheon; Serve on Graduate Council and attend all meetings; Review applicant files to determine if they meet admission standards; Process graduate petitions; Create, administer, and process comprehensive exams; Ensure that admissions, grades, and withdrawals are in compliance with university policies; Advise all graduate students; Assist in the preparation of scheduling classes; Creation of MSCJ Guidebook; Process all graduate curriculum revisions.

Publications:

Refereed:

- Carillo, A., Crittenden, C., & Garland, T.S. (forthcoming, accepted 7/12/2019). Faculty perceptions of consensual sexual relationships between university faculty and students. *Journal of Academic Ethics*.
- Crittenden, C., Baker, A., Bennett, A., & Garland, T.S. (2018). Distinguishing differences: How faculty and students compare consensual sexual relationships and sexual harassment on college campuses. *Educational Policy*.
- Garland, T.S., Policastro, C., Branch, K., & Henderson, B. (2018). Bruised and battered: Reinforcing intimate partner violence in comic books. *Feminist Criminology*.
- Garland, T.S., Blackburn, A., Browne, J.A., & Blanford, C. (2017). Prime-Time Representations of Female Federal Officers in Television Dramas. *Feminist Criminology*, doi: 10.1177/1557085117693089
- Garland, T.S., Policastro, C., Richards, T.N. & Miller, K.S. (2017). *Blaming the victim: University student attitudes toward bullying*. *Journal of Aggression, Maltreatment, & Trauma*, 26(1), 69-87.
- Garland, T.S. Phillips, N., & Vollum, S. (2018). *Gender politics and The Walking Dead: Gendered violence and the reestablishment of patriarchy*. *Feminist Criminology*, doi: 10.1177/1557085116635269
- Garland, T.S., Branch, K.A., & Grimes, M.* (2016). Blurring the lines: Reinforcing rape myths in comic books. *Feminist Criminology*, 11(1), p. 48-68. doi: 10.1177/1557085115576386

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- Richards, T.N., Crittenden, C., Garland, T.S., McGuffee, K. (2014). An exploration of policies governing faculty-to-student consensual sexual relationships on university campuses: Current strategies and future directions. *Journal of College Student Development*, 55(4), 337-352.
- Garland, T.S., & Bumphus, V.W. (2012). Race, bias, and drug policy. *Journal of Ethnicity and Criminal Justice*, 10, 148-161.
- Eigenberg, H., McGuffee, K., Iles, G., & Garland, T. (2012). Doing gender: Perceptions of gender bias in the jury selection process. *American Journal of Criminal Justice*, 37(2), 258-275.
- Garland, T.S., Bumphus, V.W., & Knox, S.A. (2012). Exploring general and specific attitudes toward drug policies among college students. *Criminal Justice Policy Review*, 23(1), 3-17.
- Garland, T.S., Richards, T.N., & Cooney, M.* (2010). Victims hidden in plain sight: The reality of the victimization of the homeless. *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*, 23(4), 285-301.
- Richards, T.N., Garland, T.S., Bumphus, V., & Thompson, R. (2010). Personal and political?: Exploring the feminization of the American homeless population. *Journal of Poverty*, 14(1), 97-115.
- McGuffee, K., Garland, T., and Eigenberg, H (2007). Is the jury selection process fair? Perceptions of race and the jury selection process. *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*, 20(4), 445-468.
- Garland, T.S., Hughes, M.F., & Marquart, J.W. (2004). Alcohol, sexual innuendos, & bad behavior. *Southwest Journal of Criminal Justice*, 1(2), 11-28.

Under Review:

- Hancock, K., Policastro, C., Crittenden, C, & Garland, T.S. (Submitted March 2019). Perceptions of male rape victims: Acceptance and victim blaming attitudes among college students. *Violence & Victims*

Books:

- DeValve, M., Garland, T.S., & Wright, B.Q. (2018). *A unified theory of justice and crime: Justice that love gives*. Lanham, MD: Roman & Littlefield.

Book Chapters:

- Garland, T.S., Browne, J.A., & Murphy, C. (forthcoming). *Breaking Bad: Failure, crime, and the inability to cope*. In *Streaming criminology: Theory and justice through the lens of popular tv shows*. J.A. Grubb & Posick, C.
- Vollum, S., Garland, T.S., & Phillips, N. (forthcoming). *The Walking Dead and criminological theory: Exploring the impact fo radical social change on crime through the lense of the zombie apocalypse*. In *Streaming criminology: Theory and justice through the lens of popular tv shows*. J.A. Grubb & Posick, C.
- Garland, T.S. & Bennett, A. (2018). An overview of sexual assault and sexual assault myths. In F.P. Reddington & B. W. Kreisel (Eds.). *Sexual assault: The victims, the perpetrators, and the criminal justice system (3rd ed)*. Durham, NC: Carolina Academic Press.

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Garland, T.S. & Policastro, C. (2014). Sexual victimization and the vulnerable. In T.N. Richards & Catherine D. Marcum (Eds.). *Sexual victimization: Then and now*. Sage.

Eigenberg, H. & Garland, T.S. (2008). Victim blaming. In L. Moriarty (Ed.). *Controversies in Criminology* (2nd ed.). Cincinnati, OH: Anderson Publishing.

Garland, T. (2005). An overview of sexual assault and sexual assault myths. In F.P. Reddington & B. W. Kreisel (Eds.). *Sexual assault: The victims, the perpetrators, and the criminal justice system*. Durham, NC: Carolina Academic Press.

Non-Refereed:

- Garland, T.S. (2019). Homelessness and girls. In *Women and Crime Encyclopedia* by F. Bernat & K. Frailing (eds.). Wiley & Sons.
- Garland, T.S. (2019). Homelessness and female drug and alcohol addiction. In *Women and Crime Encyclopedia* by F. Bernat & K. Frailing (eds.) Wiley & Sons.
- Garland, T.S. & McGuffee, K. (2016). Juvenile court. In W. Jennings (Ed.). *The Encyclopedia of Crime and Punishment*. Wiley-Blackwell.
- Garland, T.S. & Branch, K. (July/August 2015). Sexual assault in comic books and reinforcing rape myths. *Sexual Assault Review*, 18(6), 83-84.
- Garland, T. (2012). Leni Riefenstahl. In V. Jensen (Ed.), *Women criminals: An encyclopedia of people and issues*. ABC-CLIO: Santa Barbara, CA.
- Garland, T. (2012). Lucy Stone. In V. Jensen (Ed.), *Women criminals: An encyclopedia of people and issues*. ABC-CLIO: Santa Barbara, CA.
- Garland, T. (2010). Simple and Aggravated Assault. In B. Fisher and S. Lab (Eds.). *Encyclopedia of Victimology and Crime Prevention*. Sage Publications.
- Garland, T. (2010). Guns and Victimization. In B. Fisher and S. Lab (Eds.). *Encyclopedia of Victimology and Crime Prevention*. Sage Publications.
- Garland, T. (2009). Statutory Rape. In J. Wilson (Ed.). *The Praeger Handbook of Victimology*. Praeger Publishers.
- Garland, T. (2009). Benjamin Mendelsohn. In J. Wilson (ed.). *The Praeger Handbook of Victimology*. Praeger Publishers.
- Garland, T. (2009). Mendelsohn's Typologies. In J. Wilson (ed.). *The Praeger Handbook of Victimology*. Praeger Publishers.
- Garland, T., Eigenberg, H., McGuffie, K. (2009). Race and Jury Selection. In H. Green & Sean Gabbidon (eds.). *Encyclopedia of Race and Crime*. Sage Publications.
- Garland, T.S. Powerpoint Slides. (2007). *For Drugs & Behavior: An Introduction to Behavior Pharmacology* (6th ed.). Prentice Hall.
- Garland, T. (2004). Drug Enforcement. In L.E. Sullivan, M.S. Rosen, D. Schulz, & M.R. Haberfeld (eds.) *Encyclopedia of Law Enforcement*. Sage Publications.
- Garland, T. (2002). Book Review. *Women and injustice: The civil and criminal effects of the common law on women's lives*. Grana, S. *SWACJ Newsletter* 8 (2).

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Garland, T. (2002). The difficulty of writing. *Communication across the Curriculum, 21*, p. 17.

Technical Reports/Program Evaluations:

Dierenfeldt, R., Garland, T.S., Crittenden, C., & Policastro, C. (July 2019). Drug Abuse and Recovery in Rural Tennessee Communities, Conducted for the Tennessee Department of Human Services.

Garland, T.S. & Bumphus, V.W. (December 2011). Assessing the Tennessee Methamphetamine Task Force. Conducted for the Tennessee Bureau of Investigation.

Garland, T.S. & Thomas, S. (May 2011). A preliminary assessment of the Hamilton County Drug Court. Conducted for the Hamilton County Drug Court.

Garland, T.S. (2004). *Saving Our Youth: A Preliminary Assessment of the Adults Relating to Kids Program*. Conducted for the Center for Self-Esteem.

Garland, T. S. (2003). The ARK program as a means of elevating the self-esteem of adult participants in jail. Conducted for the Center for Self-Esteem

Work in Progress:

Hancock, K., Bray, B., Garland, T.S., Policastro, C. Kennedy, K., & Miller, B. (in progress). Abusive Beats: IPV in popular music.

Garland, T.S., Williams, L., & Bray, B. (in progress). Stranger Things: Moral panics and the myth of child abduction.

Hancock, K., Gateley, H., & Garland, T.S. (in progress). Breaking Bad: General Strain and the Method of Crime.

Plumlee, B., Garland, T.S., Policastro, C., & Bumphus, V. (in progress). Student perceptions of body-worn cameras.

Garland, T.S., Green, A., & Browne, A.J. (in progress). Perceptions of body-worn cameras among police officers.

Garland, T.S., Bumphus, V. & Toliver, C. (in progress). *Drug Policy and the Ivory Tower: Drug Policy Attitudes among University Faculty and Staff*

Grants:

Funded:

- | | |
|------|---|
| 2019 | Co-Principal Investigator: Assessment of Drug Use, Perceptions, and Needs among Rural Jail Inmates in Tennessee
Department of Human Services
Awarded: \$50,000.00 |
| 2011 | Co-Principal Investigator: Assessment of the Methamphetamine Task Force
Tennessee Bureau of Investigation
Awarded \$24,500.00 |
| 2010 | Faculty Research Grant: Bullying and Cyber Bullying: Reflections of University Students
University of Tennessee Chattanooga
Awarded \$2750.00 |

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- 2009 Faculty Development Grant: Exploratory Analysis of Student Perceptions of Drug Policy
University of Tennessee Chattanooga
Awarded \$1000.00
- 2008 Faculty Development Grant: Repeat Victims
University of Tennessee Chattanooga
Awarded \$1000.00
- 2007 Faculty Development Grant: Victimized Homeless Women
University of Tennessee Chattanooga
Awarded \$700.00
- 2007 Faculty Development Grant: Is Jury Selection Fair?
University of Tennessee Chattanooga
Awarded \$1000.00
- 2006 Faculty Development Grant: Hollywood and Crime
University of Tennessee Chattanooga
Awarded \$698.00
- 2006 Faculty Research Grant: Impact of Homelessness on Families
University of Tennessee Chattanooga
Awarded \$1504.00
- Not Funded:***
- 2015 Co-Principal Investigator-Patterns of Criminal Victimization: Group Based Trajectories and Repeat Measure Zero-inflated Analysis of the 2009-2013 NCVSs
National Institute of Justice
Requested Funding: \$35,059.00
- 2007 Summer Research Grant: Realities of Crime and Victimization among the Homeless
Requested Funding: \$2500.00
- 2006 Co-Principal Investigator-Evaluation of the Effectiveness of the South/East Tennessee Methamphetamine Task Force and Idaho Combined Agency Methamphetamine Partnership in Disrupting the Market for Methamphetamine
National Institute of Justice
Requested Funding: \$249,145.00

Professional Participation:

Conference Presentations, Panels, and Poster Sessions:

- ✓ 2019 Poster, Perceptions of male rape victims (w/ Katelyn Hancock, Christina Policastro, & Courtney Crittenden), Academy of Criminal Justice Sciences, Baltimore MD (March 2019).
- ✓ 2018 Panel Participant, Perceptions of male rape. (w/ Christina Policastro & Courtney Crittenden) Southern Criminal Justice Association, Clearwater, FL (September 13, 2018).
- ✓ 2018 Panel Participant, Mass shootings, media coverage, and moral panics: An analysis of mass shootings in 2015, Academy of Criminal Justice Science, New Orleans, LA (February 17, 2018)
- ✓ 2018 Panel Participant, Faculty perceptions of consensual sexual relationships between university faculty and students. Academy of Criminal Justice Sciences, New Orleans, LA (February 15, 2018).
- ✓ 2017 Panel Participant, Consensual sexual relationships: How do faculty and student's opinions compare. Southern Criminal Justice Association, New Orleans, LA (September 2017).
- ✓ 2017 Panel Participant, Attitudes and needs of practitioners working with foster youth. Academy of Criminal Justice Sciences, Kansas City, MO (March 2017)

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- 2016 Panel Participant, *Bruised and Battered: Representations of Intimate Partner Violence in Comic Books*, at the Southern Association of Criminal Justice, Savannah, GA (September 9, 2016).
- 2016 Panel Chair, *Victimology*, at the Southern Association of Criminal Justice, Savannah, GA (September 9, 2016).
- 2016 Moderator, *Balancing Motherhood and Academia*, at Academy of Criminal Justice Sciences, Denver, CO (March 31, 2016).
- 2016 Panel Participant, *Race, Racial Identification, and Perceived Racial Bias as Predictors of Attitudes toward Drug Policy*, at Academy of Criminal Justice Sciences, Denver, CO (March 31, 2016).
- 2016 Panel Participant, *Faculty Perceptions of Student/Faculty Consensual Sexual Relationships*, at Academy of Criminal Justice Sciences, Denver, CO (March 30, 2016).
- 2015 Poster Presentation, *Crossing the Line: Student Perceptions of Student/Faculty Consensual Sexual Relationships*, at American Society of Criminology, Washington, DC (November 19, 2015).
- 2015 Panel Participant, *Advice on How to Successfully Navigate Graduate School and Academia*, at Academy of Criminal Justice Science, Orlando, FL (March 7, 2015).
- 2015 Panel Participant, *Ten Years Later: First Year Professors (2005) Revisited-Lessons Learned Over a Decade*, at Academy of Criminal Justice Sciences, Orlando, FL (March 7, 2015).
- 2015 Panel Participant, *Bringing Crime and Media Research to the People: A New Perspective*, at Academy of Criminal Justice Sciences, Orlando, FL (March 5, 2015).
- 2015 Presentation, *Women in Prime Time: Representation of Federal Female Officers*, at Academy of Criminal Justice Science, Orlando, FL (March 4, 2015).
- 2014 Presentation, *An Examination of Rape Myths in Comic Books*, at Academy of Criminal Justice Sciences, Philadelphia, PA (February 19, 2014).
- 2013 Panel Chair, *Drug Policy and Drug Market Interventions*, at American Society of Criminology, Atlanta, GA (November 21, 2013).
- 2013 Presentation, *Drug Policy and the Ivory Tower: Drug Policy Attitudes among University Faculty and Staff*, at American Society of Criminology, Atlanta, GA (November 21, 2013).
- 2013 Panel Chair, *Adolescent & young adult victimization and bullying*, at Academy of Criminal Justice Sciences, Dallas, TX (March 20, 2013).
- 2013 Presentation, *Blaming the victim: University student attitudes toward bullying*, at Academy of Criminal Justice Sciences, Dallas, TX (March 20, 2013).
- 2012 Panel Chair, *Panel Session 13*, at International Crime, Media, & Popular Culture Studies Conference, Terre Haute, IN (September 18, 2012).
- 2012 Presentation, *Gender Politics and The Walking Dead: Women as Living Zombies and the Men who "Kill" Them*, at International Crime, Media, & Popular Culture Studies Conference, Terre Haute, IN (September 18, 2012).
- 2012 Panel Chair, *Internet and Cyber Victimization*, at the Academy of Criminal Justice Sciences, New York, NY (March 20, 2012).

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- 2012 Presentation, *Logged on 24/7: The impact of cyberbullying*, at the Academy of Criminal Justice Sciences, New York, NY (March 20, 2012).
- 2012 Presentation, *This is your brain on drugs: Exploring drug myth acceptance among college students*, at the Academy of Criminal Justice Sciences, New York, NY (March 19, 2012).
- 2010 Poster Presentation, *Exploring attitudes toward drug policies among college students as it relates to religiosity and moralism*, at the American Society of Criminology, San Francisco, CA (November, 18, 2010).
- 2010 Presentation, *Student perceptions of minority drug use*, at the American Society of Criminology, San Francisco, CA (November 18, 2010).
- 2009 Presentation, *Questioning morality: Do religious beliefs lead to poor drug policies?*, at the American Society of Criminology, Philadelphia, PA (November 6, 2009).
- 2009 Presentation, *An exploratory study of students perceptions of drug policy in the United States*, at the American Society of Criminology, Philadelphia, PA (November 6, 2009).
- 2008 Presentation, *The criminalization and victimization of the homeless*, at the University of Tennessee Chattanooga, Chattanooga, TN (November 18, 2008).
- 2008 Panel Participant, *Repeat victims: The criminalization and victimization of the homeless*, at the American Society of Criminology, St. Louis, MO (November 13, 2008).
- 2007 Panel Participant, *Misogyny in the courts: Gender and the jury selection process*, at the American Society of Criminology, Atlanta, GA (November 14, 2007).
- 2007 Panel Participant, *Victimizing homeless women*, at the American Society of Criminology, Atlanta, GA (November 15, 2007).
- 2007 Panel Participant, *Is the jury selection process fair? Race and the jury*, at the Academy of Criminal Justice Sciences, Seattle, WA (March 15, 2007).
- 2007 Panel Participant, *Policing Hollywood Style*, at the American Association of Behavioral and Social Sciences, Las Vegas, NV (February 8, 2007).
- 2006 Panel Participant, *Hollywood and crime*, at the Academy of Criminal Justice Sciences, Baltimore, MD (March 1, 2006).
- 2005 Panel Participant, *Saving our lost: A preliminary assessment of ARK*, at the Academy of Criminal Justice Sciences, Chicago, IL (March 16, 2005).
- 2005 Roundtable Participant, *Examining 1st-year professors' experiences*, at the Academy of Criminal Justice Sciences, Chicago, IL (March 17, 2005).
- 2004 Panel Participant, *Second-class crime fighters*, at the Academy of Criminal Justice Sciences, Las Vegas, NV (March 13, 2004).
- 2004 Panel Participant, *Forever young: A legal analysis of estrogen-based drugs*, at the Academy of Criminal Justice Sciences, Las Vegas, NV (March 11, 2004).
- 2002 Panel Participant, *Alcohol, bad behavior and sexual innuendos: A Study of a Small Town Bar*, at the American Society of Criminology, Chicago, IL. (November 15, 2002).

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- 2002 Panel Participant, *Leaping tall buildings: The evolution of the female crime fighter in television serials 1965-2002*, at the Southwestern Social Sciences Association, New Orleans, LA (March 29, 2002).
- 2001 Panel Participant, *Incarcerated Mothers: A legal right to their children?*, at the Southwestern Association of Criminal Justice, San Antonio, TX (October 5, 2001).
- 2001 Panel Chair, *Drugs in the media and popular culture*, at the Academy of Criminal Justice Sciences, Washington, D.C. (April 5, 2001).
- 2001 Panel Participant, *The new crack: Toward a theoretical understanding of law enforcement attempts to expand the war on drugs*, at the Academy of Criminal Justice Sciences, Washington, D.C. (April 5, 2001).
- 2001 Panel Participant, *Mothers in prison: The destruction of the American family*, at the Academy of Criminal Justice Sciences, Washington, D.C. (April 4, 2001).
- 2000 Panel Participant, *Saving our lost*, at the annual meeting of the Southwest Association of Criminal Justice, El Paso, TX (October 13, 2000).
- 2000 Panel Participant, *A national analysis of police hazards: Actualities and misperceptions*, at the annual meeting of the Academy of Criminal Justice Sciences, New Orleans, LA (March 24, 2000).
- 1999 Panel Participant, *Terrorists among us: An investigation into domestic terrorist bombings*, at the annual meeting of the Academy of Criminal Justice Sciences, Orlando, FL (March 13, 1999).

University Presentations, Panels, and Poster Sessions:

- 2019 Poster Presentation, Reinforcing IPV in Popular Music (w/ Katelyn Hancock, Bethany Bray, Christina Policastro, Kaitlyn Kennedy, & Brandon Miller), UTC Research Dialogues, Chattanooga, TN (April 2019).
- 2019 Poster Presentation, Stranger Things: Moral Panics, Child Abductions, and the Myth of Missing Children (w/ Bethany Bray & Lauren Williams), UTC Research Dialogues, Chattanooga, TN (April 2019).
- 2019 Poster Presentation, Methodology & Breaking Bad: General Strain (w/ Katelyn Hancock & Hannah Gateley), UTC Research Dialogues, Chattanooga, TN (April 2019).
- 2019 Poster Presentation, Black and Blue: Images of Policing in Comics (w/ Zachary Rush & Candace Murphy), UTC Research Dialogues, Chattanooga, TN (April 2019).
- 2019 Poster, Perceptions of male rape victims (w/ Katelyn Hancock, Christina Policastro, & Courtney Crittenden), UTC Research Dialogues (April 2019).
- 2018 Poster Presentation (w/Bryant Plumlee), University Student Perceptions of Body-Worn Cameras, UTC Research Dialogues, Chattanooga, TN (April, 2018).
- 2017 Poster Presentation (w/Christina Policastro, Courtney Crittenden, and Whitney Ridley), Perceptions of male rape, UTC Research Dialogues, Chattanooga, TN (April, 2017).
- 2017 Poster Presentation (w/ April Bennett & Courtney Crittenden), Faculty attitudes toward consensual sexual relationships with students, UTC Research Dialogues, Chattanooga, TN (April, 2017).

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- 2016 Presentation (w/April Ebbinger & Jamie Harvey), This isn't the 1950s: Rethinking learners' engagement within an online forum using the Quality Matters framework, at UTC 2016 Instructional Excellence Retreat, Chattanooga, TN (May 11, 2016).
- 2016 Poster Presentation (w/ Carson W. Green & Joseph B. Ketron). Depictions of crime and justice in post-apocalyptic comics, UTC Research Dialogues, Chattanooga, TN (April, 2016).
- 2016 Poster Presentation (w/ April Bennett & Elizabeth Twitty), Mass shootings and media misconceptions, UTC Research Dialogues, Chattanooga, TN (April, 2016).
- 2016 Poster Presentation (w/ David Sherit & Brandon Sissom), Comprehending the Ebola Outbreak of 2014: A study of newsprint media and moral panics, UTC Research Dialogues, Chattanooga, TN (April 2016).
- 2016 Poster Presentation (w/ Leah Adams, Derek Cathey, & Lasha McCullough), Gender issues in comic books, UTC Research Dialogues, Chattanooga, TN (April 2016).
- 2015 Poster Presentation (w/ Candice Ammons & John A. Browne), Prime-Time Crime: Female Federal Agents in Popular Culture, UTC Research Day, Chattanooga, TN (April 14, 2015).
- 2014 Poster Presentation (w/ Katherine Larsen), Bullying and bystanders, UTC Research Day, Chattanooga, TN (March 21, 2014).
- 2014 Poster Presentation (w/ Mackenzie Grimes), *Blurring the lines: Rape and rape myths in comic books*, UTC Research Day, Chattanooga, TN (March 21, 2014).
- 2013 Poster Presentation (w/ Charles Goforth), *Cyberbullying and negative outcomes*, at UTC Research Day, Chattanooga, TN (April 2, 2013).
- 2012 Panel Participant, Social Injustice and Women, UTC Women's Studies Department, Chattanooga, TN (February 22, 2012).
- 2010 Presentation, *Using I-Clickers in the Classroom*, Walker Teaching Resource Center, Chattanooga, TN (November 2010).
- 2009 Presentation, *Using I-Clickers in the Classroom*, Walker Teaching Resource Center, Chattanooga, TN (October 20, 2009).
- 2008 Presentation, *The Criminalization and Victimization of the Homeless*, at the University of Tennessee Chattanooga, Chattanooga, TN (November 18, 2008).
- 2007 Invited Speaker, *The War on Drugs and Its Impact on the African-American Community*, at the University of Tennessee Chattanooga, Symposium on Negativity in the Black Community, Chattanooga, TN (November 8, 2007).
- 2007 Invited Speaker, *Sexual Assault: Realities and Misperceptions*, at Glenville State University, Symposium on Violence against Women, Glenville, WV (February 19, 2007).
- 2004 Panel Participant, *Domestic and Relationship Abuse: Awareness and Prevention Seminar*, at the University of Arkansas-Monticello, Monticello, AR (October 21, 2004).
- 2002 Panel Participant, *Women, Crime, and Popular Culture*, for Women's History Month at Sam Houston State University, Huntsville, TX (March 27, 2002).
- 2001 Presentation, *Overcoming Statistics Anxiety*. Academic Enrichment Center, Huntsville, TX (February 22, 2001).

Updated September 2019

2000 Presentation, *Comma Chameleon: A Guide to the Insertion of the Comma*. Academic Enrichment Center, Huntsville, TX (November 15, 2000).

Invited Speaking Events

2014 Invited Speaker, *Juvenile Delinquency Trends*, MLK Jr. Children's Rights, Southeast Council on Children and Youth, Chattanooga, TN (January 16, 2014)

2012 Invited Speaker, Extending the Vision-Reaching Every Victim, Tennessee Board of Probation and Parole, Chattanooga, TN

2007 Invited Speaker, *Sexual Assault: Realities and Misperceptions*, at Glenville State University, Symposium on Violence against Women, Glenville, WV (February 19, 2007).

Courses Taught:

Graduate:

Criminal Justice Proseminar
Drugs and Crime
Juvenile Delinquency and Juvenile Justice
Popular Culture and Crime
Research Methods I
Research Methods II
Victimology

Undergraduate:

Corrections
Crime, Society, and the Media
Criminology
Drugs: Law and the Community
Drug Use and Abuse
Introduction to Criminal Justice
Juvenile Justice and Delinquency
Research Methodology
Senior Seminar in Criminal Justice
Understanding Human Behavior
Victimology
Women, Crime, & Criminal Justice
Zombies, Outlaws, & Crime: Disenfranchisement in a Post-Apocalyptic Society

Web-Based Course Design:

2018 Juvenile Justice & Delinquency, University of Tennessee Chattanooga (Quality Matters)
2016 Drugs: Law & the Community, University of Tennessee Chattanooga (Quality Matters)
2012 Drugs: Law & the Community, University of Tennessee Chattanooga
2011 Internship in Criminal Justice, University of Tennessee Chattanooga
2010 Diversity Module: Women in Policing, South Eastern Command & Leadership Academy
2009 Juvenile Justice and Delinquency, University of Tennessee Chattanooga
2004 Juvenile Justice, Social and Behavioral Sciences, University of Arkansas at Monticello
2002 Women and Crime, Victim Studies Department, Sam Houston State University

Academic Appointments, Committees, and Service:

Department:

2019-2020	SCJS, Visiting Criminal Justice Assistant Professor Search, Chair
2019	SCJS, Criminal Justice Assistant Professor Search (2 positions), Chair
2018-2020	SCJS RTP Chair
2018-2019	SCJS Curriculum Committee
2018-2019	SCJS, Sociology Assistant Professor Search, Chair
2018-2019	MSCJ Comprehensive Exam Grader
2018-2019	MSCJ Appeals Committee
2017-2019	SCJS Junior Faculty Mentor
2017	SCJS, Sociology/Criminal Justice Assistant Professor Search
2016-2020	SCJS Bylaws Committee
2016	SCJS, Criminal Justice Lecturer Search Committee, Chair
2016	SCJS, Criminal Justice Assistant Professor Search Committee
2015	OED Faculty Mentor
2011-2018	RTP Committee
2010	Criminal Justice Faculty Search Committee
2005-2011	MSCJ Comprehensive Exam Grader
2005-2010	Faculty Sponsor, Alpha Phi Sigma & UTC Criminal Justice Club
2004-2005	Faculty Sponsor, UAM Criminal Justice Association

College/University:

2019-2020	FARC, Committee Member, UTC
2019-2020	CAS Post-Tenure Review (PTR), Committee Member, UTC
2018-2019	RTP External Member -Christopher Horne (PSPS) -Michael McCluskey (Communications)
2018-2019	Grade Appeals, UTC
2012-2019	UTC Institutional Review Board
2017-2018	--Graduate Council, Best Practices Committee
2016-2018	--Graduate Council, ad hoc Disciplinary Committee
2016-2018	-Graduate Council, Graduate Appeal Committee
2016	UTC SACSCOC Distance Learning Subcommittee
2015	CAS Strategic Planning Committee
2015-2017	Faculty Grants Committee
2015	Graduate Council, Chair; Graduate Appeals Committee, Chair
2014-2018	CAS College Council Committee, Chair (2015/16)
2015	Institutional Assessment and Effectiveness Committee
2015-2016	Walker Center for Teaching and Learning Advisory Board
2014-2015	Best Practices Committee Chair, Graduate Council, UTC
2014-2015	Alpha Society, President
2014-2015	Faculty Development Grants, UTC
2013-2015	Council of Academic Department Heads
2013	CAS Administrative EDO Development Committee
2013	Alpha Society, Vice President
2013	Search Committee, UTC WCTL, Senior Instructional Developer
2013	Search Committee, UTC Achieve Degree Program Coordinator
2013-2014	Best Practices Committee, Graduate School
2012-2014	Integrated Studies Committee (BIS)
2012-2013	Blackboard Functionality and Planning Committee
2012	Graduate Council, Reviewer, Graduate Recruitment Grants
2011-2013	Rape Aggression Defense Systems (RAD) Instructor
2012-2013	UTC ad hoc EDO Appeals Committee

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2012-2013 Graduate Council, Grade Appeals
2012 Alpha Society, Secretary
2012 Ann Tinnon Scholarship Committee, Alpha Society
2011-2016 UHON Faculty Interviewer
2011 Women's Center, Search Committee
2011-2013 UTC Conduct Board
2011-2012 Graduate Council, Petitions Committee
2011-2014 Scholarship Committee
2011-2013 Rape Aggression Defense Systems (RAD) Instructor
2011 Graduation Marshall
2011-2013 Arts & Sciences, Faculty Awards Committee
2010 RAD Instructor Training (UTC Police Department)
2010 Shared Values Rubrics Committee: Civic Engagement
2010 Shared Values Rubrics Committee: Inquiry and Analysis
2010-2011 UTC Honor Court
2010 Beta-Tester, BlackBoard 9, Walker Teaching Resource Center
2009-2012 Departmental Honors Committee
2009-2010 Online Faculty Fellow, Walker Teaching Resource Center
2008 ad hoc Course Substitution Committee
2007-2009 Faculty Senate
2007-2009 Student Petitions Committee, Chair, UTC
2007 Social Work Faculty Search Committee
2006-2007 Student Petitions Committee, UTC
2006-2008 Faculty Research Committee, UTC
2006-2008 Women's Studies Advisory Board

Community Service:

2019 My Own Two Feet & Wheels, Volunteer
2017-2019 CREATE, Volunteer
2018-2019 St. Peter's Episcopal, Youth Sunday School Teacher
2016-2019 Moccasin Bend Mental Health Institute, Board of Trustees
2015-2019 J.A. Henry (YMCA of Metropolitan Chattanooga), Board Member
-appointed Past Chair 2018
-appointed Chair in 2017
-appointed Vice Chair in 2016
2009-2018 Project Homeless Connect Planning Committee and Volunteer
2008-2019 Chattanooga Community Housing Development Organization (CCHDO) Board Member
-Secretary (2015-2018)
-Vice Chair (2018)
2012-2013 Sexual Assault Prevention, Chattanooga Community Kitchen
2013 Rape & Sexual Assault Awareness, CHA, Emma Wheeler Homes
2012 Domestic Violence In-Service Training, Chattanooga Community Kitchen
2012 Rape Awareness Seminar, Interfaith Hospitality Network
2008-2010 Homeless Blueprint Oversight Committee, Board Member
2008-2009 Alton Park Homeowner's Association, Board Member
2007-2014 South Eastern Command Leadership Academy (SECLA) Instructor
2007-2009 Tennessee State Victims' Academy, Advisory Committee and Instructor
2007-2008 Girls Inc., Summer Legal Academy, Planning Committee and Instructor
2001-2003 SAAFE House Volunteer, Huntsville, TX

Service to the Discipline:

Committees:

2019 Past Chair for the ACJS Victimology Section
2017-2019 Chair for the ACJS Victimology Section
2016-2017 Committee Member, Bruce Smith Sr. Award, ACJS

Updated September 2019

2015-2016 Committee Member, Donal McNamara Award, ACJS
2014-2017 Awards Committee, Victimology, ACJS
2014-2015 Teaching Committee, Victimology, ACJS
2011-2013 Student Paper Committee, Division of Women and Crime (DWC)
2011-2012 Student Mentor, Division of Women and Crime (DWC)
2011-2012 Student Affairs Committee, Division of Women and Crime (DWC)

External Reviewer and Program Reviews:

2019 External Reviewer, Dr. Henriikka Weir, University of Colorado, Colorado Springs
2019 External Reviewer, Dr. Dawn Cecil, University of South Florida St. Petersburg
2019 External Program Reviewer, University of Baltimore
2018 External Reviewer, Dr. Lane Gillespie, Boise State University
2015 External Reviewer, Dr. Mary Sarver, USC Upstate
2014 External Reviewer, Dr. Robert Sarver, USC Upstate
2012 External Program Reviewer, University of Arkansas Ft. Smith

Journal Manuscript Reviewer:

Asia Pacific Journal of Police and Criminal Justice
Australian & New Zealand Journal of Criminology
Crime & Delinquency
Crime, Media, & Culture
Criminal Justice & Behavior
Criminal Justice Studies: A Critical Journal of Crime, Law, & Society
Feminist Criminology
Feminist Media Studies
International Journal of Drug Policy
Journal of Criminal Justice
Journal of Criminal Justice and Law Review
Journal of Crime and Popular Culture
Journal of Drug Issues
Journal of Interpersonal Violence
Journal of Juvenile Justice
Journal of Qualitative Criminology & Criminal Justice
Social Currents
Violence & Gender
Violence & Victims
Violence against Women

Theses Chaired:

2018 Bryant Plumlee
2017 April Bennett
2014 Katherine Larsen (Departmental Honors)
2009 Carlyn Saylor (Departmental Honors)
2008 Angie Overton
2007 Tara Richards
2006 Ashley Cook

Professional Memberships:

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

Awards:

Updated September 2019

- 2019 Harold Love Outstanding Community Service Award
- 2018 UTAA Public Service Award
- 2018 Dr. Carolyn Thompson and Roger G. Brown Community Engagement Award
- 2018 Outstanding Service Award, College of Arts and Sciences
- 2011 Outstanding Service Award, College of Arts and Sciences
- 2011 Nominated for Outstanding Advisor Award, College of Arts and Sciences
- 2009 Alpha Society Inductee
- 2002 Outstanding Graduate Student Leadership Award
- 2001 Outstanding Graduate Student Leadership Award

Certifications:

Quality Matters
Team-Based Learning

References

Vic Bumphus, Ph.D.
Associate Professor & Africana Studies Coordinator
University of Tennessee Chattanooga
Department of Criminal Justice
615 McCallie Ave. #3203
Chattanooga, TN 37403
(423)425-4519
Vic-Bumphus@utc.edu

Scott Vollum, Ph.D.
Associate Professor & Associate Department Head
University of Minnesota Duluth
Department of Sociology/Anthropology
1123 University Dr., 205 Cina
Duluth, MN, 55812
(218)726-6506
svollum@d.umn.edu

Elizabeth Quinn, Ph.D.
Middle Tennessee State University
Department of Criminal Justice Administration
1301 Jones Main Street, Jones Hall 313
Murfeesboro, TN 37132
(615)898-5935
Elizabeth-Quinn@mtsu.edu

CURRICULUM VITAE
Gale D. Iles

PERSONAL INFORMATION

Office Address: Department of Criminal Justice
615 McCallie Ave., Dept. 3203
Chattanooga, TN 37403
OFFICE: (423) 425-2241
FAX: (423) 425-2228

Home Address: 7458 Salmon Lane
Ooltewah, TN 37363
402-871-7482

EDUCATION

Ph.D. 2006 – University of Nebraska – Omaha, NE
Major: Criminal Justice

Dissertation: The Forgotten Paradise: An Assessment of Sentencing Decisions and Outcomes in the United States Virgin Islands.

Committee Chair: Dr. Cassia Spohn

M.S. 2000 – University of Wisconsin – Milwaukee, WI
Major: Criminal Justice

B.A. 1998 – University of Washington – Seattle, WA
Major: Law & Society
Major: Sociology
Minor: Political Science

TEACHING EXPERIENCE

University of Tennessee-Chattanooga (2006-present)
Associate Professor

Graduate Level Courses Taught

Comparative Criminal Justice Systems
Cross Cultural Diversity and Crime
The American Justice System (Courts)
Theoretical Perspectives of Crime

Undergraduate Level Courses Taught

Comparative Criminal and Juvenile Systems
Human Trafficking (Freshman Seminar)
Law and the Justice System (Courts)
Minorities & the Criminal Justice System
Theories of Criminal and Delinquent Behavior

University of Nebraska-Omaha (2001-2005)
Instructor

Courses: Criminal Court System
Police & Society

University of Nebraska-Lincoln (Spring 2004)
Graduate Teaching Assistant

Courses: Survey of Criminal Justice
Minorities & the Criminal Justice System
Terrorism

University of Nebraska-Omaha (2000-2001)
Graduate Teaching Assistant
Courses: Survey of Criminal Justice
Minorities & the Criminal Justice System

University of Wisconsin-Milwaukee (1998- 2000)
Graduate Teaching Assistant
Courses: Introduction to Criminal Justice
Police

ADVISING AND ADMINISTRATIVE EXPERIENCE

Graduate Coordinator Fall 2007 – Fall 2011; 2018-present
University of Tennessee-Chattanooga

- Advise Graduate Students
- Provide information to perspective students and review and screen the credentials of perspective students.
- Administer Comprehensive exams and ensure that deadlines regarding filing for candidacy and graduation are met.
- Regularly check student files to ensure that admissions, grades, and withdrawals are all in compliance with university policies and standards.
- Attend bi-monthly graduate council meeting

Graduate Program Fall 1998-2000
Coordinator Assistant University of Wisconsin-Milwaukee

- Respond to questions from perspective graduate students
- Maintain graduate records (i.e., ensure all documents are submitted; file is complete)
- Follow-up on missing documents
- Send letters of acceptance

PUBLICATIONS

Peer-Reviewed Articles

Ahmet, K., Bumphus, V., & Iles, G. (2019). Intersectionality of race, class, and gender in predicting police satisfaction. *Journal of Ethnicity in Criminal Justice*, 17(4), 321-338.

Iles, G. & Adegun, O. (2018). Geography and sentencing: Does country of Citizenship Influence Sentence Longevity? *International Journal of Criminology and Sociology* (Vol 7), 48-58.

Iles, G., Bumphus, V., & McGuffee, K. (2014). U.S. territorial exclusion in federal sentencing: Can it be justified. *International Journal of Criminology and Sociology* (Vol 3), 113-124.

Jacobs, D., Malong, C., & Iles, G. (2012). Race and imprisonments: Vigilante violence, minority threat, and racial politics. *Sociological Quarterly* (53)2, 166-187.

McGuffee, K., Garland, T., Iles, G., & Eigenberg, H. (2012). Doing Justice: Perceptions of gender neutrality in the jury selection process. *American Journal of Criminal Justice*, 37(2), 258-275.

Iles, G., Bumphus, V. & Zehel, L. (2011). Assessing the relevance of legal and extra-legal factors in felony drug sentencing: the case of Michigan. *Criminal Justice Studies* (24)3, 291-306.

Iles, G. (2009). The effects of race/ethnicity and national origin on length of sentence in the United States Virgin Islands. *The Annals of the American Academy of Political and Social Science*, (623), 64-76.

Book Chapter/Encyclopedia

Iles, G. (2010). United States Virgin Islands. In *Crime and Punishment Around the World* (Vol 2), 329-347. Greenwood Publishing Group.

Technical Reports

Hamilton County Sheriff Department & Iles, G. (2018). *Beta-testing of Drug Lab 118*. Findings submitted to the Hamilton County Sheriff Department.

Eichenthal, D. & Iles, G. (2008). Crime and public safety in the Chattanooga region. In *2008 State of Chattanooga Region Report*.

Manuscripts Under Review

Smith, M., Dierenfeldt, R., Iles, G., & Scott, S. *How Often Can it Really Happen? College Perceptions of the Frequency and Predictors of Wrongful Convictions*.

Scott, S., Dierenfeldt, R., Iles, G., & Smith, M. *Examining College Student Perceptions of Criminal Justice Outcomes among Persons with Mental Illness*.

Manuscripts in Progress

Smith, M. Dierenfeldt, R., Scott, S., & Iles, G. College Student Perceptions of System-Culpability in the Frequency of Wrongful Convictions: Gauging the Importance of Respondent Characteristics.

Scott, S., Dierenfeldt, R., Smith, M., & Iles, G., Gauging Support for the Death Penalty in Cases of Sexual Assault: The Interplay between Respondent Characteristics and Victim Age.

McGuffee, K., Ashmore, P., & Iles, G., *Laws on the Private Ownership of Primates*.

GRANTS

2019 Co-Investigator, Enhancing Law Enforcement Response to Victims, Department of Justice - (International Association of Chiefs of Police). Amount Awarded: \$33,000.00.

CERTIFICATIONS

2017 P.O.S.T. certified training on NamUs (National Missing and Unidentified Persons Systems) By the Hamilton County District Attorney's Cold Case Unit (April, 27, 2017).

PROFESSIONAL CONFERENCE PRESENTATIONS

Fall 2019 Scott, S., Smith, M. Dierenfeldt, R., & Iles, G. *Examining College Student Perceptions of Criminal Justice Outcomes among Persons with Mental Illness*. Southern Criminal Justice Association, Nashville, TN

Fall 2019 Smith, M. Scott, S., Dierenfeldt, R., & Iles, G. *How Often Can It Really Happen? College Student Perceptions of the Frequency and Predictors of Wrongful Convictions*. Southern Criminal Justice Association, Nashville, TN

Sum. 2019 Iles, G. *Therapeutic Jurisprudence: Are Problem Solving Courts Shaping and Reshaping our Perception of Justice*. Crime and Justice Summer Research Institute: Broadening Perspective & Participation, Newark, NK

Spr. 2017 Kule, A., Bumphus, V., and Iles, G. *General and Specific Attitudes Regarding the Police: An Examination of Interaction Types*. Kansas, MO.

Spr. 2016 Iles, G. (Discussant)
Police Data, Police Representations Panel
New Directions in Critical Criminology Conference
University of Tennessee-Knoxville, TN (May 6-7)

- Spr. 2016 Iles, G.
Country of Citizenship Variation in Sentencing. Academy of Criminal Justice Sciences Annual Conference. Denver, CO
- Spr. 2013 Iles, G. & Bumphus, V.
Federal Sentencing in the U.S.: An Assessment of Territorial and Mainland Differences – An update. American Association of Behavioral and Social Sciences, Las Vegas, NV.
- Sum. 2011 Iles, G.
Federal Sentencing in the U.S.: An Assessment of Territorial and Mainland Differences. Crime and Justice Summer Research Institute: Broadening Perspective & Participation Columbus, Ohio
- Fall 2010 Iles, G & Bumphus, V.
A Longitudinal Analysis of Tennessee Prison Admission Data for Cocaine Offenses American Society of Criminology Annual Conference, San Francisco, CA.
- Sum. 2009 Iles, G.
Revisiting the Minority Threat Hypothesis: An Empirical Assessment of U.S. Prison Admissions from 1977-2002. Crime and Justice Summer Research Institute: Broadening Perspectives & Participation Columbus, OH.
- Fall 2008 Iles, G., Bumphus, V.
Assessing the Benefits of Substance Abuse Treatment for Female Offenders: Does Treatment Participation Impact Recidivism. American Society of Criminology Annual Conference, St. Louis, MO.
- Fall 2007 McGuffee, K., Garland, T, Iles, G. & Eigenberg, H.
Jurors and Jury: What we Know and Wish we Knew about Juries. American Society of Criminology Annual Conference, Atlanta, GA.
- Sum. 2007 Iles, G.
Understanding Sentencing in the United States Virgin Islands Crime and Justice Summer Research Institute: Broadening Perspectives & Participation Columbus, OH.
- Spr. 2007 Iles, G.
Findings on Sentencing Decisions and Outcomes in the United States Virgin Islands. Academy of Criminal Justice Sciences Annual Conference. Seattle, WA.
- Spr. 2006 Iles, G.
What's in a Name: An Exploration of the Multiple Conceptualization of Domestic Violence. Academy of Criminal Justice Sciences Annual Conference. Baltimore, MD.
- Fall, 2005 Iles, G.
America's Forgotten Paradise: An Assessment of Sentencing Decisions and Outcomes In the United States Virgin Islands, American Society of Criminology Annual Conference. Toronto, Canada
- Fall 2003 Spohn, C., Iles, G. & Keller, E.
Charging and Sentencing Decisions in Federal Courts: An Analysis of the Interpretation and Application of the Federal Sentencing Guidelines in Three U.S. District Courts. American Society of Criminology Annual Conference. Denver, Colorado.

Fall 2002 Iles, G.
Comparing Apples to Oranges: The Difficulties of Conducting Cross-national Studies
American Society of Criminology Annual Conference. Boston, MA.

PROFESSIONAL SPEAKING ENGAGEMENTS

Sum 16 Ninth Annual Chattanooga Hamilton County NAACP Criminal Justice Seminar
Students Know Your Rights Forum (Panel discussant)
University of Tennessee-Chattanooga, TN (June 4, 2016)

Fall 10 *The Mentally Ill and the Death Penalty: Towards and Empirical Legal Analysis of
Defining Competency.*
Presenter
National Alliance on the Mentally Ill Conference, Chattanooga, TN

Sum. 08 *Sequence of Events in the Criminal Justice System: Do You Know Your Rights?*
Presenter
NAACP Criminal Justice Seminar, Chattanooga, TN

Spr. 07 *The Holocaust and its Aftermath*
Round Table Moderator
Jewish Community Federation, Chattanooga, TN

DISCIPLINE SERVICE

17-18 Editorial Board
International Journal of Criminology & Sociology

UNIVERSITY SERVICE

Fall 19 - present UTC Police Hiring Committee
Fall 17 - present Grade Appeal
Graduate Council
Fall 16 - Spr 17 Student Rating of Faculty Instruction Committee
Fall 15 - Spr 17 Faculty Senate
Fall 15 - Fall 17 Faculty Handbook
Fall 13 - Spr 14 Media Relation Board
Fall 11 - Spr 13 Honor's Court
Fall 08 - Spr 09 Efficiency & Effectiveness Committee
Strategic Planning Implementation Committee
Fall 07 - Fall 11 Graduate Council
Ad-hoc committees
Graduate Council Chair Appointment Committee (Chair)
Graduate Dean Search Committee
400-Level Courses (Chair)
Graduate Petitions
Fall 07 - Fall 14 Africana Minor Committee
Fall 07 - Spr 08 Special Events and Speakers Committee

COMMUNITY SERVICE

Spr 19 - Evaluator: Veterans Treatment Court Planning Initiative, Chattanooga, TN

Fall 16 - Board of Directors, Big Brothers and Big Sister of Greater Chattanooga

Fall 10 - Salvation Army Community Relations Board
Chattanooga, TN

Fall 09 - L'Abri Symphony Orchestra
Dalton, GA

Fall 08 – Spr 11 Board of Directors
Tennesseans for Alternatives to the Death Penalty
Nashville, TN

Fall 08 – Spr 12 Research Associate
The OCHS Center for Metropolitan Studies
Chattanooga, TN

Fall 07 – UTC Bigs - Faculty Advisor for the Big Brothers Big Sisters of Greater Chattanooga
Chattanooga, TN – University of Tennessee

Spr 07 – Hamilton County Coalition
Chattanooga, TN

PROFESSIONAL AFFILIATIONS

Academy of Criminal Justice Sciences
Association for the Studies of Middle East and Africa

Updated: 11/07/2019

October 2019

Sara A. Knox

8097 Fox Glove Dr.
Ooltewah, Tennessee 37363
423-580-0564

Education

August 2001 – August 2003 The University of Tennessee at Chattanooga, Chattanooga, TN
Masters of Science in Criminal Justice

August 1996 – December 2000 The University of Tennessee at Chattanooga, Chattanooga, TN
Bachelors of Science in Psychology

Work Experience and Internships

August 2008-Present Instructor/Professor of Criminal Justice **University of Tennessee at Chattanooga** Responsible for teaching Criminal Justice courses to undergraduates at the University of Tennessee at Chattanooga. This includes lesson plan preparation, creating and grading assignments and tests. Also includes student interaction and advisement.

August 2005-Present Fire Investigation Technician **TechniFire Services**
Main duties include, assisting State Certified Fire Investigators in the investigating of origin and cause fire losses for clients when illegal, fraudulent, or subrogation potential exists. The investigation may include fieldwork consisting of but not limited to assisting with written reports, debris removal, scene reconstruction, evidence gathering and storage.

August 2006-Dedember 2007 Adjunct Professor of Criminal Justice **University of Tennessee at Chattanooga** Responsible for teaching Criminal Justice courses to undergraduates at the University of Tennessee at Chattanooga. This includes lesson plan preparation, creating and grading assignments and tests.

August 2007-December 2007 Adjunct Professor of Criminal Justice **Chattanooga State Technical Community College** Responsible for teaching Criminal Justice courses to undergraduates at the University of Tennessee at Chattanooga. This includes lesson plan preparation, creating and grading assignments and tests.

August 2005-August 2006 Instructor/Professor of Criminal Justice **University of Tennessee at Chattanooga** Responsible for teaching Criminal Justice courses to undergraduates at the University of Tennessee at Chattanooga. This includes lesson plan preparation, creating and grading assignments and tests. Also includes student interaction and advisement.

December 2003 – August 2005 Investigator/ Client Relations **Unified Investigations & Sciences, Inc.** Main duties included, investigating origin and cause of fire losses for clients when illegal, fraudulent, or subrogation potential exists. The investigation may include fieldwork as well as written reports, evidence gathering and storage.

October 2019

August 2001 – May 2003 Graduate Assistant to Dr. Jeffery Rush & Dr Vic Bumphus
University of Tennessee at Chattanooga Assisted in the planning and implementation of Southeastern Command and Leadership Academy, taught undergraduate Criminal Justice courses as requested by Dr. Rush, graded tests and writing assignments for undergraduate courses. Assisted Dr. Bumphus in many office oriented tasks.

May 2002 – September 2003 Forensic Technician **TechniFire Services**
Worked closely with State Certified Fire Investigators gathering and logging evidence, taking fire scene photos, scanning evidence into computer databases, assisting in the preparation of Origin and Cause reports and Inventory reports, and general office duties.

Professional Participation

- 2012 Round Table Presentation, *ETHICS PEDAGOGY: IS THE TRUTH REALLY OUT THERE?*
Moderator: Sara A. Knox, University of Tennessee at Chattanooga
Discussants: Tammy Garland, University of Tennessee at Chattanooga; Michael DeValve Fayetteville State University; Kenethia Fuller, Fayetteville State University, at the Academy of Criminal Justice Sciences, New York, NY (March 16, 2012).
- 2014 Presentation, *Ethics in Fire Investigation*, Tennessee chapter of The International Association of Arson Investigators Annual Conference, Gatlinburg, TN (August 2014).
- 2016 Guest Speaker, Topic: *Reliability of Eye Witness Testimony*, Southern Adventist University, Collegedale, TN (September 2016)
- 2019 Presentation, *Ethics and the Fire Investigator*, Tennessee chapter of The International Association of Arson Investigators Annual Conference, Pigeon Forge, TN (August 2019).

Courses Taught

Undergraduate:

Introduction to Criminal Justice
Media and the Criminal Justice System (Face to Face and Online)
Policing
Organized Crime
Gender, Crime and Criminal Justice (Face to Face and Online)
Ethics in Criminal Justice (Face to Face and Online)
Public and Private Security
CRMJ Internships Online

October 2019

Web-Based Course Design

Ethics in Criminal Justice, University of Tennessee at Chattanooga

Gender, Crime and Criminal Justice, University of Tennessee at Chattanooga

Media in the Criminal Justice System, University of Tennessee at Chattanooga

Internships University of Tennessee at Chattanooga

Professional Service University and Community

2008	Honor Court dates may vary in between other committees
2009-Present	Co-Faculty Sponsor of the Criminal Justice Club, now sole Faculty Sponsor of the Criminal Justice Club
2012	Conduct Board
2012-2013	Sat on the Education Committee for the TN Chapter of the IAAI
2013	Learning Support Services Committee
2018	Internship Coordinator
2018	Sat on the SCJS Search Committee for current lecturer position
2019-Present	Sitting member of the Education Committee for the TN Chapter of the IAAI
2019	Sitting member of the UTC Police Department hiring Committee
2019	Sitting member of the SCJS Department Heard Search Committee

Community service:

Dates Vary Based on Need However Consistent:

- Volunteer with Project Homeless Connect /With CJ Club
- Totes for Tots Drive: totes, backpacks, and suitcases for foster children in transition from homes. / With CJ Club
- Food bank Drives /With CJ Club
- Sponsor an annual Criminal Justice Career day /With CJ Club
- Co-Facilitate a Young Adults class for Eastwood Church
- Annually sponsor a child from the Salvation Army's Angel tree/With CJ Club

Grants

2009 Faculty Development Grant: An Exploratory Study of College Student's Religious Perceptions on Drug Policy in the United States

Awarded \$1000.00

October 2019

Professional Training Activities

- Certificate of Achievement TN Chapter IAAI August 2014 32 Hours tested
- Certificate of Achievement TN Chapter IAAI Conference August 2019 28hrs tested
- Documenting the Event 4hrs tested January 2018
- Ethic and the Fire investigator 3hrs tested January 2018
- NFPA 1033 and your Career 2hrs tested January 2018
- The Scientific Method for Fire and Explosives Investigation 3hrs tested January 2018
- The Practical Application of the Relationship Between NFPA 1033 and NFPA 921 2hrs tested January 2018
- Certificate of Achievement TN Chapter IAAI Expert Witness Courtroom Testimony August 2018 40hrs tested
- Certificate of Achievement TN Chapter IAAI Conference August 2018 21.5hrs tested
- Certificate of Achievement TN Chapter IAAI Conference August 2019 32hrs tested

Awards Received

Recipient of the Outstanding Graduate Student Award
Recipient of the Stanton P. Fjeld Scholarship
Deans List 8 semesters

AHMET KULE

Department of Social, Cultural, and Justice Studies
University of Tennessee at Chattanooga
540 McCallie Avenue
Chattanooga, TN 37403
Phone 423.425.4512
Ahmet-Kule@utc.edu

FORMAL EDUCATION AND DEGREES:

- 2001 – 2007** **Ph.D. in Criminal Justice**
City University of New York Graduate Center &
John Jay College of Criminal Justice
New York, NY
- 1999 – 2005** **Master of Arts in Criminal Justice**
City University of New York Graduate Center &
John Jay College of Criminal Justice
New York, NY
- 1988 - 1992** **Bachelor of Art in Law & Police Science**
Turkish National Police Academy
Ankara, Turkey

OTHER PROFESSIONAL EDUCATION AND TRAINING:

- 2-5/2007** **European Union – Advanced Study**
Ankara University
Centre of European Union – ATAUM
Ankara, Turkey
- 1-3/1995** **FBI National Academy**
180. Session
A professional development course for U.S. and international law
enforcement leaders
Quantico, Virginia, VA
- 1-2/1993** **Swedish Police Academy**
Human Rights and Police
Stockholm, Sweden

PROFESSIONAL EXPERIENCE:

08/2016 – Present **University of Tennessee at Chattanooga**
Department of Social, Cultural, and Justice Studies
Assistant Professor

Courses – Fall 2019:

- CRMJ 4140: Terrorism
- CRMJ 4999R: Cybercrime

Courses – Spring 2019:

- CRMJ 3100: Policing
- CRMJ 4999: Hate Crimes

Courses – Fall 2018:

- CRMJ 5420: Terrorism & the Criminal Justice System (online)
- CRMJ 4140: Terrorism (online)
- CRMJ 4140: Terrorism
- CRMJ 3030: Comparative Criminal Justice Systems

Courses – Summer 2018:

- CRMJ 4140: Terrorism (online)

Courses – Spring 2018:

- CRMJ 3100: Policing
- CRMJ 4999: Group Studies - Hate Crimes

Courses – Fall 2017:

- CRMJ 4140: Terrorism
- CRMJ 3030: Comparative Criminal Justice Systems

Courses – Summer 2017:

- CRMJ 4140: Terrorism (online)

Courses – Spring 2017:

- CRMJ 3100: Policing
- CRMJ 5050: Criminal Justice Policy & Administration (online)

Courses – Fall 2016:

- CRMJ 5420: Terrorism & the Criminal Justice System (online)
- CRMJ 3030: Comparative Criminal Justice Systems

09/2015 – 08/2016 **John Jay College of Criminal Justice (New York, NY)**
Department of Law, Police Science, and Criminal Justice Administration

Adjunct Assistant Professor

Courses:

- CJBS 415: Capstone Seminar for BS in Criminal Justice
- CJBS 101: Introduction to the American Criminal Justice System

04/2008 – 08/2016 **NATO School in Germany** (Oberammergau, Germany)
Senior Instructor

Courses Developed:

- Internal Security Structures: The U.S.A. – The EU Countries – Turkey / A Comparative Approach
- Suicide Terrorism and Police: Istanbul Bombings-2003
- Criminal Interrogations
- Defense Against Terrorism
- Role of Intelligence in Countering Terrorism
- Crisis Management and Terrorism
- Managing Consequences of Terrorism

04/2008 – 08/2016 **Centre of Excellence** (NATO-Ankara)
Senior Instructor

Courses Developed:

- Suicide Attacks and Law Enforcement Agencies
- Social and Psychological Factors of Terrorist Recruitment
- Managing Consequences of Terrorism
- The New Security Environment and Unmanned Aerial Systems

1/2007 – 4/2015 **Turkish National Police Academy**
Adjunct Assistant Professor

Courses:

- Sociology
- Intelligence Gathering and Unmanned Aerial Systems
- Introduction to Law
- Research Methods

4/2015 Retired as a Second Degree Chief Superintendent

4/2013 – 4/2015 **Turkish National Police**
Second Degree Chief Superintendent
Deputy Chief - Diyarbakir Police Department

- Supervised 54 officers
- Organized meetings to create public awareness
- Coordinated the relations with internal and external partners

6/2010 – 4/2013

Turkish National Police

Third Degree Chief Superintendent

Program Manager

- Developed and implemented several training programs
- Organized seminars
- Developed budgets

1/2007 – 6/2010

Turkish National Police

Fourth Degree Chief Superintendent

Chief – Division of Unmanned Aerial Systems

- Established the Division
- Conducted research on ‘Use of UAVs by Law Enforcement Agencies’
- Supervised 17 officers
- Developed training programs for UAV personnel
- Purchased unmanned aerial systems for TNP

09/2002 – 12/2006

John Jay College of Criminal Justice

Department of Law, Police Science & CJA

Graduate Teaching Fellow / Adjunct

Courses:

- CRJ 101: Introduction to Criminal Justice
- ICJ 101: Introduction to International Criminal Justice
- PSC 201: Police Organization and Administration
- PSC 202: Police and Community Relations
- PSC 397: Changing Landscape of Terrorism
- PSCT 511: Urban Policing in the Age of Terror
- COR 101: Institutional Treatment of the Offender
- SOC 101: Introduction to Sociology
- SOC 203: Criminology

8/2005-12/2005

Montclair State University

Department of Justice Studies

Adjunct

Courses:

- JUST 499: Selected Topics in Justice Studies: Terrorism

8/1999 – 1/2007

Awarded “**Study Abroad Scholarship**” by Turkish National Police

6/1995 – 8/1999

Chief Inspector, TNP Aviation Department

- Assisted Deputy General Director of TNP in ‘developing modern criminal interrogation methods’

- 1/1995 Awarded **scholarship** to study at **the FBI National Academy**
- 6/1994 – 6/1995 Inspector, TNP Counterterrorism Department
- Conducted research on ‘the root causes of terrorism’
 - Conducted research on ‘the police and countering terrorism’
- 6/1992 – 6/1994 Deputy Inspector, Police Department of Ankara, Counterterrorism Division
- Field investigations
 - Interrogations of criminal suspects
 - Lecturing in schools, professional seminars, community centers, etc.
 - Maintaining public relations with diverse ethnic communities, the school systems, social services, and additional government agencies

OTHER PROFESSIONAL ACTIVITIES:

- 9/2008 **Invited lecture, key note speaker, Suicide Terrorism and Law Enforcement Agencies**, U.S. Naval Post Graduate School, CCMR, Monterey, CA.
- 6/2005 **Co-Organizer** , “Istanbul Conference on Democracy and Global Security”, Istanbul, Turkey.

PUBLICATIONS:

Books:

Kule, Ahmet (2015). *Unmanned Aerial Systems: Past, Present and Future*. Beta Yayinlari. Istanbul.

Kule, Ahmet (1997). *Criminal Interrogations and Confessions*. Ankara (Translation).

Journal Publications:

Kule, Ahmet, Bumphus, Victor & Iles, Gale (2019). Intersections of race, class, and sex in predicting police satisfaction. Under review at *Journal of Ethnicity in Criminal Justice*.

Akgul, Arif, Akbas, Halil, & **Kule, Ahmet** (2019). Probation system in Turkey: An analysis of a public policy formation using multiple streams framework. *Journal of Comparative and Applied Criminal Justice*. February 2019, p. 1-16.

Kule, Ahmet & Gul, Zakir (2015). How Individuals Join Terrorist Organizations in Turkey: An Empirical Study on DHKP-C, PKK, and Turkish Hezbollah. *The Global: A Journal of Policy and Strategy*, vol. 1, number 1.

Gul, Zakir & **Kule, Ahmet** (2013). Intelligence –Led Policing: How the Use of Crime Intelligence Analysis Translates into the Decision-Making. *International Journal of Security and Terrorism*, vol. 4 (1)

Kule, Ahmet (2009) Comparing Dostoyevsky’s Approach to Rational Choice Theory and Low Self-Control Theory. *The Journal of Criminology and Criminal Justice*, vol. 1, number 1.

Kule, Ahmet (2005) Policing the European Union. *Istanbul Conference on Democracy and Global Security Publications*. Istanbul.

Manuscripts with Revise/Resubmit/Conditional Acceptance Decisions:

Demir, Mustafa & **Kule, Ahmet**. The effect of body-worn cameras (BWCs) on satisfaction and general perception of police: Findings from a quasi-randomized controlled trial. Revised and resubmitted at *Journal of Quantitative Criminology*.

Duru, Haci, Onat, Ismail, **Kule, Ahmet**, & Tasdoven, Hidayet. Microcycles of terrorist violence in Turkey: A spatio-temporal Analysis of the PKK attacks. Revised and resubmitted at *International Journal of Conflict and Violence*.

PROFESSIONAL PRESENTATIONS:

Kule, Ahmet, Demir, Mustafa & Akgul, Arif. “Perspectives of Generation Z Regarding Terrorism: A Cross-Regional Study.” Preliminary findings presented at the American Society of Criminology (ASC) Annual Meeting, San Francisco, CA, November 2019.

Kule, Ahmet & Bumphus, Vic. “Considering External Police Oversight Within a Deterministic Framework.” Preliminary findings presented at the Academy of Criminal Justice Sciences (ACJS) Annual Meeting, Baltimore, MD, March 2019.

Duru, Haci & **Kule, Ahmet**. “Microcycles of Terrorist Violence in Turkey: A Spatio-Temporal Analysis of the PKK Attacks.” Paper presented at the American Society of Criminology (ASC) Annual Meeting, Atlanta, GA, November 2018.

Kule, Ahmet, Bumphus, Victor, & Iles, Gale. “Intersections of Race, Class, and Sex in Predicting Police Satisfaction.” Preliminary findings presented at the Academy of Criminal Justice Sciences (ACJS) Annual Meeting, New Orleans, LA, February 2018.

Bumphus, Victor, **Kule, Ahmet** & Iles, Gale. "General and Specific Attitudes Regarding the Police". Preliminary findings presented at the Academy of Criminal Justice Sciences (ACJS) Annual Meeting, Kansas City, MO, March 2017.

Kule, Ahmet. "Democratic Control of Intelligence Agencies and Activities". International Intelligence Symposium, Istanbul, Turkey, June 2010.

Kule, Ahmet. "Accountability and Countering Terrorism". Policing Across the Borders Project. John Jay College of Criminal Justice, New York, NY, December 2009.

Kule, Ahmet "Suicide Terrorism and Law Enforcement Agencies". U.S. Naval Post Graduate School, CCMR. Monterey, CA, 2008.

Kule, Ahmet. "Problems of Cooperation and Coordination in the Fight Against Terrorism". Policing Across the Borders Project. John Jay College of Criminal Justice, New York, NY, December 2007.

Kule, Ahmet. "Policing in the European Union". Istanbul Conference on Democracy and Global Security, Istanbul, Turkey, 2005.

Kule, Ahmet. "Terrorism Experience of Turkey". Ohio Law Enforcement Conference, Ohio, OH, 2004.

GRANTS:

Faculty Grant (2018). The University of Tennessee at Chattanooga. Supporting travel to the Annual Meeting of the American Society of Criminology in Atlanta, GA, November 2018 (\$495.62).

Co – Investigator (2004). PSC – CUNY Research Foundation Grant. Supporting the research on the relationship between drugs and homicides in Istanbul, Turkey (\$ 5,000). Status: Funded.

FINANCIAL AWARDS:

Merit Increase Award (2018). The University of Tennessee at Chattanooga (\$ 704.55).

Study Abroad Scholarship (August, 1999). The Turkish National Police (\$ 240,000).

Scholarship to study at the FBI National Academy (January, 1995). The Turkish National Police (\$ 8,400).

SERVICE:

Service to the Discipline

2018 Panel Chair at the American Society of Criminology Annual Meeting (November, 2018), Atlanta, GA.

Service to the University & College

2019 Member - the UTC Faculty Senate.

2019 Member - the UTC National Center for Academic Excellence for Cyber Defense (CAE-CD) Advisory Board.

2019 Member - the UTC Law Enforcement Selection Board.

2018 Member - the UTC Faculty Senate.

2018 Member - the UTC National Center for Academic Excellence for Cyber Defense (CAE-CD) Advisory Board.

2018 Member - the UTC Law Enforcement Selection Board.

2018 Member - Statewide Dual Credit Exam Validation Teams in Nashville on March, 2018.

2017 Member - the UTC Law Enforcement Selection Board.

2016 CAT Grader - Walker Center for Teaching & Learning (December, 2016).

2016 Member - the UTC Law Enforcement Selection Board.

Service to the Department

2019 Search Committee Member—Lecturer of Criminal Justice (x2). University of Tennessee at Chattanooga.

2019 Member—Comprehensive Exam Committee (MSCJ) (Summer 2019). University of Tennessee at Chattanooga.

2019 Member—Comprehensive Exam Committee (MSCJ) (Spring 2019). University of Tennessee at Chattanooga.

2019 Served as a departmental representative at "Major Showcases" November, 2019.

- 2018 Took the lead in organizing "Terrorism Lecture" by Dr. Bruce Hoffman on October 31, 2018.
- 2018 Member—Comprehensive Exam Committee (MSCJ) (Spring 2018). University of Tennessee at Chattanooga.
- 2018 Direct Assessment of CRMJ 4500 (Evaluation Report). University of Tennessee at Chattanooga.
- 2017 Member—Comprehensive Exam Committee (MSCJ) (Spring 2017). University of Tennessee at Chattanooga.
- 2017 Thesis committee member for Whitney Harvey.
- 2017 Search Committee Member—Assistant Professor of Criminal Justice. University of Tennessee at Chattanooga.
- 2017 Represented the Department at the Grade Appeal Hearing (July, 2017).
- 2016 Member—Comprehensive Exam Committee (MSCJ) (Fall 2016). University of Tennessee at Chattanooga.
- 2016 Presenter - ISIS & its Objectives, UTC, Lambda Alpha Honors Society Symposium (November, 2016).

Service to the Community

- 2018 Served as a volunteer for Project Homeless Connect (March, 2018).
- 2016 Served as a volunteer for Project Homeless Connect (November, 2016).

SPECIAL SKILLS:

Languages: Fluent in: Turkish, English

Very good knowledge of statistical packages: SPSS and SAS.

Legal translations and interpretations.

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS/ORGANIZATIONS:

- American Society of Criminology
- Academy of Criminal Justice Sciences
- International Police Association (IPA) (renewal needed)
- FBI National Academy Associates (FBINAA) (renewal needed)
- Association for Unmanned Vehicle Systems International (AUVSI) (renewal needed)

KAREN M. MCGUFFEE
P.O. Box 1
Chattanooga, Tennessee 37401
(423) 886-9999

EDUCATION

University of Tennessee College of Law

Knoxville, Tennessee

Doctor of Jurisprudence

Licensed to practice in Tennessee on October 23, 1990.

Licensed to practice in Federal Courts on November 12, 1991.

- Activities:
 - Client Counseling Moot Court Board
 - Moot Court Board
 - Student Bar Association
 - Intramural Athletics
- Professional Associations:
 - Tennessee Bar Association
 - Chattanooga Bar Association
 - Tennessee Trial Lawyers Association

University of Tennessee at Chattanooga

Chattanooga, Tennessee

Bachelor of Science magna cum laude in Criminal Justice, May 1987, G.P.A. 3.9

- Honors:
 - Judge Hinson Scholarship
 - Outstanding Senior Award
 - Academic Scholarship
 - Music Scholarship
 - Dean's List — all semesters
 - Alpha Lambda Delta Honor Society
 - Golden Key Honor Society
 - Alpha Honor Society
 - Phi Eta Honor Society

EMPLOYMENT

Professor in Criminal Justice and Associate Department Head for Social, Cultural, and Justice Studies

University of Tennessee at Chattanooga, August 2019- present

Professor and Associate Department Head for Social, Cultural, and Justice Studies and Coordinator for Legal Assistant Studies Program

University of Tennessee at Chattanooga, August 2016- August 2019

Associate Professor and Coordinator for Legal Assistant Studies Program
University of Tennessee at Chattanooga, August 2006- August 2016

Assistant Professor and Coordinator for Legal Assistant Studies Program
University of Tennessee at Chattanooga, January 2000-2006

TEACHING

Courses:

- LAS 1010 Law and the Legal Assistant
- LAS 2100 Legal Research and Writing
- LAS 2250 Commercial Law
- LAS 2450 Family Law
- LAS 2500 Personal Injury Litigation
- LAS 3500 Law of Evidence
- LAS 3400 Law Office Management
- LAS 4700 Internships
- LAS 4710 Legal Ethics and Professionalism
- LAS 4999- Special Topics—CLA Review Course
- CRMJ 3250 Law and the Justice System
- CRMJ 4060 Juvenile Law
- CRMJ 3250 Courts
- CRMJ 4050 Constitutional Law
- CRMJ 2450 Family Law

I have received excellent student evaluations every semester.

Associate Department Head Activities:

- Prepare schedules for all SCJS faculty
- Coordinate Compliance Assist reporting
- Organize CJ program review
- Assist the SCJS Department Head in preparing for meetings/attending meetings
- Assist in hiring adjuncts for SCJS

Coordinator Activities:

- Prepared all teaching schedules
- Conducted adjunct faculty meetings each semester
- Conducted LAS Advisory Board meetings each semester
- Attended numerous UTC teaching workshops
- Participated in faculty and program meetings

PUBLICATIONS

- Garland, T., McGuffee, K. (2016) Juvenile Court, *The Wiley Encyclopedia of Crime and Punishment*, edited by Wesley Jennings
- Browne, A., Hensley, C., McGuffee, K. (2016) Does Witnessing Animal Cruelty and Being Abused During Childhood Predict the Initial Age and Recurrence of Committing Childhood Animal Cruelty? *International Journal of Offender Therapy and Comparative Criminology*
- Iles, G., Bumphus, V., McGuffee, K. (2014). U. S. Territorial Exclusion in Federal Sentencing: Can it be Justified. *International Journal of Criminology and Sociology* (Vol. 2), 113-124.
- Richards, T. N., Crittenden, C., Garland, T.S., McGuffee, K. (2014) An Exploration of Policies Governing Faculty-to-Student Consensual Sexual Relations on University Campuses: Current Strategies and Future Directions, *Journal of College Student Development*, 55 (4), 337-352.
- Love, S., McGuffee, K. (2013) Division of Debt, In R. Emery and G. Golson (eds.) *Cultural Sociology of Divorce*, (Encyclopedia) Sage Publications.
- Eigenberg, H., Kappeler, V., McGuffee, K. (2012). Confronting the Complexities of Domestic Violence: A Social Prescription for Rethinking Police Training. *Journal of Police Crisis Negotiations*, 12(2), 122-145.
- Eigenberg, H., McGuffee, K., Iles, G., Garland, T. (2012) Doing Justice: Perceptions of Gender Neutrality in the Jury Selection Process. *American Journal of Criminal Justice*. Vol. 37, Issue 2, 258-275.
- Garland, T. Eigenberg, H., McGuffee, K. (2009) Race and Jury Selection, In H. Green & S. Gabbidon (eds.). *Encyclopedia of Race and Crime*. Sage Publications.
- McGuffee, K., Garland, T., Eigenberg, H. (2007) Is Jury Selection Fair?: Perceptions of Race and the Jury Selection Process, *Criminal Justice Studies: A Critical Journal of Crime, Law and Society* 20(4), 445-468.
- Ely, G., McGuffee, K. (2005) Partner Violence, *Handbook of Preventive Interventions for Adults*, John Wiley & Sons, Inc.
- Harrell, S., McGuffee, K. (2004) Common Ground?: The Definition of “The Practice of Law” in the United States, *The Professional Lawyer*, Vol. 14, No. 4.
- Berry, P., McGuffee, K., Rush, J., Columbus, S. (2004) Discrimination in the Workplace: The Firing of a Transsexual, *The Journal of Human Behavior in the Social Environment*, Vol. 8, No. 3-4.

- Berry, P., McGuffee, K., Rush, J., Columbus, S. (2003) Discrimination in the Workplace: The Firing of a Transsexual, M.K. Sullivan (Ed.), *Sexual Minorities: Discrimination, Challenges and Development in America*. Haworth Press: Binghamton, New York.
- Eigenberg, H., McGuffee, K., Berry, P. Hall, W. (2003) Protective Order Legislation: Trends in State Statutes, *Journal of Criminal Justice*, Vol. 31, No. 5.
- Harrell, S., McGuffee, K. (2002) The Utilization of Disbarred or Suspended Attorneys as Paralegal Instructors, *Journal of Paralegal Education and Practice*, Vol. 16, No. 1
- Harrell, S., McGuffee, K. (2002) A Fallback Career?: Can a Disbarred or Suspended Attorney be Employed as a Paralegal? A Survey of Current Laws, *Journal of Paralegal Education and Practice*, Vol. 16, No.1.
- Rush, J., McGuffee, K., McGuffee, W. (2001) *Court Officer Book*, 9th ed.

Publications (non-peer reviewed journal):

- San Juan, V. McGuffee, K. Goren, W. Jacobs, J. (2012) Advising Students Who are Considering Going to Law School, *The Paralegal Educator*, Vol. 27, No. 3.
- McGuffee, K., (2004) Make Litigation Fun, *The Paralegal Educator*, Vol. 18, No.2.

Editor:

Journal of Paralegal Education and Practice (2003)

Journal of Paralegal Education and Practice (2002)

Reviewer:

- Introduction to Law, 6th Edition, Hames & Ekern, Pearson Education (2019)
- Family Law and Practice, 4th Edition by Luppino and Miller, Pearson Education (2015)
- Ethics for the Legal Professional, 8th Edition, Orlik, Pearson Education (2014)
- Family Law and Practice, 3rd Edition by Luppino and Miller, Pearson (2012)
- Employment Law of Human Resource Practice, Walsh, Cengage Learning (2011)
- Contract Law for Paralegals, Yelin, Prentice Hall Publishing, Chapters 1-4 (2009)

- Contract Law for Paralegals, Yelin, Prentice Hall Publishing, Preface, TOC, Chapters 1 and 2 (2008)
- Journal of Paralegal Education and Practice (2003)
- Journal of Paralegal Education and Practice (2002)
- Journal of Paralegal Education and Practice (2001)

Paper Submitted for Review:

Cole, T., Policastro, C., Crittenden, C., McGuffee, K., Freedom to Post or Invasion of Privacy? Analysis of U.S. Revenge Porn State Statutes (2019)

Works in Progress:

My colleagues and I are researching the legality of owning primates as pets in each of the 50 states.

THESES COMMITTEES:

Ridley, W. (2018), *A Comparative Look of Sentencing Outcomes based on the Defendant's Country of Citizenship*

Piety, T. (2018), *A Civil Liberty of Sexual Exploitation: Revenge Porn and Section 230 of the Communication Decency Act*

Ketron, B. (2017), *Childhood Animal Cruelty Motives and Their Relationship to Adult Interpersonal Crimes*

Trentham, C. (2016), *The Link Between Recurrent Animal Cruelty and Recurrent Adult Interpersonal Violence*

Henderson, H. (2010), *Childhood Animal Cruelty Methods and Their Link to Adult Interpersonal Violence*

- Crittenden, C. (2009), *Examining Attitudes and Perceptions of Sexual Harassment on a University Campus: What Role Do Myths and Stereotypes Play?*
- Crump, Jr. L, (2009), *How Teachers Perceive the "School Violence Issue."*
- Dutkiewicz, E. (2008), *Examining the Laws of War and the Necessity of Evolving Legal Principles to Counter Terrorism.*
- Overton, A., (2008), *Media Depictions of Wrongful Conviction: Reality or Distortion?*
- Richards, T. (2007), *An Evaluation of the Plight of the Homeless: A Socialist Feminist Perspective*
- Seymour, D. (2007), *Law Enforcement Training Issues in Search and Seizure*
- Strand, J. (2007), *Pop Culture and Policing: Exploring the Fourth Amendment in Popular Police Films*
- Newman, T. (2006), *The Comparative Influences of Climate, Region, and Population Density on Homicide Trends*
- Parks, C. (2006), *Public Policy and Incarcerated Pregnant Offenders*
- DelCul, N. (2006), *A Comparative Study of Compliant and Non-Compliant Sexual Offenders in the State of Tennessee*
- Powell, M. (2006), *Female vs. Male Serial Killers: An Analysis of Characteristic Traits and Typologies*
- Inesia-Forde (2005), *The Presence of Learning Disabled Youth in our Juvenile Institutions: Excusable or Gross Negligence?*
- Metzger, R. (2005), *The Impact of College Experience on Hate Crime Attitudes*

PRESENTATIONS:

- *Enhance the Value of your Program to your Institution*, American Association for Paralegal Education National Conference, Phoenix, Arizona (November 8, 2013).
- *Tips for the Department of One*, American Association for Paralegal Education National Conference, Phoenix, Arizona (November 7, 2013).
- *Paralegal Ethics*, Tennessee Paralegal Association Annual Seminar, Chattanooga, Tennessee (April 20, 2013).

- *Elder Law*, Smoky Mountain Paralegal Mountain Association Annual Seminar, Chattanooga, Tennessee (September 28, 2012)
- *Search and Seizure*, National Association of Legal Assistants Region 4 Conference, Chattanooga, Tennessee (July 14, 2012)
- *Search and Seizure*, Chattanooga Legal Professionals Continuing Legal Education, Baker, Donelson, Bearman, Caldwell & Berkowitz (June 9, 2011)
- *Search and Seizure*, Tennessee Paralegal Association's Spring Seminar, Chattanooga, Tennessee (April 29, 2011)
- *Family Law*, Tennessee Paralegal Association Spring Seminar, Chattanooga, Tennessee (April 29, 2011)
- *Advising Students and Choosing the Right Law School*, American Association for Paralegal Education National Conference, Baltimore, Maryland (October, 2011)
- *Teaching to Other Majors*, American Association for Paralegal Education Regional Conference in Arlington, Virginia (March 20, 2011)
- *Teaching to Other Majors*, American Association for Paralegal Education National Conference, Indianapolis, Indiana (October 31, 2010)
- *Recruitment and Retention of Students*, American Association for Paralegal Education National Conference, Portland, Oregon (October, 2009)
- *Constitutional Law: 1st Amendment Freedom of Speech*, Smokey Mountain Paralegal Association Annual Conference (June 12, 2009)
- *Ethics in Juvenile Law: Confidentiality, Unauthorized Practice of Law, Competency in Juvenile Court*, Bradley Court Juvenile Court (May 1, 2009)
- McGuffee, Karen and Helen Eigenberg presented the paper: *Is the Jury Selection Process Fair: Perceptions of Race and the Jury Selection Process?* UTC faculty and students, (February 25, 2009).
- Panel, *Jurors and Jury: What we know and wish we knew about Juries*, the American Society of Criminology, Atlanta, Georgia (November 14, 2007).

- Panel, *Is the Jury Selection Process Fair? Race and the Jury*, the Academy of Criminal Justice Sciences, Seattle, Washington (March 15, 2007).
- *Legal Research*, the Tennessee Official Courts Reporters Association Annual Conference, Chattanooga, Tennessee (June 12-14, 2002).
- *Mediation for Paralegals*, the American Association for Paralegal Education Regional Conference in Charleston, S.C. (March, 2002).
- Panel, *The Status of Domestic Violence Legislation in the United States*, the Academy of Criminal Justice Sciences, Washington, D.C. (April 3-7, 2001).
- *Protective Order Legislation in the United States*, the American Society of Criminology Conference, San Francisco, California (November 15-18, 2000).

SERVICE:

Program:

- Prepared and submitted the documentation which enabled the program to receive American Bar Association Approval and Re-Approval
- Advised all Legal Assistant Studies students
- Found placements and monitored students in internships
- Attended numerous recruitment sessions on and off campus
- Attended numerous freshman and transfer orientation sessions
- Participated in multidisciplinary group discussions from 2001-2013
- Implemented new courses into the Legal Assistant Studies curriculum
- Taught Command College for CRMJ program in 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014

Committees:

- Faculty Rating of Administration (University) 2019- 2020; 2018-2019; 2017-2018; 2007-2008; 2004-2005
- Bylaws Committee (Department) 2019-2020; 2018-2019; 2017-2018
- Departmental Search Committee 2019-2020; 2017-2018 (chair), 2016-2017
- Student Rating of Administration Committee 2016-2017
- Admissions Committee 2015-2016; 2013-2014
- Student Conduct Board (University) 2011-2012
- Honor Court (University) 2014-2015 (Chair); 2011-2012; 2010-2011; 2005-2006; 2004-2005; 2003-2004
- Student Rating of Faculty Committee (University) 2011-2012 (chair); 2010-2011 (chair); 2003-2004; 2002-2003; 2001-2002
- Blue Ribbon Task Force (chair) to determine the levels of skill and accomplishment

- needed by students to fulfill the ASK description (2010)
- Served as United Way team captain (University) 2011; 2010; 2009; 2008; 2007; 2005; 2003
- Library Committee (University) 2009- 2010 (chair); 2008-2009
- Post-Grier Statement of Commitment to Diversity under the University Planning and Resource Advisory Council, Partnership for Diversity group 2008
- Library Planning Committee for construction of the new library 2007-2008
- Bookstore Committee (University) 2007-2008
- Search Committee for the Dean of the Library (University) 2003-2004; 2002-2003
- Recruitment Committee (School) 2002-2003; 2001-2002; 2000-2001
- Curriculum (Department) 2018-2019 (chair); 2017-2018; 2002-2003; 2001-2002; 2000-2001
- Strategic Planning (College) 2002-2003
- Selection Committee for the Public Service Award (University) 2002-2003
- College of Health and Human Services Award Committee (College) 2001-2002
- Mediation (University) 2010- 2011; 2009-2010; 2006-2007; 2005-2006; 2004-2005
- Athletics (University) 2005-2006

Community Involvement:

Memberships:

- Chattanooga Bar Association
- American Association for Paralegal Education
- Tennessee Paralegal Association (local and state organizations)
- Chattanooga Trial Lawyers' Association
- Smoky Mountain Paralegal Association

Activities:

- Serve on the Partnership's Elder Abuse Board (Sarah Project), 2011, 2012, 2013, 2014
- Wrote (with Sarah Project) an elder abuse handbook with criminal and civil statutes from Tennessee and surrounding states 2013.
- Met with the American Bar Association members for Chattanooga State's ABA reapproval site visit 2012
- Guest speaker at Chattanooga State Paralegal Studies program 2009, 2010, 2013, 2014, 2015, 2016
- Serve on the Advisory Board at Chattanooga State Paralegal Program 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020
- Speaker for Tennessee Victim Assistant Academy 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2019
- Speaker for Girls, Inc. Law Academy 2007
- Serve on the Advisory Board for Girls, Inc. 2005- 2007
- Serve on the Scholarship Committee for Siskin Steel 2004, 2005, 2006, 2007, 2008

- Serve on the Moccasin Bend Mental Health Human Rights and Ethics Committee 2011; 2010; 2009; 2008; 2007; 2006; 2005
- Coach for Baylor Mock Trial Team 2013- 2014; 2012-2013; 2011-2012
- Coach for UTC Mock Trial Team 2008-2009
- Spoke to the Pre-Law club at UTC 2009
- Served as Jury Commissioner for Hamilton County, Tennessee 2000-2008
- Sat as Magistrate for Hamilton County Court, as needed, to set bonds for inmates and sign search and arrest warrants – 2002 - 2007
- Worked with Domestic Violence Coalition 2004
- Guest speaker for the Association of Legal Administrators 2005
- Guest speaker for community groups, such as the Tennessee Paralegal Association, and The Federal Bureau of Investigation, addressing various legal topics.
- Guest speaker for area schools on several occasions, addressing topics such as women in the legal profession and the inter-workings of the legal system.

AWARDS:

- Outstanding Advising Award for the University 2016
- Outstanding Advising Award for the College of Arts and Sciences 2016
- College of Arts and Sciences Outstanding Service Award, Faculty Honors Day, (April, 2012)
- UC Foundation Professor
- Golden Key International Honor Society membership for faculty (spring, 2011)
- College of Arts and Sciences Excellence in Teaching Award (December, 2007)
- Student Government Association Outstanding Professor (2001-2002)
- Outstanding Advising Award for the University
- Outstanding Advising Award for the College of Health and Human Services (2000)
- Outstanding Advising Award for the College of Health and Human Services (2002)
- Who's Who Among America's Teachers

Adjunct Faculty Member

University of Tennessee at Chattanooga, spring 1996 to January 2000

Taught the following courses:

- LAS 300 Interviewing and Investigation
- LAS 350 Law of Evidence
- LAS 225 Commercial Law
- LAS 101 Law and the Legal Assistant
- CRMJ 315 Prisoners' Rights
- CRMJ 408 Advanced Criminal Procedure
- CRMJ 525 The American Justice System—satellite class with UT Knoxville

Assistant District Attorney General

IV-D Support Division, Chattanooga, Tennessee

Part-time June 1999 to December 2000; Full-time March 1992 to August 1995

- Prepared and tried cases involving domestic matters for the State of Tennessee.
- Prepared and tried income tax appeal hearings for the State of Tennessee.
- Interviewed and counseled clients extensively, informing and advising them of their legal rights.
- Managed prodigious client caseload under severe time constraints.
- Worked with numerous other attorneys in case negotiations and trials; worked with numerous paralegals in preparation of caseload and trial work.
- Tried cases in Juvenile Court, Circuit Court, and Chancery Court on a daily basis.
- Promoted efficiency and harmonious relationships in an office setting of 30+ diverse employees where cooperative efforts were essential to effective operations.
- Received superior evaluations each year of employment.
- Built solid working relationships with clients as evidenced by their willingness to make contacts outside of the workplace.

Chattanooga Bar Association Continuing Legal Education Committee Chair

January 1996 to January 2000

- Initiated and arranged various Chattanooga Bar Association Continuing Legal Education seminars.
- Worked with numerous attorneys and judges in organizing Chattanooga Bar Association lectures.
- Introduced lecturers and provided general Chattanooga Bar Association information in the Continuing Legal Education seminars.

Special Referee for Juvenile Court

Chattanooga, Tennessee, 1997

- Sat as special referee in Juvenile Court, appointed by Judge Bailey, hearing child support, paternity, legitimation, and contempt case

Member of Chattanooga Bar Association Board of Governors January 1994 to December 1995

- Formulated and implemented Chattanooga Bar Association policies and procedures.
- Presented ideas and suggestions of various Bar Committees to the Board for consideration and vote.
- Reviewed and revised the budget for the Chattanooga Bar Association.
- Attended and participated in various Chattanooga Bar Association functions.

McPheeters Law Offices

Rhea County, Tennessee, August 1991 to March 1992

During my time in private practice I worked with a full-time paralegal.

- Managed a general civil and criminal caseload in a broad-based law practice.
- Volunteered to accept judicial appointments for Juvenile Court and Chancery Court cases.
- Worked effectively with judges and lawyers in Hamilton, Rhea and surrounding counties; worked effectively with paralegal in the law office preparing cases for court.

Hamilton County Chancery Law Clerk

Chattanooga, Tennessee, August 1990 to August 1991

- Researched and prepared court opinions for Chancellors R. Vann Owens and Howell Peoples.
- Prepared all legal research for motions for Chancellor R. Vann Owens.
- Computerized all information, including listing of issues and applicable law, pertaining to new cases filed in Chancery Court for easy access and reference.
- Read and researched case files, summarizing attorneys' legal positions for judicial review.

University of Tennessee Legal Clinic

Knoxville, Tennessee, spring 1990

- Interviewed and counseled the criminally accused.
- Met with members of the legal community to negotiate and facilitate the settlement of legal proceedings.
- Researched legal issues and attended court proceedings on behalf of clients.
- Collaborated with fellow classmates to organize and prepare cases.

Law Clerk

Lowe, Hogan, Shirley and Yeager

Knoxville, Tennessee, spring 1988 to spring 1990 (Full-time summer; Part-time school term)

- Researched assigned legal issues.
- Summarized depositions, interrogatories and legal briefs for attorney review.
- Wrote legal memorandums to attorneys to provide synopses of cases.
- Managed caseloads to several attorneys simultaneously under strict time constraints.
- Organized, summarized and determined legal relevance of scientific research.
- Organized trial notebooks.

August 2019

Candace Murphy
University of Tennessee at Chattanooga
candacegmurphy@gmail.com
615-389-5882 (cell)

Professional Experience

August 2019-May 2020	Lecturer in Criminal Justice Department of Social, Cultural, and Justice Studies University of Tennessee at Chattanooga
January 2018-May 2019	Head Graduate Assistant Department of Social, Cultural, and Justice Studies University of Tennessee at Chattanooga
June 2018-December 2018	Student Workforce Trainee Federal Bureau of Investigation Knoxville, Tennessee
August 2018-November 2018	Unarmed Security Guard Walden Security Chattanooga, Tennessee
May 2017-August 2017	Intern Chattanooga Police Department Chattanooga, Tennessee
January 2017-April 2017	Intern Hamilton County Sheriff's Office Chattanooga, Tennessee

Education

Master of Science: 2019

Department of Social, Cultural, and Justice Studies, University of Tennessee at Chattanooga, Chattanooga, TN.

Bachelor of Science: 2017

Department of Social, Cultural, and Justice Studies, University of Tennessee at Chattanooga, Chattanooga, TN.

Teaching Interests

Introduction to the criminal justice system, juvenile delinquency, interpersonal violence, international crimes, and serial/mass murders. Classes taught face to face and online.

August 2019

Research Interests

Depictions of law enforcement in the media and the relationship between law enforcement, race, class, gender, and sexual orientation.

Book Chapters

Garland, T. S., Browne, J. A., & Murphy, C. G. (in progress). Breaking Bad: Failure, crime, and the inability to cope. In Jonathan Grubb & Chad Posick (eds.). *Streaming criminology*. New York University Press.

Manuscripts in progress

Murphy, C. G., Rush, Z. N., & Garland, T. S. Black and blue: Depictions of law enforcement in Gotham City.

Conference Presentations

2019 Murphy, C. G., & Rush, Z. N. *Black and blue: Depictions of law enforcement in Gotham City*. Paper presented at Research Dialogues, University of Tennessee at Chattanooga, Chattanooga, Tennessee.

Teaching Experience

Social, Cultural, and Justice Studies, University of Tennessee at Chattanooga

Introduction to the Criminal Justice System	Instructor-Traditional
Race, Class, Gender, and Crime	Teaching Assistant-Traditional
Mass Murder	Teaching Assistant-Traditional
Criminology	Teaching Assistant-Traditional
Serial Murder	Teaching Assistant-Traditional
Family Law	Teaching Assistant-Online (Blackboard)

Awards and Honors

2018 Graduate Assistant. University of Tennessee at Chattanooga (2018-2019).

August 2019

C. G. 'Doc' Schettler Scholarship. University of Tennessee at Chattanooga (2018-2019).

2017 UCF Judge Suzanne Bailey Scholarship. University of Tennessee at Chattanooga (2017-2018).

2016 Julius Ochs Adler Scholarship. University of Tennessee at Chattanooga (2016-2017).

2015 TN TSAA Award. University of Tennessee at Chattanooga (2015-2016).

2014 Provost's Scholarship. University of Tennessee at Chattanooga (2014-2017).

Hope Scholarship. University of Tennessee at Chattanooga (2014-2017).

Academic Memberships

2019-Present Southern Criminal Justice Association

CHRISTINA N. POLICASTRO

Department of Criminal Justice
University of Tennessee at Chattanooga
801 McCallie Avenue
Chattanooga, TN 37403
Phone: 423-425-5752
Email: Christina-policastro@utc.edu

EDUCATION

Georgia State University
Doctor of Philosophy, Criminal Justice & Criminology, 2013
Dissertation title: *Victimization of the Elderly: An Application of Lifestyle/Routine Activities Theory*
Chair: Dr. Brian K. Payne

University of Tennessee at Chattanooga, 2010
Master of Science, Criminal Justice
Thesis title: *Views of Justification and Blame of Violent Interpersonal Dating Relationships*
Chair: Dr. Helen Eigenberg

University of Tennessee at Chattanooga, 2008
Bachelor of Science, Criminal Justice

PROFESSIONAL EXPERIENCE

University of Tennessee at Chattanooga, Department of Criminal Justice
UC Foundation Assistant Professor 2015-Present

Georgia Southern University, Department of Criminal Justice & Criminology
Assistant Professor 2013- 2015

Georgia State University, Department of Criminal Justice & Criminology
Graduate Research Assistant 2011-2013
Supervisor: Dr. Brian K. Payne

Georgia State University, Department of Criminal Justice & Criminology
Graduate Teaching Assistant 2010-2011
Supervisor: Dr. Brian K. Payne

University of Tennessee at Chattanooga, Department of Criminal Justice
Graduate Teaching Assistant 2009-2010
Supervisor: Dr. Helen Eigenberg

RESEARCH AREAS

Intimate Partner Violence, Victimization/Victimology, Elder Abuse, Family Violence, Violence Against Women, White-Collar Crime

TEACHING AREAS

Criminal Justice, Criminology, Victimology, White-Collar Crime, Research Methods, Family Violence, Gender and Criminal Justice

PUBLICATIONS*PEER-REVIEWED SCHOLARLY JOURNAL ARTICLES*

Crittenden, Courtney, **Policastro, Christina**, & Eigenberg, Helen (2017). Attitudes toward dating violence: How does sexual identity influence perceptions? *Journal of Aggression, Maltreatment, and Trauma*, 26(7), 804-824.

Eigenberg, Helen & **Policastro, Christina**. (2015). Blaming victims in cases of interpersonal violence: Attitudes associated with assigning blame to female victims. *Women and Criminal Justice*, 26, 37-54.

Felix, Shanna, **Policastro, Christina**, Agnich, Laura, & Gould, Laurie. (2016). Psychological Victimization among College Students. *Violence and Gender*, 3(1), 42-48.

Garland, Tammy, **Policastro, Christina**, Branch, Kathryn, & Henderson, Brandy. (2018). Portrayals of intimate partner violence in comic books: An examination of domestic violence myths. *Feminist Criminology*. DOI: 10.1177/1557085118772093

Garland, Tammy, **Policastro, Christina**, Richards, Tara & Miller, Karen. (2017). Blaming the victim: University student attitudes toward bullying. *Journal of Aggression, Maltreatment, & Trauma*, 26(1), 69-87. (First published online: 8/2/16)

Mummert, Sadie, **Policastro, Christina** & Payne, Brian K. (2014). Revictimization through Education: Does Learning about Victimization Lead to Anxiety and Identification as a Victim Among College Students? *Journal of Criminal Justice Education*, 25(4), 435-451.

Policastro, Christina & Daigle, Leah. (2016). A Gendered Analysis of the Effects of Social Ties and Risky Behavior on Intimate Partner Violence Victimization. *Journal of Interpersonal Violence*, DOI: 10.1177/0886260516652271

Policastro, Christina, & Finn, Mary A. (2017). Coercive Control in Intimate Relationships: Differences Across Age and Sex. *Journal of Interpersonal Violence*, DOI: 10.1177/0886260517743548

Policastro, Christina & Finn, Mary A. (2017). Coercive Control and Physical Violence in Older Adults: Analysis Using Data from the National Elder Mistreatment Study. *Journal of Interpersonal Violence*. 32(3), 311-330. (First published online: 5/14/2015)

Policastro, Christina & Payne, Brian K. (2015). Can You Hear Me Now?: Telemarketing Fraud Victimization and Lifestyles. *American Journal of Criminal Justice*, 40(3), 620-638.

Policastro, Christina & Payne, Brian K. (2014). Assessing the level of elder abuse knowledge pre-professionals possess: Implications for the further development of university curriculum. *Journal of Elder Abuse & Neglect*, 26(1), 12-30.

Policastro, Christina & Payne, Brian K. (2013). An examination of deviance and deviants in the durable medical equipment (DME) field: Characteristics, consequences, and responses to fraud. *Deviant Behavior*, 34(3), 191-207.

Policastro, Christina & Payne, Brian K. (2013). The blameworthy victim: Domestic violence myths and the criminalization of victimhood. *Journal of Aggression, Maltreatment, & Trauma*, 22(4), 329-347.

Policastro, Christina, Payne, Brian K., & Gainey, Randy R. (2015). Conceptualizing crimes against older persons: Elder abuse, domestic violence, white-collar offending, or just regular 'old' crime. *Journal of Crime and Justice*, 38(1), 27-41.

Policastro, Christina, Teasdale, Brent, & Daigle, Leah E. (2015). The recurring victimization of individuals with mental illness: A comparison of trajectories for two racial groups. *Journal of Quantitative Criminology*, 32, 675-693.

Posick, Chad, Agnich, Laura, **Policastro, Christina**, & Hatfield, Heather. (2016). Who Seeks Counseling for Intimate Partner Violence? The Role of Emotional Distress. *Criminal Justice Review*, 41(2), 159-172.

Posick, Chad & **Policastro, Christina**. (2013). Victim injury, emotional distress, and satisfaction with the police: Evidence for a victim-centered, emotionally-based police response. *The Journal of the Institute of Justice & International Studies*, 13, 185-195.

Trentham, Caleb, Hensley, Christopher, & **Policastro, Christina** (2018). Recurrent childhood animal cruelty and future interpersonal violence. *International Journal of Offender Therapy and Comparative Criminology*, 62(8), 2345-2356. (First published online: 7/14/17)

BOOK

Johnson, Thaddeus, Johnson, Natasha, & **Policastro, Christina**. (2019). *Deviance Among Physicians: Fraud, Violence, and the Power to Prescribe*. New York: Routledge.

BOOK REVIEW

Policastro, Christina. (2011). Review of the book *Female Offenders and Risk Assessment: Hidden in Plain Sight*. *Criminal Justice Review*, 36(3), 368-370.

BOOK CHAPTERS, ENCYCLOPEDIA ENTRIES, AND BIBLIOGRAPHIES

Crittenden, C. A. & Christina, Policastro. (2018). "Feminist victimization theories." *Oxford Bibliographies* in "Criminology". Ed. Beth M. Huebner. New York: Oxford University Press. DOI: 10.1093/obo/9780195396607-0231

Garland, Tammy G. & **Policastro, Christina**. (2015). "Sexual victimization of the vulnerable." In Richards, Tara & Marcum, Cathy (eds.), *Sexual Victimization*, Sage.

Payne, Brian K. & **Policastro, Christina**. (2016). "Interventions, policies, and future research directions in family violence." In Cuevas, Carlos & Rennison, Callie M. (eds.), *The Wiley-Blackwell Handbook on the Psychology of Violence*, Wiley-Blackwell.

Policastro, Christina. (2014). "Elder abuse." In Forsyth, Craig J. & Copes, Heath (eds.), *Encyclopedia of Social Deviance*, Sage.

Policastro, Christina. (2016). "Feminist theory." In Jennings, W., Higgins, G., Maldonado-Molina, M., & Khey, D. (eds.), *Encyclopedia of Crime & Punishment*, Wiley.

Policastro, Christina, Gainey, Randy R., & Payne, Brian K. Elder neglect and strain: Can't get no satisfaction in the caregiver role? (2017). In Moriarty, Laura & Jerin, Bob (eds.), *Current Issues in Victimology Research*, Carolina Academic Press.

Policastro, Christina & Hancock, Katelyn. (In Press). Ethical issues and the criminal victimization of the elderly. Invited book chapter for Cognella Academic Publishing's *Ethics and Vulnerable Adults: The Quest for Individual Rights and a Just Society* edited by Georgia Antezberger, Candace Heisler, and Pamela Teaster.

TECHNICAL REPORTS

Dierenfeldt, Rick, Garland, Tammy, Crittenden, Courtney, & **Policastro, Christina**. (2019). Drug abuse and recovery in rural Tennessee communities: A needs assessment. Technical report prepared for the Southeast Tennessee Human Resource Agency.

WORKS IN PROGRESS AND UNDER REVIEW

Cole, Tessa, **Policastro, Christina**, Crittenden, Courtney, & McGuffee, Karen. Freedom to post or invasion of privacy?: Analysis of U.S. revenge porn state statutes. Preparing for submission to *Feminist Criminology*.

Daigle, Leah, Felix, Shanna, & **Policastro, Christina**. Crime reporting behavior among LGBT individuals: Results from the NISVS data.

Hancock, Katelyn, **Policastro, Christina**, Crittenden, Courtney, & Garland, Tammy. Student attitudes toward male rape victims. Under review at *Violence and Victims*.

Hancock, Katelyn, Bray, Bethany, Garland, Tammy, **Policastro, Christina**, Kennedy, Katelyn, & Miller, Brandon. Abusive Beats: Reinforcing Intimate Partner Violence in Music.

PROFESSIONAL PRESENTATIONS

*denotes work with undergraduate students; +denotes work with graduate students

Rush, Zachary⁺, **Policastro, Christina**, Crittenden, Courtney, & Garland, Tammy S. "Spare the Rod? The College Student Perspective on Corporal Punishment." Poster presented at the annual meeting of the Southern Criminal Justice Association, Nashville, TN, September 2019.

Hancock, Katelyn⁺, **Policastro, Christina**, Crittenden, Courtney, & Garland, Tammy S. "Perceptions of Male Rape Victims: Examining Rape Myth Acceptance and Victim Blaming Attitudes Among a Sample of College Students" Poster presented at the annual meeting of the Academy of Criminal Justice Sciences, Baltimore, MD, March 2019.

Policastro, Christina. "Sage Junior Faculty Development Workshop." Participant on roundtable at the annual meeting of the Academy of Criminal Justice Sciences, Baltimore, MD, March 2019.

Policastro, Christina, Crittenden, Courtney A., Garland, Tammy S., & Hancock, Katelyn⁺. "Victim Blaming Attitudes Among College Students: Exploring Perceptions Of Male Rape Victims." Paper presented at the annual meeting of the Southern Criminal Justice Association, Pensacola, FL, September 2018.

Policastro, Christina, Garland, Tammy, Crittenden, Courtney A., & Ridley, Whitney. "Perceptions of Male Rape Victims." Preliminary results presented at University of Tennessee Research Dialogues, Chattanooga, TN, April, 2017.

Policastro, Christina. "Innovations in Teaching in the Traditional and Online College Classroom." Participant on roundtable at the annual meeting of the Academy of Criminal Justice Sciences, Kansas City, MO, March, 2017.

Crittenden, Courtney A., **Policastro, Christina**, & Eigenberg, Helen M. "Attitudes toward dating violence: How does sexual identity influence perceptions?" Paper presented at the annual meeting of the American Society of Criminology, New Orleans, LA, November 2016.

Policastro, Christina, Crittenden, Courtney, & Eigenberg, Helen. "Educational professionals perceptions of intimate partner violence." Paper presented at the annual meeting of the Southern Criminal Justice Association, Savannah, GA, September 2016.

Policastro, Christina. "Motherhood in Academia." Participant on roundtable at the annual meeting of the Academy of Criminal Justice Sciences, Denver, CO, April 2016

Policastro, Christina & Finn, Mary A. "Coercive control across age groups: Findings from the National Intimate Partner and Sexual Violence Survey (NISVS)." Paper presented at the annual meeting of the American Society of Criminology, Washington, DC, November 2015.

Mummert, Sadie, **Policastro, Christina**, & Snyder, Jamie. "Violence against women and reporting: Examining formal and informal reporting among college women." Paper presented at the annual meeting of the American Society of Criminology, Washington, DC, November 2015.

Hartman, Kelley⁺, Agnich, Laura, & **Policastro, Christina**. "Sex differences in the likelihood to endorse bystander intervention strategies among a sample of university students." Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Orlando, FL, March 2015

Latham, Krista⁺, Agnich, Laura & **Policastro, Christina**. "The effects of alcohol, drug abuse, and sexual orientation on sexual victimization." Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Orlando, FL, March 2015

Policastro, Christina. "Advice on how to successfully navigate graduate school and academia." Moderator of roundtable at the annual meeting of the Academy of Criminal Justice Sciences, Orlando, FL, March 2015

Policastro, Christina & Finn, Mary A. "Prevalence and risk factors for intimate partner violence among the elderly: An examination of the National Elder Mistreatment Study." Paper presented at the annual meeting of the American Society of Criminology, San Francisco, CA, November 2014.

Agnich, Laura, Gould, Laurie, & **Policastro, Christina**. "An examination of sexual assault, intimate partner violence, and dating violence among university students in a rural setting." Paper presented at the annual meeting of the American Society of Criminology, San Francisco, CA, November 2014.

Felix, Shanna⁺, **Policastro, Christina**, Agnich, Laura, & Gould, Laurie. "The effects of self-control, sex, and sexual orientation on dating violence victimization." Paper presented at the annual meeting of the Southern Criminal Justice Association, Clearwater Beach, FL, September 2014.

Felix, Shanna⁺, Breed, Alexandra*, Agnich, Laura, Gould, Laurie, & **Policastro, Christina**. "Sexual orientation and the likelihood to intervene as a bystander in cases of sexual assault." Poster presented at the Georgia Southern University Research Symposium, Statesboro, GA, April 2014.

Policastro, Christina, Teasdale, Brent, & Daigle, Leah E. "The recurring victimization of individuals with mental illness." Paper presented at the annual meeting of the American Society of Criminology, Atlanta, GA, November 2013.

Gainey, Randy, Payne, Brian K., & **Policastro, Christina**. "General strain theory and elder neglect." Paper presented at the annual meeting of the American Society of Criminology, Atlanta, GA, November, 2013.

Policastro, Christina & Payne, Brian K. "Victimization of the elderly: An application of lifestyles/routine activities theory." Paper presented at the annual meeting of the Southern Criminal Justice Association, Virginia Beach, VA, September 2013.

Policastro, Christina. "Telemarketing fraud victimization among older and younger adults." Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Dallas, TX, March 2013.

Policastro, Christina & Daigle, Leah. E. "Risky behaviors and relationship violence among young adults." Paper presented at the annual meeting of the American Society of Criminology, Chicago, IL, November 2012.

Policastro, Christina & Payne, Brian K. "An examination of deviance and deviants in the durable medical equipment (DME) field: Characteristics, consequences, and responses to fraud." Paper presented at the annual meeting of the Southern Criminal Justice Association, Atlantic Beach, FL, September 2012.

Policastro, Christina & Payne, Brian K. "Domestic violence myths: The criminalization of victimhood." Paper presented at the annual meeting of the American Society of Criminology, Washington, D.C., November 2011.

Policastro, Christina & Finn, Mary A. "Crossing the disciplinary divide: An integrated understanding of intimate partner violence among the elderly." Paper presented at the annual meeting of the Southern Criminal Justice Association, Nashville, TN, September 2011.

Mummert, Sadie, **Policastro, Christina,** & Payne, Brian K. "Teaching sensitive topics in the college classroom: Dilemmas associated with violence against women." Paper presented at the 9th Annual Suburban Studies Conference, Kennesaw, GA, April 2011.

Mummert, Sadie, **Policastro, Christina,** & Payne, Brian K. "Teaching sensitive topics in the college classroom: Dilemmas associated with violence against women." Paper presented at the Graduate Teaching Assistant Pedagogy Conference, Atlanta, GA, March 2011.

Policastro, Christina & Payne, Brian K. "Assessing the level of elder abuse knowledge pre-professionals possess." Poster Presented at the Annual Student Mentoring Conference in Gerontology & Geriatrics, Tybee Island, GA, March 2011.

INVITED PRESENTATIONS

Policastro, Christina. "Elder Abuse Webinar." Webinar prepared and presented for the Tennessee Coalition to End Domestic and Sexual Violence, October 22, 2018.

Policastro, Christina. "Educating and Preparing Preprofessional Students on Adult and Elder Abuse: Implications for University Curriculum and Insights." Paper presented in the Research to Practice Webinar series for the National Adult Protective Services Association, September 2014.

GRANTS

Co-Investigator. (2019). SETHRA Drug Abuse and Recovery in Rural Communities: A Needs Assessment (\$50,000). Status: Funded.

Principal Investigator. (2019) Tommy Burks Victim Assistance Academy, Tennessee Coalition to End Domestic and Sexual Violence (\$39,440.00). Status: Funded.

Principal Investigator. (2018) Tommy Burks Victim Assistance Academy, Tennessee Coalition to End Domestic and Sexual Violence (\$37,725.00). Status: Funded.

Co-Investigator. (2014). "Teen Dating Violence, Sexual Assault, and Intimate Partner Violence." (Georgia Southern). Research Seed Grant Funding (\$9,657.15). Status: Unfunded.

Investigator (2013). "Teen Dating Violence, Sexual Assault, and Intimate Partner Violence." (NIJ FY2013). Research and Evaluation on Violence Against Women: Teen dating Violence, Sexual Violence, and Intimate Partner Violence (\$198,138). Status: Unfunded.

AWARDS/APPOINTMENTS

Outstanding Research and Creative Achievement Award (2019). College of Arts and Sciences, University of Tennessee at Chattanooga.

UC Foundation Professorship (2017-2022). University of Tennessee at Chattanooga.

Promising Young Scholar of the Year (2017). The College of Arts and Sciences Dean's Award, The University of Tennessee at Chattanooga.

New Scholar Award (2017). Academy of Criminal Justice Sciences, Division of Victimology.

FINANCIAL AWARDS

College of Arts and Sciences Faculty Travel Funding (2016). University of Tennessee at Chattanooga, Award supporting travel to the Annual Meeting of the American Society of Criminology in New Orleans, LA (\$500.00).

Faculty Summer Fellowship (2016). University of Tennessee at Chattanooga, Award supporting research project entitled, "Perceptions of male rape victims: Examining rape myth acceptance and victim blaming attitudes among a sample of college students" (\$2,500).

Access and Diversity Professional Development Funding (2016). University of Tennessee at Chattanooga, Award supporting travel to the Annual Meeting of the Academy of Criminal Justice Sciences in Denver, CO (\$1,096.70).

College of Arts and Sciences Faculty Travel Funding (2015). University of Tennessee at Chattanooga, Award supporting travel to the Annual Meeting of the American Society of Criminology in Washington, DC (\$500.00).

Faculty Development Travel Award (2013). Georgia Southern University, Competitive award supporting travel to the Annual Meeting of the American Society of Criminology in Atlanta, Georgia (\$529.86).

TEACHING EXPERIENCE*GRADUATE COURSES*

Special Topics: Family Violence, CRMJ 5100 (in-person)
University of Tennessee at Chattanooga

Research Methodology I, CRMJ 5010 (in-person and hybrid)
University of Tennessee at Chattanooga

Research Methodology II, CRMJ 5020 (in-person)
University of Tennessee at Chattanooga

Seminar in Criminology: Family Violence, CRJU 7633 (in-person)
Georgia Southern University

Victimology: Theory, Research, & Policy Issues, CRMJ 5320 (Hybrid and online)
University of Tennessee at Chattanooga

UNDERGRADUATE COURSES

Innovations in Honors, UHON 2850/2860 (in-person)
University of Tennessee at Chattanooga

Victimology, CRMJ 4010 (in-person and online)
University of Tennessee at Chattanooga

Ethics in Criminal Justice, CRMJ 4300 (in-person and online)
University of Tennessee at Chattanooga

Research Methods, CRJU 4231
Georgia Southern University

Crimes Against Vulnerable Populations, CRJU 3533 (online)
Georgia Southern University

Family Violence, CRJU 4192/CRJU 3535/CRMJ 4999 (online and in-person)
Georgia Southern University
University of Tennessee at Chattanooga

Social Science and the American Crime Problem, CRJU 2200 (in-person)
Georgia State University

Introduction to Criminal Justice, CRMJ 110/CRJU 1100 (online and in-person)
Georgia Southern University
Georgia State University
University of Tennessee at Chattanooga

INSTRUCTIONAL DEVELOPMENT

Hired by Sage Publications to develop video and web-based components of *White-Collar Crime: A Text/Reader*, by Brian K. Payne, Ph.D.

Hired by Sage Publications to develop ancillaries for *White-Collar Crime: The Essentials*, by Brian K. Payne, Ph.D

PROFESSIONAL ASSOCIATIONS

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

SERVICE ACTIVITIES*SERVICE TO THE DISCIPLINE*

Chair, Victimology Section of Academy of Criminal Justice Sciences, 2019-present

Committee Member, Donal MacNamara Award Committee, Academy of Criminal Justice Sciences, 2019

Director at Large, Southern Criminal Justice Association, 2016-2019

Committee Member, Southern Criminal Justice Association Outstanding Professional Award Committee, 2016

Panel Chair, "Understanding Victimization of College Students," American Society of Criminology, Washington, DC, 2015

Panel Chair, "Prevalence and Trends of Intimate Partner Violence," American Society of Criminology, San Francisco, CA, 2014

Program Area Chair: Student Panels, Academy of Criminal Justice Sciences, 2014

Committee Member, Academy of Criminal Justice Sciences Nominations and Elections Committee, 2014

Panel Chair, "Teaching Criminal Justice," Southern Criminal Justice Association, Nashville, TN, 2011

Panel Chair, Georgia State University Graduate Teaching Assistant Pedagogy Conference, 2011

MANUSCRIPT REVIEWER (AD HOC)

International Journal of Offender Therapy and Comparative Criminology, 2019

Journal of Interpersonal Violence, 2014, 2015, 2016, 2017, 2018

Criminal Justice Review, 2015, 2016, 2017, 2018, 2019

Aging and Mental Health, 2015

Asian Journal of Criminology, 2015
Criminal Justice Studies, 2014
Journal of Family Violence, 2019
Youth and Society, 2019

BOOK PROPOSAL REVIEWER (AD HOC)

Handbook of Offenders with Special Needs, Routledge, 2015
Survey of Criminal Justice, Oxford University Press, 2017
Victimology, Sage, 2017

SERVICE TO THE UNIVERSITY

Member, Institutional Review Board, University of Tennessee at Chattanooga, Fall 2016-present

Member, Walker Center for Teaching and Learning Advisory Board, Fall 2016-present

Review panelist, Provost Student Research Awards (PSRA) competition, University of Tennessee at Chattanooga, Spring 2016

Committee member, Walk-a-Mile in Her Shoes Planning Committee, Georgia Southern University, Fall 2014-Spring 2015

Faculty volunteer, Sex Signals First Year Experience, Georgia Southern University, Fall 2014

Instructor, Conversations with Professors, Georgia Southern University, Fall 2014

Committee member, University Conduct Board, Georgia Southern University, Fall 2014-Spring 2015

Committee member, Undergraduate Research Council, Georgia Southern University, Fall 2013-Spring 2015

SERVICE TO THE COLLEGE

Committee member, College of Arts and Sciences Curriculum Committee, University of Tennessee at Chattanooga, Fall 2015-Spring 2017.

Panel member, Graduate School Panel for CLASS majors, October 2013

SERVICE TO THE DEPARTMENT

Committee member, SCJS Criminal Justice Assistant Professor Search, Fall 2019

Departmental representative, University of Tennessee at Chattanooga Fall 2019 Recruiting Event, August 20, 2019

Committee member, SCJS Curriculum Committee, Spring 2018-Summer 2019.

Committee member, SCJS By-Laws Committee, 2018-2019.

Departmental representative, University of Tennessee at Chattanooga Majors Fair, October 10, 2017

Committee member, Department of Criminal Justice Graduate Program Committee, Summer 2017-present.

Comprehensive examination grader, Criminal Justice Graduate Program, University of Tennessee at Chattanooga, Spring/Summer/Fall 2016; Spring 2017; Spring/Summer 2019

Committee member, Lecturer in Criminal Justice Search Committee, Department of Social, Cultural, & Justice Studies, University of Tennessee at Chattanooga, Summer 2016

Committee member, Transitional Executive Committee, Department of Criminal Justice, University of Tennessee at Chattanooga, Fall 2015

Comprehensive examination grader, Department of Criminal Justice Graduate Program, University of Tennessee at Chattanooga, Fall 2015

Presenter, Graduate Student Development Workshop: How to Read and Evaluate Empirical Research, Department of Criminal Justice and Criminology, Georgia Southern University, September 2014

Committee member, Assistant Professor of Criminal Justice and Criminology Faculty Search Committee, Department of Criminal Justice and Criminology, Georgia Southern University, Fall 2014

Committee member, Graduate Committee, Department of Criminal Justice and Criminology, Georgia Southern University, Fall 2013-Spring 2015

Committee member, Criminal Justice and Criminology Department Chair Search Committee, Department of Criminal Justice and Criminology, Georgia Southern University, Fall 2013

ADVISING

Thesis committee chair, Zachary Rush (expected completion Spring 2020). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "Student Attitudes towards Corporal Punishment."

Thesis committee member, Hannah Gateley (expected completion Spring 2020). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "Measuring Sexuality and Gender in Criminology."

Thesis committee member, Bethany Bray (expected completion Spring 2020). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "Author's Gender in Criminology Publications."

Thesis committee chair, Katelyn Hancock (Spring 2019). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "Student Attitudes and Perceptions of Male Rape Victims."

Thesis committee member, Bryant Plumlee (Spring 2018). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "College Student Perceptions of Police Body Cameras."

Thesis committee chair, Tessa Piety (Spring 2018). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "A Civil Liberty or Sexual Exploitation?: Revenge Porn and Section 230 of the Communication Decency Act."

Departmental honors thesis chair, Zachary Rush (Spring 2018). Honors College, University of Tennessee at Chattanooga. "College Student Perceptions of Corporal Punishment."

Thesis committee member, Joseph Blake Ketron (Fall 2016). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "Childhood Animal Cruelty Motives and Their Relationship to Recurrent Adult Interpersonal Crimes."

Thesis committee member, Caleb Trentham (Summer 2016). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "Childhood animal cruelty and future interpersonal violence."

Thesis committee member, Shanna Felix (Spring 2016). Master of Arts in Social Sciences Program, Georgia Southern University. "Court-appointed special advocates in the rural south: A fidelity assessment."

Thesis committee member, Melanie Hart (Fall 2014). Master of Arts in Social Sciences Program, Georgia Southern University. "Mass school shootings: Predicting the use of firearms in acts of school violence."

SERVICE TO THE COMMUNITY

Monthly Volunteer, Two Rivers Church Prosocial Youth Program, Spring 2019-Present

Volunteer, Project Homeless Connect, Fall 2016

Member, Ogeechee Judicial Circuit Sexual Assault Response Team, Fall 2014

Member, Georgia Southern University Sexual Assault Response Team, Fall 2014

PROFESSIONAL DEVELOPMENT AND CONTINUING EDUCATION

Quality Matters Workshop, University of Tennessee at Chattanooga, Summer 2018

Workshop on Incorporating Research into the Undergraduate Experience, University of Tennessee at Chattanooga, Summer 2016

Course Development Workshop for Honor's Faculty, Honor's College, University of Tennessee at Chattanooga, Summer 2016

Safe Space Training, Georgia Southern University Counseling and Career Development Center, Summer 2014

Introduction to STATA Seminar, Department of Criminal Justice & criminology, Georgia Southern University, Spring 2014

Family and Workplace Violence Conference, Georgia Southern Continuing Education, Statesboro, GA, Spring 2014

New Faculty Symposium: Can we Talk? Facilitating & Engaging Students in Discussions, Center for Online Learning and Teaching, Georgia Southern University, Spring 2014

Online Course Development Training, Center for Online Learning and Teaching, Georgia Southern University, Fall 2013

New Faculty Symposium: Teaching Courses Online, Center for Online Learning and Teaching, Georgia Southern University, Fall 2013

New Faculty Symposium: Designing Multiple Choice Tests, Center for Online Learning and Teaching, Georgia Southern University, Fall 2013

New Faculty Symposium: Creating Rubrics, Center for Online Learning and Teaching, Georgia Southern University, Fall 2013

Elder Abuse Conference, Georgia Southern Continuing Education, Savannah, GA, Fall 2013

REFERENCES

Dr. Brian K. Payne, Vice Provost for Graduate and Undergraduate Academic Programs
Office of Academic Affairs
Old Dominion University
Norfolk, VA 23529
Phone: 757-683-3079
Email: bpayne@odu.edu

Dr. Mary A. Finn, Program Director and Professor
School of Criminal Justice
Michigan State University
Baker Hall, 655 Auditorium Road Room 544
East Lansing, MI 48824
Phone: 517-355-2192
Email: mfinn@msu.edu

Dr. Brent E. Teasdale, Professor and Department Chair
Department of Criminal Justice Sciences
Illinois State University
441 Schroeder Hall, Campus Box 5250
Normal, IL 61790-5250
Phone: 309-438-7626
Email: betead@ilstu.edu

Dr. Leah E. Daigle, Professor
Department of Criminal Justice & Criminology
Georgia State University
140 Decatur Street, 1227 Urban Life Building
Atlanta, GA 30303
Phone: 404-413-1037
Email: ldaigle@gsu.edu

JENNIFER WEBB ARNOLD

505 Carolina Ave. | Signal Mtn., TN 37377 | 423-718-5053 (mobile) | jarnold@epbfi.com

PROFESSIONAL EXPERIENCE

Arnold & Arnold

Managing Attorney

Chattanooga, TN

October 2011 - present

- All aspects of the practice of law, including: civil litigation; drafting legal documents, contracts, agreements, orders, pleadings, and briefs; depositions (lay and expert); mediations; negotiations; alternative dispute resolution; Court hearings and motions; trials; appeals; research and writing; Department of Labor and administrative proceedings and hearings; client and witness interviews; etc.
- Areas of practice: civil litigation, workers' compensation, personal injury, general liability, appeals, subrogation, insurance defense, alternative dispute resolution (negotiations, mediation), mental health hearings, etc.
- Serve as Special Judge for General Sessions Court Judges upon request
- Supervise and train paralegals, legal assistants and interns
- Maintain client relationships, marketing, billing, collections, etc.
- Research, interpret and apply relevant laws, rules, regulations, procedures, ordinances, etc.
- Advocate for clients in mediations, administrative proceedings, and Court
- Provide advice and counseling to clients, including management and human resources personnel of large and small companies
- Deliver client training seminars approved for continuing education credits by state boards
- Draft reference guidelines and materials for clients on workers' compensation and related laws
- Speaker at legal professional organizations on legal topics

Allen, Kopet & Associates

Attorney

Chattanooga, TN

April 2005 – October 2011

- All aspects of the practice of law, including: civil litigation; drafting legal documents, contracts, agreements, orders, pleadings, and briefs; depositions (lay and expert); mediations; negotiations; alternative dispute resolution; Court hearings and motions; trials; appeals (drafting and argument); research and writing; Department of Labor and administrative proceedings and hearings; client and witness interviews; client development; etc.
- Areas of practice: civil litigation, workers' compensation, personal injury, general liability, appeals, subrogation, insurance defense, alternative dispute resolution (negotiations, mediation), etc.
- Research, interpret and apply relevant laws, rules, regulations, procedures, ordinances, etc.
- Advocate for clients in mediations, administrative proceedings, and Court
- Provide advice and counseling to clients, including management and human resources personnel of large and small national / international companies
- Drafted legal articles published in firm's journal: *In the Balance*

University of Tennessee at Chattanooga

Interim Legal Assistant Studies Coordinator (part-time)

Chattanooga, TN

August 2012 – May 2013

- Academic advising and evaluation of undergraduate students in the Legal Assistant Studies program in the Criminal Justice Department
- Internship program coordinator for students seeking a degree in Legal Assistant Studies – responsible for placement and evaluation of interns
- Coordinate and evaluate research and independent studies by students
- Assist students and provide advice and counseling with job placement and career development
- Maintain student relations and compliance for ABA accredited program

Adjunct Professor

January 2005 – current

- Professor of Evidence in the Legal Assistant Studies program of the Criminal Justice Department: spring 2013, spring 2014, fall 2014, fall 2017, fall 2018
- Professor of Interview & Investigation in the Legal Assistant Studies program of the Criminal Justice Department: spring 2005, fall 2005, summer 2007, fall 2007, summer 2008, fall 2008, fall 2009, spring 2010, fall 2010, spring 2012, fall 2012, fall 2013, spring 2015, spring 2016, spring 2017, spring 2018, spring 2019
- Professor of Medical Malpractice—Legal Issues in Health Care in the Legal Assistant Studies program of the Criminal Justice Department: spring 2009, fall 2014
- Professor of Family Law in the Legal Assistant Studies program of the Criminal Justice Department: fall 2018
- Professor of Intro to Criminal Justice: fall 2019

Chattanooga State Community College

Adjunct Professor

Chattanooga, TN

January 2012 – May 2012

- Professor of Torts in the Paralegal Studies program / Business Department (ABA accredited program)

Chambliss, Bahner & Stophel

Law Clerk

Chattanooga, TN

November 2004 – January 2005

- Conducted legal research and writing
- Drafted pleadings, discovery requests and responses, motions and memoranda, etc.
- Areas of practice: medical malpractice, long term care defense, alternative dispute resolution, etc.

Hon. Judge W. Neil Thomas, III / Hamilton County Circuit Court

Extern

Chattanooga, TN

Summer Externship 2002

- Conducted legal research and writing
- Drafted decisions, opinions, orders and memoranda
- Reviewed and edited legal documents
- Extensive courtroom observation of hearings, trials, mediations, etc.

EDUCATION

Appalachian School of Law

Juris Doctor

Grundy, VA

2004

- Graduated top 1/3 of class
- Dean's List

- Book Award: Legal Research & Writing I
- Community Service: Assistant Coach of Grundy High School Girls' Tennis Team
- Activities: Phi Alpha Delta

University of Tennessee at Chattanooga

Bachelor of Science – Pre-Professional Biology

Chattanooga, TN
2001

- Beta Beta Beta Biological Honor Society
- Golden Key International Honor Society
- Activities: Played Division I tennis on athletic scholarship at Appalachian State University from 1997-1998

LICENSURE

- Tennessee 2004
- North Carolina 2014

ACTIVITIES

- Member of Paralegal Advisory Committee at Chattanooga State Community College
- Member of American Bar Association

COMPUTER SKILLS

- Westlaw & Lexis, Microsoft Word/Office, Word Perfect, Pages/Mac Office Suite, MyJuris, JurisSuite, Interbill, Amicus Attorney, Banner, eLearn, UTC Learn, Blackboard, Canvas, Quickbooks, etc.

Kevin T. Beck

Attorney at Law

3131 Mountain Creek Road, Apt. 1A6

Chattanooga, TN 37415

Tel: (423) 314-1820

Email: kevinbeck@yahoo.com

PROFESSIONAL SUMMARY

Litigation attorney and in-house counsel with substantial experience in healthcare law, mental health law, general civil litigation, employment law, privacy law, criminal law, and internal investigations.

CURRENT POSITION

Director of Hospital Legal Services, Tennessee Department of Mental Health and Substance Abuse Services, January, 2019 – present. Serve as the primary on-site legal counsel for Moccasin Bend Mental Health Institute (“MBMHI”) in Chattanooga, TN, and supervise the legal staff at the three (3) other psychiatric hospitals operated by the State of Tennessee: Middle Tennessee Mental Health Institute in Nashville, TN; Memphis Mental Health Institute; and Western Mental Health Institute, in Bolivar, TN. The legal offices in these hospitals handle all the mental health proceedings, employment law matters, and general civil matters (in coordination with the Office of the Tennessee Attorney General) arising at the facilities. In addition, the legal offices are frequently involved with the state criminal justice system in the context of forensic psychiatric evaluations conducted at these facilities. Combined, these hospitals serve all ninety-five counties in Tennessee, are licensed for five hundred seventy-seven (577) patient beds, and employ over one thousand seven hundred (> 1700) people.

PRIOR LEGAL EMPLOYMENT

Legal Counsel, Moccasin Bend Mental Health Institute, Chattanooga, TN, February, 2005 – December, 2018. Served as primary on-site legal counsel for MBMHI and responsible for all hospital legal affairs, including all legal proceedings involving the approximately three thousand (~ 3000) involuntary admissions per year, all employment law matters, coordinating with the Office of the Attorney General for the defense of the department in civil litigation, and assisting in legal proceedings involving forensic psychiatric evaluations.

Litigation Attorney, Law Offices of Kevin T. Beck, Chattanooga, TN, August, 2002 – February, 2005. Solo practitioner engaged in criminal defense, domestic relations litigation, and personal injury litigation practice.

Associate Attorney, Gearhiser, Peters, Lockaby, & Tallant, PLLC, Chattanooga, TN, April, 1999 – August, 2002. Litigation attorney handling personal injury, criminal defense, and general civil matters.

Associate Attorney, Weill & Weill, P.C., Chattanooga, TN, August, 1998 – April 1999. Litigation attorney handling personal injury and Workers' Compensation matters.

EDUCATION, HONORS, AND BAR ADMISSIONS

J.D., *cum laude*, University of Tennessee College of Law, 1998.

B.S., *magna cum laude*, (Biological Sciences) University of Alabama in Huntsville, 1995.

Graduate of LEAD TN Executive Development Program (2018).

Licensed in Tennessee since 1998 (BPR No. 019294). Admitted to practice in U.S. District Court for the Eastern District of Tennessee in 1999.

OTHER RELEVANT EXPERIENCE AND PUBLIC SERVICE

Adjunct Professor of Criminal Justice and Legal Assistant Studies, Department of Social, Cultural, and Justice Studies, University of Tennessee at Chattanooga, 2003 – present. Undergraduate courses taught include undergraduate courses in Criminal Law, Legal Ethics, Family Law, Law Office Management, Interviewing and Investigation, Criminal Procedure, Constitutional Law, Law and Literature, Scientific Evidence, and Employment Law. Graduate level courses include Mental Health Law and a special topics course on the Death Penalty.

Crisis Intervention Team Instructor, Hamilton County (TN) Sheriff's Office ("HCSO") and Chattanooga Police Department ("CPD"), 2009 – present. Provide instruction on civil commitment law to law enforcement officers from agencies across Tennessee and from other states in a training program jointly offered 1-2 times per year by HCSO and CPD.

REFERENCES

Hon. L. Marie Williams, Circuit Court Judge, 11th Judicial District (Div. III). 625 Georgia Ave., Hamilton Co. Courthouse, Suite 311, Chattanooga, TN 37402. Tel: (423) 209-7380.

Professor Karen M. McGuffee, UC Foundation Professor, UTC Department of Social, Cultural, and Justice Studies, 540 McCallie Avenue, Fourth Floor, Chattanooga, TN 37403. Tel: (423) 425-2137. Email: Karen-McGuffee@utc.edu.

Jeffrey M. Feix, Ph.D., Director of Forensic and Juvenile Court Services, Tennessee Department of Mental Health and Substance Abuse Services, 500 Deaderick Street, Nashville, TN 37243. Tel: (615) 532-6747. Email: Jeff.Feix@tn.gov.

VITA

GARY D. BEHLER

PERSONAL DATA

Born March 6, 1957 in Allentown, Pennsylvania. Married to Jamie Barnett Behler, an Elementary Education Teacher at Chattanooga School for the Liberal Arts. Gary and Jamie have two children, Brittany Elizabeth, born June 7, 1988 and Jared James, born December 9, 1991.

HOME ADDRESS

11333 Ooltewah Georgetown Road
Georgetown, TN 37336
(423)421-1712 (cell)

EDUCATION

University of Tennessee-Chattanooga
Master of Science
Criminal Justice – Education with Honors
May 1990, 3.9 GPA

Harvard University
Graduate School of Design
Planning Workshop June-Aug 1980
Certificate

University of North Carolina-Chapel Hill
Department of City and Regional Planning
Graduate work toward Master's Degree in
City and Regional Planning (MCRP)
1980-81

Correctional Leadership/Management Training
U.S. Department of Justice
National Institute of Corrections
Boulder, Colorado
October, 1989 - Certificate

University of Tennessee-Chattanooga
Bachelor of Science Degree
Criminal Justice-Research and Planning
May 1980, Magna Cum Laude 3.8 GPA

PROFESSIONAL EXPERIENCE

September 1, 2010-present

Juvenile Court Clerk (elected)
Hamilton County, TN 37404

Administrative Functions: Elected to the Constitutional Office of Juvenile Court Clerk for Hamilton County Tennessee in August, 2010 and sworn into office on September 1, 2010. This office is a four year term. Duties of the Clerk include managing the creation, collection and retention of all documents related to the daily operations all seven divisions of the Juvenile Court. The Clerk acts as agent for the Juvenile Court. The office is divided into two major divisions: the Administrative Division (which includes the Judge and three magistrates) and the Child Support Division (three additional magistrates). The primary functions of the Administrative Division are to maintain court records and to collect and disburse court costs, judgments, restitution, bonds, fees, fines, etc. on cases tried in the Juvenile Court. The child Support Division is primarily responsible for maintaining court records and processing all legal documents for child support, paternity, consent, etc. on child support cases processed through the Juvenile Court system. The Clerk has overseen a complete technology overhaul of the clerk's office delivery system since 2011. This included becoming the first state court clerk's office to be fully electronic in both document workflow and in the courtrooms according to the County Technical Assistance Services (March, 2016).

August 1990-present

Adjunct Faculty Member

University of Tennessee-Chattanooga
Chattanooga, Tennessee

Academic Functions: Recruited to serve as an adjunct instructor upon completion of requirements of Masters of Criminal Justice-Education in 1990. Provide classroom instruction as requested by Department Head. To date, provided instruction for 14 different classes in criminal justice and human services. Selected as Adjunct Member of the Year in 1999. Nominated for the Departmental Honor in 2007. Currently teaching classes related to corrections management and community corrections.

October 2006- August 2010

Operations Director

First Things First
Chattanooga, TN 37403

Administrative Functions: Manage daily operations of non-profit organization aimed at strengthening families through education, collaboration and mobilization. Work closely with the Executive Director to implement and articulate the strategic direction and vision of FTF to relevant audiences and collaborators. Coordinate research projects and tracks program initiatives to measure effectiveness. Facilitate development of community partnerships and coalitions in program areas of responsibility. Develop and coordinate educational programs, workshops, conferences and other special events that promote the mission of FTF. Speak on behalf of the organization as part of the FTF Speaker's Bureau. Participate in the creative design of media campaigns articulating the organizations message as well as provide critical review and editing of multi-faceted media materials.

January 1990 – March 2006

Director of Program Services

Bethel Bible Village
Hixson, Tennessee

Administrative Functions: Responsible for management of 74 bed, state-licensed Level I residential child care group home. Directly supervised the following coordinator positions: Program Services, Intake, Crisis Management, Education, and Therapeutic Recreation. Also directly supervised a team of four social workers. Served as liaison with County Juvenile Court and associated state and county human services agencies. Ensure compliance of state contract for services and residential group home licensing standards. Coordinated campus programs and delivery of services to children. Managed delivery of services for program alumni. Supervised implementation of computerized child- tracking data collection system, including data analysis and generation of appropriate reports.

December 1987 - January 1990

Assistant Warden-Treatment

Corrections Corporation of America
Silverdale Detention Center

Administrative Functions: Management of 500-bed adult male/female correctional facility. Direct supervision of Medical Services, Classification, Counseling Services, Clothing and Supply, Purchasing Officer and administrative support staff. Served as Facility Accreditation Manager for American Correctional Association Audit. Assisted in upgrading facility from 260-bed minimum to 500-bed medium custody unit.

March 1986 - December 1987

Administrator
CCA- Fayetteville Center
Fayetteville, North Carolina

Administrative Functions: Management of 24-bed adult pre-release center under private management contract with the U.S. Bureau of Prisons. Services provided included individual job skill assessment, job placement, on-site evaluations, individual case management, financial counseling and substance abuse counseling. Prepared facility for accreditation.

October 1984 - March 1986

Assistant Facility Administrator
Silverdale Detention Center

Administrative Functions: Management of 260-resident correctional facility. Direct supervision of Medical Services, Classification, Employee Training, Food Services, Recreation/Activities, and Case Management departments. The facility was the first local government adult detention unit contracted to private enterprise in the United States.

July 1981 - October 1984

Corrections Program Coordinator
Hamilton County Corrections Department
Hamilton County, Tennessee

Administrative Functions: Developed educational and job training programs for the Hamilton County Corrections Department. Conducted staff training for 56-member staff of Correctional Officers and Management staff. Developed written policies, procedures, and operations manuals for male and female units. Coordinated a model job training and placement program with the University of Tennessee-Chattanooga, the private sector, and the Corrections Department. Assisted in planning and development of new housing and administration buildings, including preparations of a facility management plan. Identified project funding sources and prepared necessary grant work.

December 1980 - July 1981

Planner I
Office of County Development
Hamilton County, Tennessee

Administrative Functions: Performed duties including recreation, physical development and program planning. Aided in the completion of joint City-County 5 Year Master Plan for renovation and expansion of recreation facilities. Created format currently being used by county-wide soccer league. Assisted in development of site plan for Ooltewah Community recreation facility. Served as representative of Chattanooga Area Regional Council of Governments.

FELLOWSHIPS, SCHOLARSHIPS, AWARDS

Thomas Geraghty Award, Hamilton County Republican Party
Department of Health and Human Services (Criminal Justice) Nominee for
Adjunct Faculty Member of the Year, 2007

Adjunct Faculty Member of the Year, University of Tennessee-Chattanooga, 1999

Alpha Phi Sigma - National Criminal Justice Honor Society, 1989
National Association of Counties - Departmental awards for corrections programming, 1983 & 1984
Recipient of graduate Fellowship, University of North Carolina-Chapel Hill, 1980
Recipient of scholarship to Harvard University Planning Seminar, 1980
Raven Society
Who's Who in American Colleges and Universities, 1980 (UTC)
Alpha Society, 1980 (UTC)
Blue Key National Honor Fraternity, 1980 (UTC)

UNIVERSITY AND COMMUNITY SERVICE

Tennessee Human Rights Commission-Commissioner for the East Tennessee Grand Division;
appointed by Governor Bill Haslam, September, 2017. Currently serving.
Children's Advocacy Center of Hamilton County-Board Member 2016-present
Charles H. Coolidge National Medal of Honor Heritage Center Luncheon Planning Committee 2019
Hamilton County Dept. of Education-Future Ready Institute-Public Service Industry Council 2019-
Southeast Tennessee Workforce Development Board-Youth Committee
SCOC Respect for Law Chairman 2000-present
Scenic Chattanooga Optimist Club, President 2005-2006
Optimist Club of Chattanooga, 1999 – present, Vice President-elect, 2002
YMCA – Youth Sports Assistant Football Coach, 2000-2004
Corrections Corporation of America, Community Relations Committee, 1999-2009
Hixson Youth Athletic Association, Baseball Coach, 1997-2003
Chattanooga-Hamilton County Community Services Agency Board, 1996-2005; appointed by
Governor Don Sundquist; reappointed by Governor Phil Bredesen
WRCB-TV Children's Advisory Panel, 1995-2003
Children's Discovery Museum, Advisory Committee, 1994-1998
Chattanooga Resource Foundation Leadership Class, 1992
Adjunct Faculty, University of Tennessee-Chattanooga, 1990 to present
Member, Board of Directors, Chattanooga Riverbend Festival, 1989-1993; Vice President, Member of
Executive Committee, 1991-1993
Leadership Chattanooga Class, 1988-1989
Member, Bayside Baptist Church, Harrison, Tennessee, 1981-present; Deacon, 1990-present
Pastor Search Team-2018 present
HOPE Team founding member 2018-present

PROFESSIONAL MEMBERSHIPS

Tennessee State Court Clerks Association Board of Directors 2015-present
Tennessee State Court Clerks Association Legislative Committee Chair-2019-present
East Tennessee State Court Clerks Association President 2015-16
East Tennessee State Court Clerks Association Vice President 2014-15
Tennessee State Court Clerks Association 2010-present
Public Policy Committee, Tennessee Association of Child Care, 2005-2006
Tennessee Association of Child Care, Board of Directors, 1996 - 2000
Tennessee Association of Child Care, President, 1996-97
Tennessee Association of Child Care, Vice President, 1996
Tennessee Association of Child Care, Task Force Member for revision of state child care standards, 1993
Member, Southeast Tennessee Association of Child Care, 1990-2006
Member, Tennessee Association of Child Care, 1990-2006
Member, American Correctional Association, 1987-present
Member, National Association of Homes and Services for Children
Member, National Association of Christian Child and Family Agencies, 2002-2006
Board of Directors, NACCFA, 2002-2006

WORKSHOPS/TRAINING

Presented professional development workshops for the following organizations:

Tennessee State Court Clerks Association
Child Welfare League of America
National Association of Child and Family Agencies
North American Association of Christians in Social Work
Red Bank Baptist Church-Sex Abuse Training/Reporting Requirements for church staff
Tennessee Association of Child Care
Southeast Tennessee Association of Child Care
Georgia Association of Homes and Services for Children

CLASSES taught at the UNIVERSITY OF TENNESSEE at CHATTANOOGA, College of Arts and Sciences, Department of Criminal Justice and Legal Assistant Studies

Human Perspectives
Probation and Parole
Community Corrections
Introduction to Criminal Justice Systems
Information Systems
Prisoner's Rights
Correctional Perspectives
Comparative Criminal Justice
Correctional Institutions (Juvenile and Adult)
Correctional Casework
Police Administration and Management Issues
Administrative and Legal Issues in Criminal Justice
Introduction to Criminal Justice (current class)
Probation, Parole and Community Corrections (current class)

Bylinda L. Bell, J.D.

105 Morningside Drive, Soddy Daisy Tennessee 37379
(423) 266-8123 Office (423) 314-5437 Mobile (423) 266-4443 Facsimile
bbell@theyellowhouselawfirm bylindabell@yahoo.com

Professional Experience:

Bylinda L. Bell DBA The Yellow House Law Firm - Attorney (January 2017 – Present)

The University of Tennessee at Chattanooga - Adjunct Faculty (August 2016 – Present)

Grisham & Bell, PLLC - Partner (August 2015 – December 2016)

Brian P. Mickles, PLLC (January 2009 – July 2015)

Runner (January 2009 – May 2009)

Intern (May 2009 – August 2009)

Paralegal/Law Clerk (September 2009 – July 2015)

11th Judicial District Public Defender's Office - Intern (April 2008 – June 2008)

Self Employed (January 2007 – December 2008)

Cara Welsh, Esquire – Legal Assistant (January 2005 – June 2008)

Self Employed (February 2002 – February 2006)

ExoBrain, Inc. Communications Manager (August 2000 – August 2001)

BlueCross BlueShield of Tennessee (April 1997 – August 2000)

Customer Service Representative (April 1997 – December 1999)

Claims Team Leader (January 1999-July 2000)

Kinko's - Shift Manager (January 1996 – May 1997)

Education

Nashville School of Law

Doctor of Juris Prudence 2014

The University of Tennessee at Chattanooga

Bachelor of Science, Criminal Justice 2009

Bachelor of Science, Legal Assistant Studies 2009

Chattanooga State Technical Community College

Associate of Applied Science, Paralegal Studies 2007

Training and Listing

Tennessee Rule 31 Listed Mediator (2018)

Trained in: Family, Family Mediators Specially Trained in Domestic Violence,
General Civil, and General Civil/Family

Jack Benson, Jr.

450 South Crest Road, Chattanooga, TN 37404
Cell: (423) 645-4470 E-mail: jack@thebensonlawfirm.com

EDUCATION

University of Tennessee at Knoxville, Knoxville, TN
Juris Doctorate May 1986

University of Tennessee at Chattanooga, Chattanooga, TN
Bachelor of Science in Economics, *Magna Cum Laude* May 1982

WORK EXPERIENCE

Private Practice of Law, Chattanooga, TN 1987-Present
Attorney

The Benson Law Firm, Chattanooga, TN 2004-Present
Owner and Sole Practitioner

General Counsel, Air Pollution Control Bureau, Chattanooga, TN 2006-Present

General Counsel, Hamilton County Board of Education 1991-2001
Chattanooga, TN

TEACHING EXPERIENCE

University of Tennessee at Chattanooga, Chattanooga, Tennessee, approximately 10 years
Adjunct Instructor, Introduction to Legal Studies, Advanced Research and Writing,
Intellectual Property, Business Law, Criminal Law and Family Law.

VOLUNTEER-COMMUNITY INVOLVEMENT

Tennessee Trial Lawyers, Member Board of Governors
Tennessee Bar Association Member
Chattanooga Bar Association Member
Chattanooga Chamber of Commerce Member
Siskin Hospital Fundraiser
Arthritis Foundation, Former Board Member
Chattanooga Endeavors, Former Board Member
Hamilton County Civil Service Review Board, Former Board Member
Our Lady of Perpetual Help School, Former President and Board Member
Ladies of Charity, Former Board Member
Chattanooga Big Brothers & Big Sisters, Former Big Brother
Political Campaign Manager for two Former County Commissioners

INTERESTS

Chattanooga history, hiking and tennis

VITA

John Andrew Browne

John-Browne@utc.edu

102 Farmington Lane
Dunlap, TN 37327
(423) 949-4228

615 McCallie Ave. #3203
Chattanooga, TN 37403
(423) 425-5227

EDUCATION:

Doctor of Philosophy, ABD

(Expected Graduation May 2021)

Learning and Leadership

Dissertation: NEED A PROPOSED TITLE

University of Tennessee Chattanooga

College of Health, Education, and Professional Studies

Master of Science (MSCJ)

2014

Criminal Justice

Thesis: Browne, J (2014). Can Childhood Animal Cruelty Be Learned?: Examining Age of Onset and Recurrency

University of Tennessee at Chattanooga

College of Arts and Sciences

Department of Criminal Justice

Bachelor of Science (BS)

2012

Criminal Justice

University of Tennessee Chattanooga

College of Arts and Sciences

Department of Criminal Justice

WORK EXPERIENCE:

Academic Advisor, SCJS, University of Tennessee Chattanooga (2015-present)

- Provide academic advisement for undergraduate students involving both online and traditional courses of study
- Coordinator for Social, Cultural, and Justice Studies Department's online Criminal Justice bachelor degree completion program
- Provide reports on student retention and performance

Adjunct Instructor, SCJS, University of Tennessee Chattanooga (2015-present)

- Teach face-to-face and online undergraduate Criminal Justice courses

September 2019

Lecturer, Criminal Justice, University of Tennessee at Chattanooga (August 2014-August 2015)

- Taught face-to-face and online Criminal Justice courses.

Graduate Teaching Assistant, Criminal Justice Department, University of Tennessee at Chattanooga (December 2013-May 2014)

- Assisted faculty with research
 - Attitudes of Police Chiefs Toward External Review
- Assisted with coordination of Southeastern Command and Leadership Academy
- Taught undergraduate Introduction to Criminal Justice courses

Detective, Hamilton County Sheriff's Office, Chattanooga, TN (2000-2010)

Patrolman, Signal Mountain Police Dept., Signal Mtn., TN (1997-2000)

Corrections Officer, Hamilton County Sheriff's Office, Chattanooga, TN (1996-1997)

PUBLICATIONS:

Garland, T. S., Browne, J. A., & Murphy, C. G. (forthcoming). *Breaking Bad: Failure, crime, and the inability to cope*. In Jonathan Grubb & Chad Posick (eds.). *Streaming criminology*. New York University Press.

Hensley, C., Browne, J. A., & Trentham, C. E. (2018). Exploring the social and emotional context of childhood animal cruelty and its potential link to adult human violence. *Psychology, Crime and Law*.

Garland, T., Blackburn, A., Browne, J., & Blanford, C. (2018). Prime-time representations of female federal agents in television dramas. *Feminist Criminology*.

Browne, J., Hensley, C., & McGuffee, K. (2016). Does witnessing animal cruelty and being abused during childhood predict the initial age and recurrence of committing childhood animal cruelty?. *International Journal of Offender Therapy and Comparative Criminology*.

PRESENTATIONS AND POSTER SESSIONS:

2015 Presentation, *Women in Prime Time: Representation of Federal Female Officers*, at Academy of Criminal Justice Science, Orlando, FL (March 4, 2015)

September 2019

2015 Poster Presentation (w/ Candice Ammons & John A. Browne), Prime-Time Crime: Female Federal Agents in Popular Culture, UTC Research Day, Chattanooga, TN (April 14, 2015)

TEACHING EXPERIENCE:

Undergraduate Courses Taught

Introduction to the Criminal Justice System (F2F & Online)
Violence in America (F2F & Online)
Contemporary Issues in Policing (Online)
Police Procedure and Criminal Investigation (F2F & Hybrid)
Criminology (Online)
Corrections (Online)
Gangs and Crime (Online)

Graduate Teaching Assistant

Community Engagement Seminar (Online)
Research Methods (F2F)

ONLINE COURSE DEVELOPMENT:

- Introduction to the Criminal Justice System, SCJS, University of Tennessee Chattanooga
- Violence in America, SCJS, University of Tennessee Chattanooga
- Contemporary Issues in Policing, SCJS, University of Tennessee Chattanooga
- Police Procedure and Investigations (Hybrid), SCJS, University of Tennessee Chattanooga

SERVICE:

Departmental:

2017 Committee Member, SCJS, Assistant Professor in Criminal Justice Search

College/University:

2019 Committee Member, College of Arts & Sciences, Director for Student Success Search

2016-Present Committee Member, UTC, Student Conduct Board

Community:

2017 Fundraising Team Member, J.A. Henry YMCA

Disciplinary:

2017-present Manuscript Reviewer

- Criminal Justice Policy Review

September 2019

HONORS AND AWARDS:

- 2014 Outstanding Graduate Student in Criminal Justice, UTC Graduate School
- 2009 Narcotics Investigator of the Year, Hamilton County Sheriff's Office
- 2008 Investigator of the Year, Hamilton County Sheriff's Office
- 2008 Narcotics Investigator of the Year, Hamilton County Sheriff's Office
- 2007 Narcotics Investigator of the Year, Hamilton County Sheriff's Office

ADDITIONAL TRAINING AND CERTIFICATIONS:

Academic:

- Quality Matters: Applying the Quality Matters Rubric

Law Enforcement:

- Tennessee Law Enforcement Academy Basic Police School
- Advanced Traffic Accident Investigation
- Train the Trainer : Gangs 101
- Narcotics and Undercover Investigations
- School Resource Officer Training
- Domestic Violence Investigation Instructor
- Child Abuse Investigation Instructor
- Interview and Interrogation
- Title 3 Wiretap Investigations Training and Certification
- Crime Scene Investigation
- Statement Analysis Investigation
- Leadership and Teambuilding
- Expert witness on narcotics investigations in both state and federal courts.

PROFESSIONAL MEMBERSHIPS:

- Southern Criminal Justice Association

REFERENCES AVAILABLE UPON REQUEST

Allison Rose Cansler, MA

621 Memorial Drive #805 Chattanooga, TN 37415 | 205-799-9687 | arcansler7@gmail.com

EDUCATION

Master of Arts – Gender & Race Studies, *The University of Alabama* Tuscaloosa, AL, May 2016

Bachelor of Arts – Criminal Justice, *The University of Alabama* Tuscaloosa, AL, May 2013

PROFESSIONAL EXPERIENCE

UNIVERSITY OF TENNESSEE AT CHATTANOOGA, Chattanooga, TN

Assistant Director of Advocacy, *January 2017 –Present*

- Serve as Primary Victim Advocate for students, faculty, and staff affected by sexual assault, relationship violence, domestic violence, and stalking.
- Provide confidential on-call response, crisis intervention, ongoing case management, coordination of safe housing, and resource referral as needed.
- Accompaniment through reporting, investigative interviews, and hearing process.
- Provide on-boarding training for newly hired faculty and staff; establish guidance and response to community partners regarding prevention and response to interpersonal violence.
- Serve as a member on institutional as well as community multidisciplinary teams to drive cultural change regarding interpersonal violence and ensure policy implementation that better serves victims.
- Developed and employed a multi-workshop prevention program adapted for students on the Autism Spectrum that focuses on the fostering of healthy relationships through the application of healthy boundaries and navigating social cues.

Adjunct Instructor, *January 2018 –Present*

- WSTU2950: Violence Against Women (Fall 2019)
- WSTU2000: Introduction to Women's Studies (Spring 2019)
- WSTU2950/CRMJ2950: Violence Against Women (Spring 2018)
- WSTU2950/CRMJ2950: Violence Against Women (Fall 2018)

TURNING POINT DOMESTIC VIOLENCE & SEXUAL ASSAULT SERVICES, Tuscaloosa, AL
Court Advocate, *October 2016 –January 2017*

- Assisted victims with understanding basic information about the courts and criminal prosecutions.
- Accompanied victims to file Protection from Abuse (PFA) orders.
- Liaison between victims and prosecutors in the municipal courts.

Safety Assessment Intervention Liaison (SAIL) Specialist, *June 2016 –October 2016*

- Contracted with Department of Human Resources (DHR) to provide domestic violence screenings and services to DHR clients in the TANF, SNAP, and JOBS and Services programs facing abuse.
- Maintained a \$10,000 grant budget to assist clients with housing down payments and utility deposits.
- Coordinated rapid re-housing for victims with minor children fleeing domestic violence.

Child Advocate, *March 2016 –June 2016*

- Assessed children who displayed emotional distress or indicated abuse and referred appropriately.
- Coordinated age-appropriate educational, recreational, and therapeutic activities for children staying in shelter.

Relief Worker, October 2015 –March 2016

- Managed crisis hotline and conducted intake and exit interviews of shelter clients.

CAPSTONE POLL –THE UNIVERSITY OF ALABAMA, Tuscaloosa, AL

Research Supervisor, October 2015 –January 2017

- Supervised 40+ telephone interviewers conducting research on behalf of Alabama State Department.

MEMBERSHIPS & SERVICE

Chapter Advisor for Alpha Gamma Delta International Sorority, 2018—Present

Staff Advisor for Women’s Action Collective, University of Tennessee at Chattanooga, 2018—Present

Member of the Sexual Misconduct, Relationship Violence, and Stalking Prevention Committee, 2017—Present

Member of the Sexual Misconduct, Relationship Violence, and Stalking Response Team (SRT), 2017—Present

Member of Greater Chattanooga’s Sexual Assault Response Team (SART), 2017—Present

Member of Greater Chattanooga’s Domestic Assault Response Team (DART), 2017—Present

Chapter Wellness Advisor for Alpha Gamma Delta International Sorority, Chattanooga, TN, 2017—2018

Tuscaloosa Domestic Violence Task Force, Tuscaloosa, AL, 2016—2017

West Alabama Coalition for the Homeless, Tuscaloosa, AL, 2016—2017

Mentor for Women and Gender Resource Center, Tuscaloosa, AL, 2015—2016

PROFESSIONAL CERTIFICATIONS

Senator Tommy Burks Victim Assistance Academy 40-hour Certification, 2018

Youth Mental Health First Aid Certification, 2017

ATIXA Campus Victim/Survivor Advocate Level One Certification, 2017

Question, Persuade, and Refer (QPR) Suicide Prevention Certification, 2017

PROFESSIONAL PRESENTATIONS

Butler, J., **Cansler, A.**, & Rutherford, A. (2019, March). *Cultivating Accessible Relationship-Based Consent Programming for Students with Autism Spectrum Disorders*. Presented at Student Affairs Professionals in Higher Education (NASPA) Conference, Los Angeles, California.

Troy Carroll

6707 Dixieland Drive
Hixson, TN 37343
Work: 423.425.2149
Cell: 423.432.1436
Troy-Carroll@utc.edu

Strengths & Qualifications

- Experience with teaching higher education online courses using a modern learning management system.
 - More than 14 years of experience in Information Systems administration and management.
 - Abundant knowledge in computer hardware, software, and networking, including Windows, Mac OS, and Linux operating systems.
 - A balanced, highly motivated, team oriented person with 14+ professional years in information technology, technical and data research, and information systems.
 - Strong written and verbal communication skills, as well as technical writing.
 - Management, leadership, and technical teaching experience in information systems.
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Education

- | | |
|--|------|
| Master of Science Degree in Criminal Justice
<i>University of Tennessee at Chattanooga, Chattanooga, TN</i>
GPA: 3.9. | 2009 |
| Bachelor of Science Degree in Criminal Justice
<i>University of Tennessee at Chattanooga, Chattanooga, TN</i>
Major GPA: 3.8. | 2005 |
| Progress toward B.S. Degree in Computer Science
<i>University of Tennessee, Knoxville, TN</i>
Minor: Mathematics. | 1995 |
-

Career History

- | | |
|--|---------------------------|
| Department of Criminal Justice Adjunct Faculty
<i>University of Tennessee at Chattanooga</i> | January 2015 -
Present |
|--|---------------------------|
- Adjunct Professor for Criminal Justice 2110 - Information Systems in Criminal and Juvenile Justice as adjunct faculty.
 - An introduction to information management tools and processes of accountability as they relate to the two systems of justice.

Updated: 9/27/2017

Learning Technology Specialist

University of Tennessee at Chattanooga – Walker Center for Teaching and Learning

October 2016
- Present

- Developing, coordinating, and assessing a variety of faculty development programs on learning technology.
- Providing end-user support of the institution's learning management system and other learning technologies.
- Conducting consultative services for faculty to support technological innovation in courses of all modalities based on learning design.
- Assisting faculty in multimedia design and production.
- Regularly participating in professional development opportunities to maintain knowledge and skills in evidence-based teaching and learning technology integration.
- Other duties as assigned

Information Technology – Enterprise Applications Developer *University of Tennessee at Chattanooga – Information Technology – Enterprise Applications and Data Center*

2011 –
October 2016

- Provide tier 3 system administration for Strategic Solution's Field Support department.
- Manage, deploy, and support numerous information systems.
- Managed systems include UTC's virtual desktop infrastructure, pay-to-print solution, enterprise desktop management technology, among other specialized products and servers.
- Lead data collection and analysis for various information technology projects and efforts.
- Provide technical writing assistance for department needs, including presentations and documentation for internal and external university content.
- Develop and maintain information management tools for administrative research and evaluation.

Team Leader for Lab Support Department

University of Tennessee at Chattanooga – Information Technology

2008 - 2011

- Lead UTC's lab support department in designing, deploying, and maintaining over 45 academic and departmental computer labs.
- Developed and supported UTC's pay-to-print solution, which included advising on purchases of new equipment as well as designing the pay-to-print architecture for the campus.
- Developed various technologies for multiple operating system platforms in order to standardize UTC's computer lab environment and provide a consistent experience for the students, faculty, and staff.

Information Technology - Specialist I

2002 - 2008

University of Tennessee at Chattanooga, IT Division Help Desk

- Provide second tier support for University faculty and staff by maintaining, advising, and supporting computer software, hardware, and user practice.
- While support is provided campus-wide, primary support is directed to the University Executive Council and administrative offices handling student data.
- Novell Zenworks project leader, which primarily includes coordination with Help Desk staff, remote administration, software deployment, documentation, and auditing of faculty and staff computer systems.
- Train and utilize student technicians to perform and assist in Help Desk functions.

Senior Help Desk Analyst

2000 - 2002

University of Tennessee at Chattanooga, Help Desk

- Provided, through a single point of contact, prompt and professional technical hardware and software support for University faculty and staff.

Experience & Presentations

Presenter: "Virtual Desktops Work in Labs; What about Staff?"

July 2014

Campus Technology 2014 Conference – Boston, MA

- Desktop virtualization at UT Chattanooga for labs and staff. Chosen technologies and honest lessons learned.

Poster Presentation: "Getting on Chattanooga's Virtual Choo Choo"

July 2013

Campus Technology 2013 Conference – Boston, MA

- UTC's virtual desktop initiative. A thin client can be used in place of a full size computer. The thin client remotely connects to a server and displays the Windows 7 operating system on the connected monitor. The Windows experience and performance is virtually indistinguishable from a conventional computer for general use.

Technical Training: "How to use PowerPoint"

2008 & 2009

Southeast Command and Leadership Academy (SECLA)

- Delivered technology skills and PowerPoint training to attendees of the Southeastern Command and Leadership Academy (SECLA) as part of a seven-week law enforcement leadership and management program designed for progressive and innovative police managers.

Certifications

Quality Matters

August 2017

Applying the Quality Matters Rubric (APPQMR)

References

Dr. Vic Bumphus

Associate Professor
801 McCallie Ave
Room 108
Chattanooga, TN 37403
423.425.4519
Vic-Bumphus@utc.edu

Dr. Tammy Garland

Associate Professor, Graduate Coordinator, and Acting Department Head
801 McCallie Ave
Room 102
Chattanooga, TN 37403
423.425.5245
Tammy-Garland@utc.edu

Dr. Dawn Ford

Executive Director, Walker Center for Teaching and Learning
615 McCallie Ave
433 Library
Chattanooga, TN 37403
423.425.4204
Dawn-Ford@utc.edu

Bill Cox - Hamilton County District Attorney 1995-2014 (retired)

Education

1974 - Bachelor of Science - University of Tennessee at Chattanooga
1979 - Doctor of Jurisprudence - Nashville School of Law

Military Experience

1967-1970 United States Army - Highest Rank Held - Captain
Overseas Tours - Germany 1968-1968
Vietnam 1969 - 1970

Work Experience

1971-1978 Chattanooga Police Department - Patrol/Sergeant
1978-1979 Criminal Investigator - Hamilton County District Attorney's Office
1979-1995 Criminal Prosecutor - Hamilton County District Attorney's Office
1995-2014 Elected District Attorney - Hamilton County

Professional Organizations

Chattanooga Bar Association - Member and Past Board Member
Fellow, Chattanooga Bar Foundation
Tennessee Bar Association - Former Criminal Justice Section Member
Tennessee District Attorneys General Conference
Member and Past President
Recipient of Pat McCutcheon Award 2013
National District Attorney's Association
Past Member and Instructor

Prior Board and Committee Service

Eastern District of TN Anti-Terrorism Task Force Executive Committee
Tennessee Reentry Collaborative
Hamilton County Family Violence Alliance
Advisory Council on Traffic Safety
Community Corrections Board
Hamilton County Public Safety Committee
Gang Task Force Steering Committee

Professional Courses Attended

Annual CLE
Northwest Short Course for Prosecutors
NDAA Prosecutor Leadership Course
NCDA Experienced Prosecutor Course
NCDA Capital Case Prosecution Course
NCDA White Collar Crime Course
APRI DNA Evidence Course

Teaching Experience

Tennessee District Attorneys Conference
New Prosecutors Course
Technology in the Courtroom
National District Attorney's Association
The Visual Trial
Trial Advocacy
Local Training to Area Law Enforcement
Adjunct Professor - UTC - Fall 2013 - present

Craig Salyer Hamilton

2366 Interlackin Circle NW, Cleveland, TN 37312

Cell: (423) 280-6377 ✪ Email: craig.utc@gmail.com

Objective

To frame my experience for consideration for employment

Profile

Dedicated and hardworking criminal justice professional with experience, education, and background in local and state law enforcement, higher education, and problem solving. Experience in developing internal and external partnerships to solve mutual problems through effective development of trust within the agency and community served. Ready to begin a new challenge.

WORK EXPERIENCE

*University of Tennessee at Chattanooga Police Department, Chattanooga, TN |
May 2009 – Present*

Deputy Chief of Police/ Deputy Director of Public Safety

Shared responsibility for the ongoing success of the UTC Police mission by providing leadership, mentorship, and framework for provision of policing and crime prevention services through a cooperative process with faculty, staff, students, and visitors.

Responsibilities

- Oversee all Campus Safety Operations, including special events at McKenzie Arena in a 37-person agency (21 sworn – 14 Non-sworn - 2 Civilian Fulltime, 83 part-time)
- Led Accreditation efforts through the Tennessee Association of Chiefs of Police – currently under on-site inspection, responsible for policy development.
- Responsible for law enforcement participation in campus threat assessment team and Student - Case Assessment, Review, and Evaluation Team (multi-disciplinary)
- Responsible for training, promotional, and hiring processes. Currently serve as P.O.S.T. Commission General Departmental Instructor
- Responsible for leading supervisory development through coaching and problem solving
- Assisted with development of internal and external groups to meet public safety needs or special crime problems
- Reviews and resolves internal personnel issues, including performance appraisal process

Key Accomplishments

- Supervised the University Police Department during Vice-Presidential visit in 2015 and Presidential and Vice-Presidential visit 2018. Coordinated multi-agency response.
- Led development of grant funded Sexual Assault Investigator position, with state grant funding, to address the strengthening of the campus response to assist victims of sexual assault, regardless of identity, gender, or sexual orientation by partnering with external and internal agencies.
- Conducted, coordinated, or facilitated multiple trainings for local and regional law enforcement in special topics of domestic violence, mental health crisis intervention, and sexual assault investigations. These partnerships with community resources continue and have hosted 10+ specialized trainings on campus during my tenure.
- Successfully blended Leadership and Instructor Development into a hybrid 48-hour POST approved program.
- Assisted Chattanooga Police Department with their 2018 Instructor Development Program in Training Needs and Task Analysis Section, received POST approval.
- Led transition of tactics and equipment in agency, including new vehicles, safety equipment, graphics, weapons, and training methods. Worked to bring a joint active shooter exercise with regional agencies on campus in 2014, 2017, and 2019.
- Service awards for five and ten years and performance-based pay increases.
- Recognized for service to the Partnership's Sexual Assault Response Team, 2016.
- Developed an approved General Orders Manual through best practices research and interaction with department members. Successfully adapted this performance manual to PowerDMS management software.
- Led significant revision to internal hiring practices, increasing retention and morale among department members, this included development of a selection committee, cognitive/physical testing based upon a valid job task analysis, and a comprehensive post-offer background investigation.

University of Tennessee at Chattanooga Department of Social, Cultural, and Justice Studies, Chattanooga, TN | May 2006 – May 2017

Adjunct Instructor – Criminal Justice

Responsible for development of curriculum in Police Administration, Terrorism, and Policing within the Criminal Justice Program. Instructed one course per Fall/Spring semesters during above period to juniors and seniors in the program. Delivered experiential learning through critical thinking exercises and through student engagement. Served as Community Policing instructor in the Southeast Command and Leadership Academy.

***Center for Transportation Research – Governor’s Highway Safety Office
University of Tennessee Knoxville, Knoxville TN | June 2006 – May 2009***

Law Enforcement Liaison

Responsible for implementation of mission of Governor’s Highway Safety Office in the 24 counties of East Tennessee. This mission was to work with the agency leadership to develop, execute, and evaluate programs to reduce the number of fatalities, injuries, and related economic losses resulting from traffic crashes on roadways.

Responsibilities

- Interacted with the majority of the 64 police agencies and 24 county Sheriff’s offices in the region, implementing programs to address traffic safety.
- Agencies assisted won both National- and State-level honors and lowered fatalities over two consecutive years.
- Located, resourced, developed, implemented, and personally delivered officer training programs at the request of local law enforcement agencies.

Key Accomplishments

- Team membership which adapted the National Highway Traffic Safety Administration RADAR/LIDAR instructor training program for statewide delivery and received P.O.S.T. Commission approval. Personally assisted statewide training delivery.
- Team membership which adapted and significantly improved the Arizona P.O.S.T. Commission’s “Instructor Methods” course into a format subsequently approved by the Tennessee P.O.S.T. Commission. Personally assisted statewide training delivery
- Team membership which adapted the STOPS (Strategies and Tactics of Patrol Stops) program to lower officer and traffic offender injuries, developed instructor trainer program for statewide delivery and assisted agencies in implementation. Personally assisted statewide training delivery
- Consulted within a multi-disciplinary team to address a large increase in crashes and fatalities at Deal’s Gap (The Tail of the Dragon) in Blount County, TN. This team was responsible for forming and evaluating a program which is still effective today.

***Cleveland State Community College, Law Enforcement Training Academy –
Cleveland, TN | July 2000 – June 2006***

Director, Public and Government Services, A.A.S.

As a Bradley County Sheriff’s Office Sergeant, I was assigned as Director of the Law Enforcement Training Center at Cleveland State Community College through a partnership in

2000. I continued service to the Law Enforcement Academy as a college employee post-SACS re-accreditation in January 2005.

Responsibilities

- Basic academy direction, curriculum review, and management of staff, development of specialized training programs, staff development, and student career development.
- Directed fifteen basic academy sessions of entry- level police officers, several instructor developmental trainings, and supervised as many as 40 adjunct instructors.
- Conducted in-service programs and training assessments for external agencies and assisted several training efforts.

Key Accomplishments

- Achieved certification as a POST approved instructor in Instructor Development, Legal, Communications, Community Policing, Defensive Tactics, Firearms, Patrol Tactics, and Chemical Weapons.
- Served on committee with the Tennessee Office of Homeland Security for development of anti-terrorism training materials for law enforcement.
- Served as an advisory committee member to the U.T. Law Enforcement Innovations Center (2004-2006)
- Worked within committee to expand curriculum from an Eight-week to Ten-week program to meet changing POST mandates.
- Worked with local training officers formally and informally to develop officers and supervisors.

Bradley County Sheriff's Office – Cleveland, TN | October 1990 – January 2005

Sergeant – Training Division - Assigned to Cleveland State Law Enforcement Academy – July 2000 – see description of responsibilities above with Cleveland State description.

Responsibilities

Administrative Corporal – May 1998 - July 2000

Under direction, developed programs to take advantage of available grant funding totaling over two million dollars of state and federal grants, state equipment/money awarded to Bradley County including:

- Domestic Violence investigator position
- Expansion of School Resource Officer program to include all county schools
- Canine program
- Weapons, vehicles, and other equipment
- Total of 27 permanent funded positions added to Sheriff's Office

Community Services Deputy – 1990-1998

Began as a reserve deputy sheriff while still enrolled in the Criminal Justice program at Cleveland State Community College. Continued with progressive increases in responsibilities and skills in service delivery.

- First assigned community Deputy Sheriff
- Uniformed Investigations
- Crime Scene Technician
- Criminal Interdiction Team
- Burglary Action Team
- Patrol tactics, Firearms, Chemical Weapons, and Community Policing instructor

Key Accomplishments

- Service award for five and ten years
- Successful service as member of Hostage Negotiations Team
- Served as Board Member for the Harbor Safe House
- Researched resistance to community policing as graduate research project

Professional Affiliations

- Tennessee Law Enforcement Training Officer's Association 2000-2017 | Past President
- Tennessee Association of Chiefs of Police | 2007 – Present
- National Tactical Officer's Association | 2013 – Present
- International Law Enforcement Educators and Trainers Association | 2008 – Present

Education and Training

- Ed.D. Student in Learning and Leadership Doctoral Program at UTC - presently
- Master of Science in Criminal Justice – 1999 – University of Tennessee at Chattanooga
- Bachelor of Science in Criminal Justice – 1990 – University of Tennessee at Chattanooga
- Southeastern Command and Leadership Academy | U.T. L.E.I.C. Session 14 – March 2015
- Advanced/Specialized Training – 2,120 hours
- Basic Police Training - Tennessee Law Enforcement Training Academy – 1991
- Training profile, educational transcripts, and instructor development work sample are

attached to the application

References

Dr. Karen McGuffee – Professor and Associate Department Head – Social, Cultural, and Justice Studies – University of Tennessee at Chattanooga (423)425-2137

Mr. Greg Kersey – Career and Technical Department Head /Criminal Justice Instructor – Bradley Central High School – Cleveland, TN (423)650-8451 gkersey@bradleyschools.org

Captain Jon Collins – Bradley County Sheriff's Office – jcollins@bradleyco.net (423) 242-8946

NEIL DONOVAN HARPER
P.O. Box 745 | Charleston, Tennessee 37310
cell: (423) 443-8408
email: neil3802@gmail.com

HIGHLIGHTS OF QUALIFICATIONS

- Pursuing doctoral studies in leadership and criminal justice
- Master of Public Administration in Criminal Justice
- More than (25) years of law enforcement experience (Federal, state, local, & military)
- Retired from the U.S. Army Reserve as a Lieutenant Colonel (Military Police)
- ATF Special Agent since October 1999 (retiring Fall 2019)
 - ATF Certified Explosives Specialist since 2002
 - ATF Digital Forensics Examiner from 2005-2014
 - ATF Crime Gun Intelligence Expert since 2019
- More than (3,000) classroom hours of civilian and military law enforcement related training including courses at the Federal Law Enforcement Training Center, the U.S. Army Military Police School, the ATF National Academy, and the South Carolina Criminal Justice Academy
- Served as a Branch Chief at the National Center for Explosives Training & Research (NCETR) responsible for explosives training provided to Federal, state, and local law enforcement officers from across the U.S.

AREAS OF EXPERTISE

- Criminal Justice
- Forensic Arson & Explosives Investigations
- Crime Gun Intelligence
- Leadership
- Teaching & Adult Learning
- Public Administration

EDUCATION:

Enrolled	Ph.D., Leadership - Criminal Justice, (May 2023), University of the Cumberlands
2019	M.S., Explosives Technology, Missouri University of Science & Technology
2018	GRCT, Forensic Arson & Explosives Investigations, Oklahoma State University
2016	M.Div., Christian Ministries, Southeastern Baptist Theological Seminary
1999	MPA, Criminal Justice, City University
1991	B.S., Political Science, minor: History, Francis Marion College
1988	A.S., Business Administration and Military Science, Georgia Military College

INSTRUCTOR EXPERIENCE HIGHLIGHTS

- U.S. Army Instructor (Skill Identifier 5K) - Tactical Information Operations Course
- Instructor and assistant instructor for multiple one-week courses from 2002-2019 for military and law enforcement officers including: post blast investigations, and basic explosives training
- ATF Firearm's Instructor from 2001-2015 for the Chattanooga Field Office
- Guest lecturer for Federal firearms, arson, and explosives laws, as well as procedures for first responders at the Cleveland State Community College, Law Enforcement Academy, Cleveland, Tennessee on several occasions between 2002-2006
- Guest lecturer for information regarding the National Integrated Ballistic Information Network (NIBIN) for the University of Tennessee Institute for Public Service's National Forensic Academy at the Law Enforcement Innovation Center in Oak Ridge, Tennessee on (2) occasions in 2019
- Instructor, The Bible Institute at Westwood Baptist Church (teach Biblical doctrine and theology for Sunday school teachers and church leaders)

RELEVANT PROFESSIONAL, LAW ENFORCEMENT, & MILITARY EXPERIENCE

- 1999-Present **Special Agent** - (retiring Fall 2019)
Bureau of Alcohol, Tobacco, Firearms, and Explosives (ATF)
United States Department of Justice
- 2018-Present Special Agent (Intelligence Officer)
2017-2018 Special Agent (Project Officer)
2015-2017 Supervisory Special Agent (Branch Chief)
1999-2015 Special Agent (Criminal Investigator) &
Certified Explosives Specialist (CES)
- 1995-1997 **Police Officer III (Corporal)**
Georgetown Police Department
Georgetown, South Carolina
- 1995-1995 Police Officer III (Patrolman)
1995-1997 Police Officer III (Criminal Investigator)
- 1993-1994 **District Sales Manager**
Harris Calorific Division
The Lincoln Electric Company
Gainesville, Georgia
- 1992-1993 **Probation & Parole Agent I**
South Carolina Department of Probation, Parole, and Pardon Services
Aiken, South Carolina

1991-1992 **Deputy Sheriff**
 Richland County Sheriff's Office
 Columbia, South Carolina

1988-2016 **Military Police (MP) Officer** (Lieutenant Colonel)
 United States Army Reserve

I was commissioned in 1988 as a U.S. Army Reserve Officer (Second Lieutenant) in the Military Police Corps. I served many leadership positions during my (28) years of service and retired on July 1, 2016, as a Lieutenant Colonel (LTC). Of those (28) years, I served the following tours on active duty:

- * Active duty tour as a student Second Lieutenant (2LT), U.S. Army Military Police Officer's Basic Course in 1989 at Fort McClellan, Alabama.
- * Active duty tour and deployment during Operations Desert Shield and Desert Storm as a Military Police Platoon Leader (2LT) from 1990-1991 assigned to the 16th Military Police Brigade (ABN).
- * Active duty tour as an Operations Officer (Captain) for the U.S. Army Recruiting Battalion in Montgomery, Alabama from 1997-1999.
- * Active duty tour and deployment, Operation Iraqi Freedom I, as the Executive Officer (Major) for a U.S. Army Military Police (CID) Battalion in 2003.
- * Active duty tour as Operations Officer (Lieutenant Colonel) for the U.S. Army Expeditionary Forensics Division, U.S. Army Criminal Investigation Laboratory (USACIL) in 2010 (supporting the Global War on Terrorism) at Fort Gillem.
- * Active duty tour as a Digital Evidence Examiner (Lieutenant Colonel) for the Forensic Analysis Division (USACIL) in 2011 at Fort Gillem, Georgia.
- * Active duty tour and deployment as a Military Historian (Lieutenant Colonel) for HQ, U.S. Special Operations Command (HQ, USSOCOM) in support of Operation Freedom Sentinel in Afghanistan and Operation Inherent Resolve.

Army Skill Identifiers: Parachutist (5P), Instructor (5K), and Historian (5X)

EXPLOSIVES INSTRUCTOR EXPERIENCE

<p>First Responder to Bomb Threats and Post Blast and Explosives Identification</p>	-	<p>Cleveland State Community College Law Enforcement Training Academy Basic Law Enforcement Course</p>
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- First Responder to Bomb Threats and Post Blast Explosives Identification - Red Bank Police Department and In-Service Training
- First Responder to Bomb Threats and Post Blast Explosives Identification - Bradley County Sheriff's Office and In-Service Training
- Explosives Demonstration - Bradley County Sheriff's Office Project Safe Neighborhood (PSN) Conference
- Bomb Threat Management - Tennessee School Resource Officer Association Annual Conference
- First Responder to Bomb Threats and Post Blast Explosives Identification - Southeast Tennessee Gang Task and Force (meeting)
- Explosives Identification and Improvised explosive devices - 1st Brigade, 87th Division U.S. Army Reserve (Unit Training)
- Explosives Identification and Improvised explosive devices - U.S. Army Reserve Small Army Readiness Group (Unit Training)
- Bomb Threat Management Planning - Bradley County Law Enforcement Council & Emergency Management Agency
- ATF Post Blast Investigations - Chattanooga Police Department, Hamilton County Sheriff's Office, Cleveland Police Department and Bradley County Sheriff's Office
- ATF Military Post Blast Training - U.S. Military EOD personnel Fort A.P. Hill, VA
- ATF Military Post Blast Training - NGIC (U.S. & British Officers) Chattanooga, Tennessee
- ATF Military Post Blast Training - U.S. Army CID Special Agents
- ATF Military Post Blast Training International Law Enforcement Academy - Bomb Technicians and Investigators from Columbia, Honduras, Paraguay and El Salvador San Salvador, El Salvador

ATF Military Post Blast Training - Security Inspectors for Nuclear
Regulatory Commission

* This list is not all-inclusive

SPECIAL PROJECTS AND INVESTIGATIONS

DC Beltway Sniper Investigation - Washington, DC metro area (2002)

Assessment Response Team - Super Bowl Jacksonville, Florida (2005)

Hurricane Katrina - Mississippi (2005)

Terrorist Explosive Device
Analytical Center (TEDAC) - FBI Laboratory
Quantico, Virginia (May 2006)

Counterterrorism (FBI)
Long Term Threat Program - Baghdad Operations Center
Baghdad, Iraq (January - April 2007)

Mil-to-Mil exchange with the
Ugandan People's Defence Force - Kampala, Uganda (September 2008)

Expeditionary Forensics: Future
Operations & Planning - Fort Gillem, Georgia (2010)

Military History Project (USSOCOM) - MacDill AFB, Florida (2015)

U.S. Bomb Data Center - NCETR, Redstone Arsenal, Alabama (2016)

Internet Investigations Center (ATF) - National Investigative Division (2017)

National Integrated Ballistic
Information Network - Knoxville, Tennessee (2018-2019)

* This list is not all-inclusive

CIVILIAN RECOGNITION:

Commendation - 1995
Georgetown Police Department

Award of Excellence - 1996
Solicitor, 15th Judicial Circuit, South Carolina

Honorary Colonel in the Alabama Militia - 1999
Governor (presented by U.S. Army Recruiting Battalion)
State of Alabama

Special Service Award - 2002
(Monteagle Winery Arson Investigation)
United States Treasury Department

Special Service Award - 2002
(Wright Brother's Explosives Theft Investigation)
United States Treasury Department

Certificate of Appreciation - 2002
U.S. Attorney's Office
Eastern District of Tennessee

Certificate of Commendation - 2002
(D.C. Beltway Sniper Investigation)
Bureau of Alcohol, Tobacco, Firearms, & Explosives

Certificate of Merit - 2003
Tennessee Advisory Committee on Arson

Special Service Award - 2004
(Agent Shooting Investigation)
United States Department of Justice

Letter of Appreciation from the ATF Director - 2005
(Hurricane Katrina)

Special Service Award - 2006
(Hurricane Katrina)
United States Department of Justice

Certificate of Commendation - 2006
(Arson Investigation)
U.S. Attorney's Office
Eastern District of Tennessee

Memorandum of Appreciation - 2006
Terrorist Explosive Device Analytical Center (TEDAC)
Quantico, Virginia

Special Service Award - 2006
("The Shop" Armed Drug Trafficking Investigation)
United States Department of Justice

Certificate of Appreciation - 2007
Multi-National Force-Iraq, Long Term Threat Program
Task Force 134, Detainee Operations

Special Service Award - 2007
(Iraq Detail)
United States Department of Justice

Special Service Award - 2007
(Sustained Superior Performance Award)
United States Department of Justice

Certificate of Appreciation - 2008
(Military Post Blast Investigations) Fort AP Hill, VA
ATF, National Center for Explosives Training and Research

Special Service Award - 2016
(Liaison efforts with USAJFKSWCS)
United States Department of Justice

Special Service Award - 2018
(Sustained Superior Performance Award)
United States Department of Justice

MILITARY EDUCATION

- 1989 U.S. Army Military Police Officer's Basic Course (MP-OBC)
- 1996 U.S. Army Military Police Physical Security Course
- 1997 U.S. Army Recruiting Operations Officer Course
- 1998 U.S. Army Airborne School
- 1999 U.S. Army Military Police Captain's Career Course (MP-CCC)
- 2001 U.S. Army Combined Arms and Services Staff Course (CAS3)
- 2006 U.S. Army Command and General Staff College 50% (CGSC)
- 2009 U.S. Army Total Army Instructor Training Course (TAITC)
- 2009 U.S. Army Tactical Information Operations Course (TIOC)
- 2013 U.S. Army Reserve Military History Detachment Course
- 2013 USSOCOM, JSOU, Introduction to Special Operations Forces (ISOF)
- 2014 USSOCOM, JSOU, Introduction to Irregular Warfare Course (I2WDL)
- 2015 USSOCOM, JSOU, Combating Terrorists Networks Interagency Seminar (CbTNIS)
- 2015 USSOCOM, JSOU, Special Operations Forces Interagency Course (SOFIACC)

Matthew Holzmacher

423-994-8556 ■ holzmmt@gmail.com
406 Oriole Drive, Chattanooga, Tennessee 37411

Profile: Motivated, experienced, and skilled university law enforcement professional with 20 years experience. Able to investigate criminal offenses and present clear and concise information for criminal prosecution with a focus on sexual / physical abuse, sexual assault and child victims of violent crimes. Contributed to partnerships and common goals. Ability to handle various challenging situations and resolve problems efficiently while maintaining discretion and decision making skills. Experienced instructor in law enforcement, university classroom and cross-cultural settings. Poised and competent with the ability to sustain professional relationships with citizens of various cultures, classes and backgrounds.

Related Skills Summary:

Knowledge of state laws & university policies	Criminal Investigation skills
Communication and interviewing skills	Instruction, evaluation and training skills

Employment History:

2010-2016 University of Tennessee Chattanooga, Police Department, Chattanooga, TN

Sergeant - Sexual Assault Relationship Violence Liaison Officer

Interview victims, witnesses and suspects	Complete criminal investigations and case files
Present findings to Grand Jury and courts	Field Training Officer for recruit officers
Prepare & coordinate training events	Review and correct various reports
General patrol and service activities	Supervise shift employees

2004-2010 International Board, Richmond, VA (with two terms of service in France)

Field Representative / Volunteer Coordinator

Interviewed potential employees and volunteers	Maintained inventory of team resources
Supervised weekly projects	Community outreach and partnerships
Trained staff and volunteers	Public speaking and recruiting

1996-2004 Opelika and Auburn University Police Departments, Auburn, AL

Patrol Officer / Criminal Investigator

General Patrol and Traffic Investigation	Case file preparation and presentation
Interviewing and court testimony	Multi-Disciplinary Team, Lee County, AL
Evidence collection and protection	Sexual and Child Abuse Investigations

Education:

Master of Science Degree - Criminal Justice, University of Tennessee Chattanooga

Bachelor of Arts Degree - Criminology, Auburn University

Regents High School Diploma, New York

Related Training and Certification (Documentation of complete training history available on request)

Opelika and Auburn Police Departments:

- 1999 - Kinesic Interview Techniques Phase I & II, D. Glenn Foster, Valley, AL - 18 hours
- 1999 - Symposium on Child Sexual Abuse, National Children's Advocacy Center, Huntsville, AL - 32 hours
- 2000 - Violent Crime Seminar, National Center for the Analysis of Violent Crime, Mobile, AL - 16 hours
- 2000 - Drug / Alcohol Awareness Training, Opelika Police Department - 4 hours
- 2003 - Domestic Violence Training, AL Coalition - Auburn, Alabama - 5 hours
- 2003 - Law Enforcement Coordinating Committee Training Conference, U.S. Department of Justice - 11 hrs
- 2003 - Internet for Investigators, U.S. Department of Justice / U.S. Marshals Service - 6 hours
- 2003 - Alabama Amber Alert Training, Montgomery Police, Montgomery, AL - 2 hours
- 2004 - Child sex Abuse Investigation and Prosecution, American Prosecutors Research Institute - 6 hours

University of Tennessee Chattanooga Police Department:

- 2011 - Tennessee P.O.S.T. Transition School, Tennessee Law Enforcement Training Academy - 120 hours
- 2011 - Specialized Domestic Violence Training for Law Enforcement, Hamilton Co. Sheriff - 40 hours
- 2012 - Interview and Interrogation course, Regional Counterdrug Training Academy - 40 hours
- 2013 - Law Enforcement Instructor Development Course, Hamilton County Sheriff's Office - 40 hours
- 2013 - Tommy Burks Victim Assistance Academy, TN Coalition - 40 hours
- 2014 - Critical Intervention Team training course, Hamilton County / Chattanooga C.I.T. - 40 hours
- 2016 - End Violence Against Women International, annual conference, Washington DC - 24 hours
- 2016 - Investigation of Campus Sec Crimes, Delores Stafford & Associates (DSA), - 24 hours
- 2016 - Investigation of Campus Dating & Domestic Violence, and Stalking, DSA, - 24 hours

References:

- | | |
|----------------------------|---|
| Robert Jones | Regional Organized Crime Information Center (R.O.C.I.C.) L.E. Coordinator
rgjones@rocic.riss.net 615-715-4375 |
| Dr. Helen Eigenberg | Professor, University of Tennessee Chattanooga
Helen-Eigenberg@utc.edu 423-425-4270 |
| Jason DeMastus | Assistant District Attorney General, Hamilton County, TN
jason.demastus@hcdatn.org 423-209-7473 |
| Craig Hamilton | Deputy Chief, University of Tennessee Chattanooga Police
<u>Craig-Hamilton@utc.edu</u> 423-425-5290 |

Confidential Vital of Stephen F. Kappeler

Address:

Eastern Kentucky University
One Pennington Way
Corbin KY 40701

Phone:

Office—EKU Corbin campus: (859) 622-6710
stephen.kappeler@eku.edu

Education:

- 1996 Master of Arts, Criminal Justice
Thesis: "A Quantitative Analysis of Judicial Decisions
Regarding Police Liability for Excessive Force"
College of Arts and Science
Department of Criminal Justice
Radford University
Radford, Virginia 24141
- 1992 Bachelor of Science, Criminal Justice
Minor, Psychology
College of Education and Human Services
Department of Criminal Justice
Central Missouri State University
Warrensburg, Missouri 64093

Professional Experience:

- | | | |
|----------------------------|---|--|
| 2007-2008 | Interim Director – EKU Corbin Regional Campus | |
| 2006- Present | Criminal Justice and Police Studies Coordinator
EKU Regional Campuses | |
| 2005- Present | Instructor of Criminal Justice
Eastern Kentucky University
521 Lancaster Ave
Richmond, KY 40475 | 2005-Present Campus
2005-Present Online |
| 2005- Present
(adjunct) | Instructor of Criminal Justice

University of Tennessee at Chattanooga
529 Oak St.
Davenport Building | 2006- Present Online

2005-2006 Campus |

Chattanooga, TN. 37403

1996-1998

Instructor of Sociology
Concord University
Division of Social Sciences
Department of Sociology
Vermillion Street
PO Box 1000
Athens, West Virginia 24712-1000

1990-1992

Teaching/Research Assistant in Criminal Justice
College of Education and Human Services
Department of Criminal Justice
Central Missouri State University
Warrensburg, MO 64093

Courses Taught

CJ 3345 Criminology

An examination of crime, overall and by category, and an examination of theories of crime causation, their research support and their impact on social policy, categories of crime, etc. The criminological theories covered will be classical, biological, sociological, psychological, economic, and multidisciplinary.

CJ 4403 Sexual Assault and the Criminal Justice System

In-depth study of sexual assault and sex offenders. Investigation into the motivation of sex offenders, the victim's responses to assault, and investigative procedures.

CRJ 101 Introduction to Criminal Justice

A general overview of the criminal justice system including a description of the major agencies: police, prosecution, courts, and corrections, and an analysis of their interdependence in the criminal justice process.

CRJ 315 Police Administration and Management

Examines theories of organization and management as they relate to criminal justice practice. Organizational life, leadership personnel management, bureaucracy, resource management, and other critical administration issues are addressed.

CRJ 325 White Collar Crime

A review and analysis of the upper world crimes of business and government committed in the course of legitimate occupations and financial activities.

CRJ 331 Perspectives Crime and Delinquency

Prerequisite: CRJ 101 with a grade of "C" or better, sophomore standing, or departmental approval. Overview of crime and its control. Examines law making, law breaking, and the social response from theoretical perspectives including social, economic, cultural, symbolic, psychological, and biological. Includes historical and contemporary developments. Credit will not be awarded to students who have credit for PLS 331.

CRJ 388 Research Methods

Formerly COR 388 and PAD 300. Prerequisite: CRJ 101 or departmental approval. Overview of the research process, with emphasis on finding, using, and evaluating criminal justice research. Examination of both quantitative and qualitative social science research methods and procedures appropriate to the study of crime policy and criminal justice.

CRJ 423 Topical Seminar: Law and the Justice System (3) A.

Prerequisite: departmental approval. Intensive study of selected topics related to criminal justice. May be retaken for a maximum of six hours on different topics.

CRMJ 110 Introduction to the Criminal Justice System

An overview of the criminal justice system as it currently operates in its three major components: police, courts, corrections. A broad-based interdisciplinary perspective is employed to introduce the student to theories of crime and the process of criminal justice in modern America.

CRMJ 311 Criminal Justice Research Methodology

Examination of the contemporary philosophy and techniques of research as applied in the criminal justice field. Prerequisite: Criminal Justice 110.

CRMJ 325 Law and Justice System

An overview of the role of the actors in the American courtroom, the interaction of these actors and the effort of social forces on their behavior. Includes prosecutor, plaintiff and defense lawyers, judges, juries, eye witnesses, expert witnesses, and court staff. Prerequisite: Criminal Justice 110 or approval of instructor.

PLS 103 Foundations of Policing

Overview of police functions and responsibilities at the local, state, and federal levels. Police operations are examined relative to effectiveness in crime control, delivery of services, and maintenance of order.

PLS 216 Criminal Law

The nature of the criminal act; the essential elements; theories of responsibility; exculpatory matters; overview of common law offenses; identification of trends in the law.

PLS 315 Police Administration and Management. Critically examines the theories of motivation, leadership, and organization in the police context. Police administrative and management functions studied emphasizing personnel management and organizational change.

PLS 326 Police Liability & Ethics

Police conduct is examined relative to ethical and legal principles. Application of federal and state civil, criminal and administrative law including civil rights issues.

PLS 330 Topical Seminar: Community Policing (3) A.

Prerequisite: departmental approval. Intensive study of selected topics related to criminal justice. May be retaken for a maximum of six hours on different topics.

PLS 414 Social Forces & Policing and Society

PLS 415 Contemporary Police Strategies

SOC 101 Introduction to Sociology

A course reflecting the basic concerns of sociology and social work and designed to fulfill the General Studies requirements for non-majors and for teacher certification.

SOC 399 Sociological Research

Examining methods of investigation and research in the social sciences: how to organize a project; use of documentary materials and participant observations; interview, survey, and polling techniques; analysis, organization, and presentation of findings. Three hours lecture, two hours laboratory.

SOC 350 Special Topics in Sociology: Sociology of Law

Covered courses on various topics in sociology.

Fall 2014

CRJ 331W

Perspectives Crime and Delinquent (Writing Intensive)

EKU Online

CRJ 388W

Criminal Justice Research (Writing Intensive)

EKU Corbin & Hazard

CRJ 400	Applied Criminal Justice Analysis	EKU
Manchester Campus		
CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU Ecampus
	CRJ 424 Field Experience (Internship)	EKU For all Regional
	Campuses	
PLS 103	Foundation in Policing (PLS Online Program)	EKU Ecampus

Summer 2014

CRJ 315	Administration of Justice	EKU Online
CRJ 325	White Collar Crime	EKU Online
PLS 330	Community Policing	EKU Online
CRJ 424	Field Experience (Internship)	EKU for all
Regional Campuses		

Spring 2014

Fall 2013

CRJ 331	Perspectives Crime and Delinquent	EKU Hazard
CRJ 331W	Perspectives Crime and Delinquent (Writing Intensive)	EKU Online
CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU Corbin
& Hazard		&
Hazard		
CRJ 400	Applied Criminal Justice Analysis	EKU
Manchester Campus		
CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU Ecampus
CRJ 424	Field Experience (Internship)	EKU Hazard
& Corbin		
PLS 103	Foundation in Policing (PLS Online Program)	EKU Ecampus

Summer 2013

CRJ 315	Administration of Justice	EKU Online
CRJ 325	White Collar Crime	EKU Online
PLS 330	Community Policing	EKU Online
CRJ 424	Field Experience (Internship)	EKU Hazard
& Corbin		

Spring 2013

CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU:
Manchester Campus		

CRJ 388W Campus	Criminal Justice Research (Writing Intensive)	EKU: Hazard
CRJ 400 Campus	Applied Criminal Justice Analysis	EKU: Corbin
CRJ 400 CRJ 388W Ecampus	Applied Criminal Justice Analysis Criminal Justice Research (Writing Intensive)	EKU: Hazard Campus
PLS 330	Community Policing	Ecampus
CRJ 388W Manchester Campus	Criminal Justice Research (Writing Intensive)	EKU:
CRJ 388W Campus	Criminal Justice Research (Writing Intensive)	EKU: Hazard
CRJ 400 Campus	Applied Criminal Justice Analysis	EKU: Corbin
CRJ 400 Campus	Applied Criminal Justice Analysis	EKU: Hazard
CRJ 388W PLS 330	Criminal Justice Research (Writing Intensive) Community Policing	Ecampus Ecampus

Fall 2012

CRJ 325	White Collar Crime	EKU Online
CRJ 331W	Perspectives Crime and Delinquent (Writing Intensive)	EKU Online

CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU Corbin
CRJ388W	Criminal Justice Research (Writing Intensive)	EKU Hazard
CRJ 400	Applied Criminal Justice Analysis	EKU Manchester
CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU Online COR Program
CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU Hazard
PLS 414	Social Forces and Policing	EKU Corbin
CRJ 424	Field Experience (Internship)	EKU Hazard
CRJ 424	Field Experience (Internship)	EKU Corbin
PLS 103	Foundations in Policing	EKU Online PLS Program

Summer 2012

CRJ 315	Administration of Justice	EKU Online
CRJ 325	White Collar Crime	EKU Online
PLS 330	Community Policing	EKU Online
CRJ 424	Field Experience (Internship)	EKU Hazard
CRJ 424	Field Experience (Internship)	EKU Corbin

Spring 2012

CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU Manchester
CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU Hazard
CRJ 400	Applied Criminal Justice Analysis	EKU Corbin
CRJ 400	Applied Criminal Justice Analysis	EKU Hazard
PLS 326	Police, Liability, and Ethics	EKU Online
PLS 415	Contemporary Police Strategies	EKU Corbin
PLS 330	Community Policing	EKU Online PLS Program
CRJ 424	Field Experience (Internship)	EKU Hazard
CRJ 424	Field Experience (Internship)	EKU Corbin

Fall, 2011

CRJ 331W	Perspectives Crime & Delinquency	EKU Online
CRJ 388W	Research Methods (Writing Intensive)	EKU Corbin
CRJ 388W	Research Methods (Writing Intensive)	EKU Hazard
CRJ 325	White Collar Crime	EKU Corbin
PLS 330	Community Policing	EKU Online
COR 388	Research Methods (Corrections Online Program)	EKU Online ecampus
CRJ 424	Field Experience (Internship)	EKU Hazard & Corbin

Summer, 2011

CRJ 388	Research Methods	EKU Online
CRJ 424	Field Experience	EKU Ind. Study
PLS 315	Police Administration and Management	EKU Online
PLS 330	Community Policing	EKU Online

Spring, 2011

CRJ 325	White Collar Crime	EKU Online
CRJ 331	Perspectives Crime and Delinquency	EKU Online
CRJ 388	Research Methods	EKU Online
CRJ 388W	Research Methods (writing intensive)	EKU Campus
CRJ 400	Applied Criminal Justice Analysis	EKU Campus

PLS 216 Criminal Law EKU Online

Fall, 2010

CRJ 331 Perspectives Crime and Delinquency EKU Online
CRJ 388W Research Methods (writing intensive) EKU Campus
CRJ 400 Applied Criminal Justice Analysis EKU Campus
PLS 326 Police Liability and Ethics EKU Online

Summer, 2010

CRJ 423 Law and Society EKU Online
PLS 315 Police Administration and Management EKU Online
PLS 330 Community Policing EKU Online

Spring, 2010

CRJ 325 White Collar Crime EKU Campus
CRJ 331 Perspectives Crime and Delinquency EKU Online
CRJ 388W Research Methods (writing intensive) EKU Campus
CRJ 400 Applied Criminal Justice Analysis EKU Campus
PLS 315 Police Administration and Management EKU Online

Fall, 2009

CRJ 101 Introduction to Criminal Justice EKU Campus
CRJ 331 Perspectives Crime and Delinquency EKU Online

CRJ 388W Research Methods (writing intensive) EKU Campus &
ecampus
PLS 326 Police Liability and Ethics EKU Online

Summer, 2009

CRJ 423 Law and Society EKU Online
PLS 315 Police Administration and Management EKU Online
PLS 330 Community Policing EKU Online

Spring, 2009

CRJ 315 Police Administration and Management EKU Campus
CRJ 331 Perspectives Crime and Delinquency EKU Online
CRJ 388 Research Methods EKU Campus
PLS 103 Foundations of Policing EKU Online
PLS 216 Criminal Law EKU Campus

Fall, 2008

CJ 3345	Criminology	Troy Online
CRJ 101	Intro to Criminal Justice	EKU Campus
CRJ 101	Intro to Criminal Justice (Dual Credit)	Knox Central H.S
CRJ 325	White Collar Crime	EKU Campus
CRJ 388	Research Methods	EKU Campus
CRJ 460	Independent Study	EKU Campus
PLS 326	Police Liability and Ethics	EKU Online
PLS 330	Community Policing	EKU Online
CRMJ 311	Research Methods	UTC Online

Summer 2008

CJ 3345	Criminology	Troy Online
CRJ 423	Law & Society	EKU Online
PLS 315	Police Admin and Management	EKU Online
PLS 330	Community Policing	EKU Online
CRMJ 311	Research Methods	UTC Online

Spring 2008

CJ 3345	Criminology	Troy Online
CRJ 331	Perspectives Crime & Delinquency	EKU Online
CRJ 388	Research Methods	EKU Online
CRJ 460	Independent Study	EKU Campus
CRMJ 311	Research Methods	UTC Online

Fall 2007

CJ 3345	Criminology	Troy Online
CRJ 325	White Collar Crime	EKU Campus
CRJ 423	Law and Society	EKU Campus
CRJ 388	Research Methods	EKU Online
CRJ 460	Independent Study	EKU Campus
PLS 103	Foundations of Policing	EKU Campus
PLS 330	Community Policing	EKU Campus
CRMJ 311	Research Methods	UTC Online

Summer 2007

CRJ 101	Introduction to Criminal Justice	EKU Online
CRJ 423	Law and Society	EKU Online
PLS 330	Community Policing	EKU Online
CRMJ 110	Introduction to Criminal Justice	UTC Online

Spring 2007

CJ 3345	Criminology	Troy Online
CRJ 101	Introduction to Criminal Justice	EKU Campus
CRJ 315	Police Administration and Management	EKU Campus
CRJ 331	Perspectives Crime and Delinquency	EKU Online
CRJ 388	Research Methods	EKU Campus
CRJ 460	Independent Study	EKU Campus
PLS 326	Police Liability and Ethics	EKU Campus
CRMJ 311	Research Methods	UTC Online

Fall 2006

CRJ 325	White Collar Crime	EKU Campus
CRJ 388	Research Methods	EKU Campus
CRJ 388	Research Methods	EKU Online
CRJ 460	Independent Study	EKU Campus
PLS 103	Foundation of Policing	EKU Campus
PLS 216	Criminal Law	EKU Campus
CRMJ 311	Research Methods	UTC Online

Summer 2006

CRJ 423	Law and the Justice System	EKU Online
PLS 315	Police Administration and Management	EKU Online
PLS 326	Police Liability and Ethics	EKU Online
CRMJ 110	Introduction to Criminal Justice	UTC Campus

Spring 2006

CRJ 388	Criminal Justice Research Methods	EKU Online
PLS 326	Police, Liability & Ethics	EKU Online
PLS 330	Community Policing	EKU Online
CRMJ 311	Research Methods	UTC Campus
CRMJ 325	Law and Justice System	UTC Campus

Fall 2005

CRJ 388	Research Methods	EKU Online
PLS 315	Police Admin and Management	EKU Online
CRMJ	Introduction to Criminal Justice	UTC Campus

Summer 2005

PLS 326	Police Liability Ethics	EKU Online
PLS 330	Community Policing	EKU Online

1996-1998

SOC 101	Introduction to Sociology	CU Campus
SOC 350	Sociology of Law	CU Campus
SOC 399	Sociological Research	CU Campus
CJ 4403	Sexual Assault & the Criminal Justice System	CU Campus

Research Responsibilities

Conducted a nation survey study for the Police Executive Research Forum under the supervision of Dr. Allen Sapp. "Police Response to Street People and the Homeless."

Conducted a content analysis of police reports of child sexual abuse under the supervision of Dr, Allen Sapp.

Awards and Honors:

- | | |
|------|---|
| 2012 | EKU Convocation "Stars" Recognition |
| 2012 | Received the "Faculty Advisor of the Year" Award for Most Outstanding Faculty Advisor Member at the Kentucky Academic Advising Association annual conference |
| 2010 | Received the "Distinguished Educational Leader" Award for Most Outstanding Faculty Member at the Student Government Association annual conference Eastern Kentucky University |
| 2010 | Received "Award for Teaching Excellence" Eastern Kentucky University International Alumni Association |
| 2010 | Received 2010 Alpha Phi Sigma "National Advisor of the Year" Award |
| 2009 | Received the "Distinguished Educational Leader" Award for Most Outstanding Faculty Member at the Student Government Association annual conference Eastern Kentucky University |

- | | |
|-------------|--|
| 2009 | Received the “Excellence in Leadership” Award at the 2009 Student Life Banquet Eastern Kentucky University |
| 2008 | Received the “Distinguished Educational Leader” Award for Outstanding Faculty Member at the Student Government Association annual conference Eastern Kentucky University |
| 2008 | Received the “Service Outside the Classroom” Award at the 2008 Student Life Banquet Eastern Kentucky University |
| 2007 | Received the "Service Outside the Classroom" Award at the 2007 Student Life Banquet Eastern Kentucky University |
| 2007 | Lambda Alpha Epsilon - Theta Gamma Epsilon, Faculty Advisor, Eastern Kentucky University Corbin regional campus |
| 2006 | Alpha Phi Sigma - Theta Xi, Faculty Advisor Eastern Kentucky University Corbin regional campus |
| 2006 | Honorary Alpha Phi Sigma Membership |
| 1992-Summer | Alpha Phi Sigma, Criminal Justice Honor Society, Honorary Journal Publication, Warrensburg, MO |
| 1990-1992 | Dean’s List College of Education and Human Services Central Missouri State University, Warrensburg, MO |
| 1989 | Outstanding Young Men of America for recognition of professional achievement, superior leadership ability and exceptional service to the community. |

Memberships:

- | | |
|----------------|--|
| 2014- Present | American Correctional Association |
| 2013 – Present | Kentucky Academic Advising Association |

2007-present	Kentucky Association for Continuing Education
2005-present	Alpha Phi Sigma Honorary National Criminal Justice Society
1991-present	Academy of Criminal Justice Sciences
1991-1994	Alpha Phi Sigma, National Criminal Justice Honor Society
1991-present	American Society of Criminology

Publications:

Book review (2010): Paradoxes of Police Leadership, (author undisclosed), Delmar/Cengage Learning

Textbook proposal and chapter review (2009): Police Administration: A Leadership Approach, by P.J. Ortmeier and Joseph J. Davis, Mc-Graw Hill Publishers.

Book review (2009): Criminal Justice and Criminology Research Methods, 2008, Peter B. Kraska and W. Lawrence Neuman, Pearson/Allyn & Bacon.

Book review (2009): Instructor guide for “Community Policing”, 5th edition, 2008, Victor Kappeler and Larry Gaines, Lexis Nexis Publishers.

Book review (2009): “Police Ethics, A Matter of Character”, by Perez and Moore. Wadsworth Publishing.

Book review (2009): “Police Integrity and Ethics”, by Hickman, Piquero, and Greene. Cengage Learning.

Book review (2009): “Police Administration”, second edition, by Larry K. Gaines, John L. Worrall, Mittie D. Southerland, and John E. Angell. McGraw-Hill Publishers

Book review (2009): “Law in Our Lives” by David O. Friedrichs Oxford University Press

Book review (2008): “Police Administration Leadership” by Patrick Ortmeier, McGraw-Hill Publishers

Kappeler, S.F. (2005) “The Police and Society: Instructors Guide”, Touchstone Readings, a Criminal Justice textbook published by Waveland Press.

Kappeler, V.E., Kappeler, S.F., & del Carmen, R.V. (1993). A Content Analysis of Police Liability Cases: Decisions of The Federal District Court, 1978-1990. *Journal of Criminal Justice*, 21(4): 325-337.

Kappeler, S.F. & Kappeler, V.E. (1992). A Research Note on Section 1983 Claims Against the Police: Cases Before the Federal District Courts in 1990. *American Journal of Police*, 11(1): 65-73.

Sapp A.D. & Kappeler S.F. (1992). A Descriptive Study of Child Molestation: Victims and Offenders Characteristics. *Journal of Police and Criminal Psychology*, 9(1): 56-70.

Kappeler, S.F. (1990) [Editorial] War on Drugs: Who's Policing the Police. *Muleskinner*, 82(8): 5.

2012 Research project: Criminal Justice and Police Studies Regional Campus Programs' Community Impact.

Paper Presentations:

2006 "Blackboard Lecture" to the United States Air Force Police Administration Program at Eastern Kentucky University.

1993 "A Research Note: Content Analysis of Official Police Rape Reports, 1983-1986." A Paper presented at the Annual Meeting of the Academy of Criminal Justice Sciences, Kansas City, Missouri.

1992 "A Content Analysis of Police Liability Cases: Decisions of the Federal District Courts, 1982-1990." A paper presented at the 1992 annual meeting of the Academy of Criminal Justice Sciences, Pittsburgh, PA.

1992 "Characteristics." A paper presented at the annual meeting of the 1993 Academy of Criminal Justice Sciences, Pittsburgh, PA.

QEP and Stewardship:

Fall, 2013 Certificate: Online Instructor Design (Troy University)

Fall, 2011 QEP Training

Spring, 2011 CRJ 331W writing intensive course (Corbin & Hazard campuses)

Fall, 2011 CRJ 331W writing intensive course (Online)

Fall, 2011 CRJ 388W writing intensive course (Corbin & Hazard campuses)
Fall, 2010 CRJ 388W writing intensive course (Corbin & Hazard campuses)
Spring, 2010 CRJ 388W writing intensive course (Corbin & Hazard campuses)
Fall, 2009 CRJ 388W writing intensive course
2009 – 2010 Corbin public school system E-mentoring program
Spring, 2010 CRJ 388W writing intensive course (Corbin & Hazard campuses)

References:

Dr. Helen Eigenburg helen-eigenburg@utc.edu
Department Chair
University of Tennessee at Chattanooga
Department of Criminal Justice # 3203
529 Oak St.
Davenport Building
Chattanooga, TN. 37403-2598

Dr. Carole Garrison carole.garrison@eku.edu
Faculty
Eastern Kentucky University
School of Justice Studies
467 Stratton Building
521 Lancaster Avenue
Richmond, KY. 40475-3102

Dr. Allen Ault, Dean allen.ault@eku.edu
College of Justice & Safety
Eastern Kentucky University
School of Justice Studies
354 Stratton Building
521 Lancaster Avenue
Richmond, KY 40475

VITA

ROGER D. THOMPSON

ADDRESS: 4321 Crestview Dr.
Chattanooga, TN 37415

Contact:

Roger-Thompson@utc.edu

EDUCATION

University of Tennessee
At Knoxville
Knoxville, Tennessee
1978-1983

Doctorate of Education – Curriculum and Instruction. Dissertation: Defining the Purpose of Criminal Justice Education.
Completion date – Dec. 8, 1983.

Youngstown State University
410 Wick Avenue
Youngstown, Ohio 44503
9/73 – 12/74

Master of Science in Criminal Justice
Thesis: Shock Probation: A Cost Analysis of the Economic Impact on Correctional Institution in Ohio.

Youngstown State University
9/70 – 8/73

Bachelor of Science in Criminal Justice
Major: Criminal Justice

EMPLOYMENT:

2013-Present

Haman's New Drivers (Certified Driving Instructor in Tn & Ga).
Partner with Siskin Hospital for Physical Rehabilitation in conducting driving evaluations for patients recovering from strokes, brain injuries, amputations, etc.

2013 – Present

Retired faculty (Adjunct)

1991-2013

The University of Tennessee
At Chattanooga
Chattanooga, TN 37403
1998-1999
1985-1991

Associate Professor—Criminal Justice
B.S. and M.S. degree programs

Coordinator –Criminal Justice Undergraduate Program(s)

Department Head – Criminal Justice

- Manage all personnel and financial resources related to degree programs
- Plan and administer a baccalaureate degree program with 200 plus majors.
- Offer a minor – Legal environments for nonmajors.
- Plan and administer two graduate degree programs. The Masters of Science in Criminal Justice is taught at both the UT-Chattanooga and UT-Knoxville campuses
- Develop and supervise intern placements.
- Represent the faculty at university functions.

Associate Professor

- Teaching assignments include: Information Systems. Philosophy and Ethics in Criminal Justice. Integrative Seminar, and Crime

The University of Tennessee
At Chattanooga
Chattanooga, TN 37403
1981-1983

and Public Policy.
Assistant Professor and Head – CJ
(See duties listed under Asst. Professor)

The University of Tennessee
At Chattanooga
Chattanooga, TN 37403
1976-1981

Instructor
(See duties listed under Asst. Professor)

The University of Tennessee
At Chattanooga
Chattanooga, TN 37403
3/76 – 9/76

**Assistant Director – Center for Criminological
Analysis and Training**

- Outstanding Professor Award – Student Government 1989
- Selected for Who's Who in South and Southeast 1990
- CECA Scholar 1997
- Faculty Fellow-Walker Teaching Resource Center 2010

Youngstown State University
410 Wick Avenue
Youngstown, Ohio 44503

Associate Project Director – A federally funded study of recruitment and selection practices of Ohio Law Enforcement Agencies. Final report entitled: Police Selection Standards and Processes in Ohio: An Assessment.

RESEARCH AND PUBLICATIONS

- Personal and Political?: Exploring the Feminization of the American Homeless Population** by Tara Richards, Tammy Garland, Vic Bumphus, and Roger Thompson, *Journal of Poverty*, 14:97-115, 2010.
- Crime Task Force Report (2008) Mayor's Office of Multicultural Affairs
- Chattanooga Homeless population (2008) Mayor's Blueprint Planning Committee
- Chattanooga Housing Authority (2001) Crime Prevention Strategies
- Crime Analysis-Neighborhood Plans 1998-2002 Bushtown and MLK Crime and Safety Plans
- Andrew Jackson Institute *Policy Report* April 1995 – Number 104 Introduction to Article: "No More Parole: The Case for Truth-In-Sentencing in Tennessee" by James Wootton
- Survey of Teen Challenge of Chattanooga 1992-1994 Completed Fall 1994
- Report to the Chattanooga Housing Authority 1990 Crime Patterns in Four Selected Sites
- Report to the Chattanooga Housing Authority 1989 Resident Abuse Files
- Youth Gangs Consultant and member of Chattanooga Venture Task Force
- Law Awareness Education Developed a curriculum and guide for 9th grade course for the Chattanooga Public Schools. (1979)
- Sexual Assault A research report to the Metropolitan Council for Community Services, Inc. (Feb. 8, 1979)
- Spouse Abuse A report to the Metropolitan Council for Community Services, Inc. (March 12, 1979)
- Victimization of Elderly In Chattanooga Associate Project Director
Research funded by the Tennessee Law Enforcement Planning Agency
With additional support from the University of Chattanooga Foundation, Inc. Final monograph entitled Crime and the Senior Citizen.
- "Prison Overcrowding: The Tennessee Experience" by Stanton P. Fjeld and Roger D. Thompson, *American Journal of Criminal Justice*, Vol. 9 Number 1, Fall 1986.
- Departmental Self-Study, 1987

PAPERS:

- Presenter: “Street Gangs – A Community Response – TCSW (November 1995)
- Consultant – Gang Prevention Strategies
Tupelo, Mississippi (September 1995)
- Consultant – Violence Reduction Strategies: A Community Response (October 1995)
- Academy of Criminal Justice Sciences: Nashville, Tennessee. 1991
“Breaking the Drug Habit in Public Housing: Public Policy Considerations:
- Academy of Criminal Justice Sciences: Denver, Colorado, 1990
“Drug Strategies in Public Housing: The Chattanooga Experience:
- Academy of Criminal Justice Sciences: Washington, DC, 1989
“Keep the Public in Public Policy”
- American Society of Criminology: Montreal, Canada, 1987
“Rebuilding Neighborhoods: The Chattanooga Experience”
- Academy for Criminal Justice Sciences, Cincinnati, Ohio 1979
“A Victimization Study of the Elderly in Chattanooga”
- Southern Association of Criminal Justice Educators, Biloxi, Miss., 1980
“Youth and the Law: Law in the Public Schools”
- Southern Association of Criminal Justice Educators; Nashville, TN, 1982
“Violence and Television: Is There a Connection?”
- Southern Association of Criminal Justice Educators, Chattanooga, TN. 1985
“Utilizing Part-Time Criminal Justice Faculty”

COMMITTEES:

University

General Education
Standards Committee
Graduate Council
Petitions Committee
Social Work Acceptance Committee (1979-1984)
Writing Across the Curriculum (1982-83)
Faculty Council (1983-85)
Faculty Handbook (1983-84) Chair
EDO Dept. Head Evaluation (1985-86)
Audio/Visual Task Force (1985-86)
Faculty Research (1986-)
Faculty Advisor - Pre-Law Club
 - Criminal Justice Club
UTC Administrative Hearing Officer (1987)
Student Services-(2004-2005)
Speaker & Special Events (2006)

GRANTS: (Participated in writing and submitting)

- Evaluation Consultant-Hamilton County Schools (2000) SAFE Coordinators Program
- Faculty Development Grant (1999) to attend NIJ Crime Mapping Conference in Orlando, Fla (Funded)
- Faculty Development Grant (1994) to attend National Conference on Children and Violence in Houston, Texas, (Funded)
- Consultant in the development of LEAA Region IV grant (1975) for the Center for Criminological Analysis and Training. (Funded)
- TLEPA Educational Assistance Undergraduate (3 yrs.) (Funded)
Assisted in first year Graduate application.
Responsible for quarterly and final reports.
- TLEPA Victimization of the Elderly (1977) (Funded)
Associate Project Director – Research funded by the TN Law Enforcement Planning Agency with additional support from the University of Chattanooga Foundation.
- TLEPA Faculty Internship (1977) (Funded)
A full-time Internship involving the Chattanooga Police Department and the Hamilton County Sheriff's Department for a period of 12 weeks.
- Faculty Development Grant (1981) (Funded) to attend Symposium on Criminal Justice Education and Standards. Chicago, Illinois (Funded)
- Graduate Research Fellowship Program National Institute of Justice (1982) (Not Funded)
- Faculty Development Grant (1983) (Funded)
To attend Symposium on Juvenile Justice sponsored by the Institute for Criminal Justice Ethics, John Jay College of Criminal Justice, New York, New York
- Faculty Development (1984) (Funded)
To visit Tennessee prisons and become familiar with issues related to court orders and incarceration. Joint proposal with Stan Fjeld.
- Faculty Development (1985) (Funded)
To visit Federal Training Center in Glynco, Georgia, The National Institute of Justice in Washington, D. C. and Patauxent Prison in Maryland. Joint proposal with Stan Fjeld.
- Instructional Excellence Grant (1986) (Funded)
To attend and participate in a two part workshop on Cognition and Teaching
- Faculty Research (1987) (Funded)
To visit Conflict Resolution Centers [with Stanton P. Fjeld]
- Faculty Research 91987) (Funded)
WESTLAW Survey
- Faculty Research --- Provost Student Research Grant (1988) (Funded)
To continue research on youth gangs

Recognition and Awards

College of Health & Human Services	Community Service Award	(1997)
College of Health & Human Services	Advising Award	(2001)
College of Arts & Sciences	Community Service Award	(2007)
Tennessee Higher Education Commission	Community Service Award	(2011)
University of Tennessee at Chattanooga	Professor Emeritus Award	(2019)

PROFESSIONAL INVOLVEMENT:

- Curriculum Development for ADED—Traffic Safety Course-Co-presenter at national conference (2015)
- CO-Chairman – Conference on the Young Black Male – 1991
- Tennessee Department of Youth Development
Juvenile Justice Advisory Committee – 1990
- Tennessee Department of Correction
Volunteer Advisory Committee – 1990
- Chattanooga Housing Authority
Consultant – 1989
- National Issue Forums
Field Advisor for the Kettering Foundation -1991
- Chattanooga Area Law Enforcement Commission (CALECO)
Consultant/participant – 1979
- CONTACT – 8th National Conference Workshop leader on “The Dynamics of Spouse Abuse”
- Tennessee Conference on Social Welfare Sponsored By Chattanooga Psychiatric Association – Consultant and participant: :A historical perspective of Spouse Abuse”
- American Bar Association
Selected to attend National Summer Institute on Law-Related Education, San Antonio, Texas – 1980.
- International Association of Chiefs of Police Workshop – Police Personnel Issues: Management, Hiring Practices, Recruitment, Unionization Discipline. Certificate 12/75
- National Civil Service League Workshop – Police Workshop – Police Personnel Problems: Affirmative Action, Testing Practice for Screening. Certificate – 1/76
- Big Brother Program (3 years) – Participated in the Big Brother Program. Matched with a 15 year old male, continuing involvement after youth reached 18 years of age.
- Achievement Training Opportunities (ATO) Advisory Board Member – Chattanooga Chapter – A job development and placement services for ex-offenders. 1976-
- Project First Offender Executive Board Member Volunteer probation counselors assigned to felons convicted of first offense. 1978
- Project M.O.R.E. (incorporates Project First Offender) – Executive Board Member Volunteer probation counselors assigned to misdemeanants. 7/78 – present
- Faculty Internship – A full-time internship involving the Chattanooga Police Department and the Hamilton

County Police Sheriff's) Department for a period of 12 weeks to become more sensitive to the operational problems and needs confronting law enforcement agencies in an around the Chattanooga area. Funding provided by the Tennessee Law Enforcement Planning Agency (TLEPA). (5/77 – 8/77)

- Metropolitan Council for Community Services, Inc. – Consultant for Spouse Abuse Study group. 1979
- Academy of Criminal Justice Sciences Certificate Accreditation Workshop. 9/78
- Better Business Bureau – Volunteer Arbitrator for Dispute Resolution. Used on a regular basis. 1982- 1985
- Tennessee Task Force on Law-Related Education – Appointed by State Commissioner of Education for planning and implementation of law related education. (1983 -1985)
- Reader, U.S. Department of Education / Law-Related Education Grant Program
- Reader, U.S. Department of Education / School Violence Grant Program.
- Board Member, Stop The Madness Youth Violence Prevention project (2005-present)
- Board member, MLK Weed & Seed program (2004-2007)

REFERENCES FURNISHED UPON REQUEST

Roger D. Thompson

Community Service Activities

Law-Related Education – City and County Schools
Chattanooga Law Enforcement Commission – Chairman
Metropolitan Council for Community Services – Consultant and Past Board Member
Better Business Bureau – Arbitrator, Development of a Dispute Resolution Center
Chattanooga Venture – Task Force on Government – Several Projects
Chattanooga Leadership – The Justice System
Hamilton County Sheriff's Community Relations council – Vice Chairman
Chattanooga Neighborhood Enterprise Inc. (A project to eliminate substandard housing in 25 neighborhoods)
National Issues Forum –
Dismas House – Planning Committee
Development of Internships in/Criminal Justice Organizations
UT Alumni Association, Hamilton County Chapter – Board of Directors
State Advisory Committee – Bicentennial Competition on the Constitution
Southeastern Tennessee Regional Prisons – Chairman, Advisory Board
28th Legislative District Community Development Corporation-Board Member
Federal task Force on Guns and Violence-U.S.Atty-Eastern District of TN (2002)
Police Monument Committee (1997-2003)
Chair, MLK Weeding Committee (2004-present)
Chattanooga Community Kitchen—work on the homeless issues (2004-present)
Gear Up---work with UTC project to form network in 6 urban Jr high schools. (2006)

Current Projects:

Planning Committee---Project Connect for the homeless (adding veterans).
Office of Multicultural Affairs---Mayoral Appointment (3 years)
UTC SECLA Command College

Kiera Williams
8930 Drake Parkway Rd, Chattanooga, TN 37416
(404) 450-0604
kiera2280@hotmail.com

Curriculum Vitae

- Summary**
- Demonstrated educator with focus on student retention and understanding.
 - Skilled at learning new concepts quickly, working well under pressure, and communicating ideas clearly and effectively.
 - Enthusiastic about learning and helping others understand content matter.

- Education**
- Master of Science in Criminal Justice** 2008
University of Tennessee at Chattanooga, Chattanooga, TN
- Completed 2007 TN State Victims Academy
- Bachelor of Science in Biology minor Chemistry** 2003
University of Tennessee at Chattanooga, Chattanooga, TN
Concentration: General Biology to allow for more diversified class offerings.

Career History & Accomplishments

- Adjunct Instructor, University of Tennessee at Chattanooga, Chattanooga, TN** Current
- Current instructor for Violence in America, Fall 2017: Intro to Criminal Justice
- Adjunct Instructor, ITT-Technical College, Chattanooga, TN** 2015
- Successfully taught both Criminal Justice and General Education Classes
 - Awarded Instructor of the Quarter
 - Completed Continuing Education Credits on increasing adult learning, student retention, classroom dynamics, and diversification.
 - Classes include but not limited to: Transportation and Security, Computer Forensics, General Studies 1145, Capstone, Interrogation Methods, and Forensic Criminalistics
- Adjunct Instructor, Miller-Motte Technical, Chattanooga, TN** 2010
- Successfully taught Criminal Justice courses including but not limited to: Juvenile Justice, Criminal Investigations, Introduction to Criminology.

Memberships & Affiliations

- Member of Beta Beta Beta Biological Honor Society

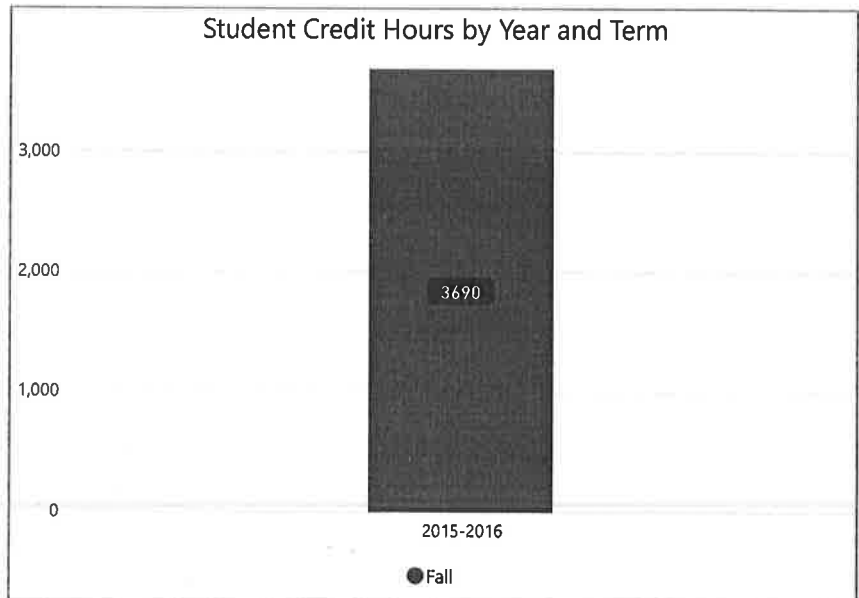
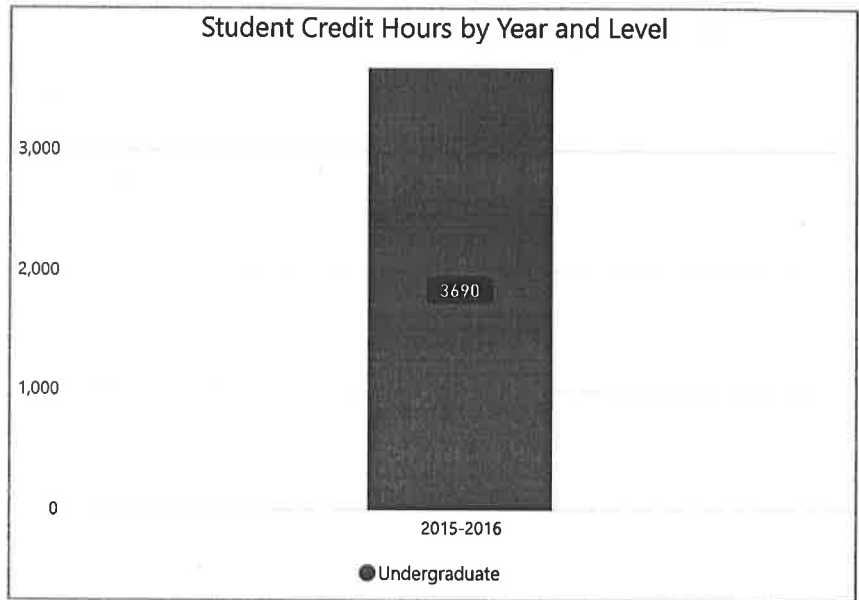
ADJUNCT CRMJ FACULTY TEACHING LOADS SPRING 2017

Last Name	First Name	Course	Credit Hrs	Enrollment	SCH	Level
Behler	Gary	CRMJ3300	3	43		129 UG
Bell	Bylinda	CRMJ4999	3	35		105 UG
Browne	Andy	CRMJ3900	3	26		78 UG
Browne	Andy	CRMJ3120	3	29		87 UG
Carroll	Troy	CRMJ2110	3	30		90 UG
Hamilton	Craig	CRMJ4140	3	35		105 UG
Kappeler	Stephen	CRMJ4150	3	30		90 UG
Taylor	David	CRMJ4300	3	34		102 UG
Thompson	Roger	CRMJ4850	3	41		123 UG
Williams	Kiera	CRMJ2010	3	44		132 UG



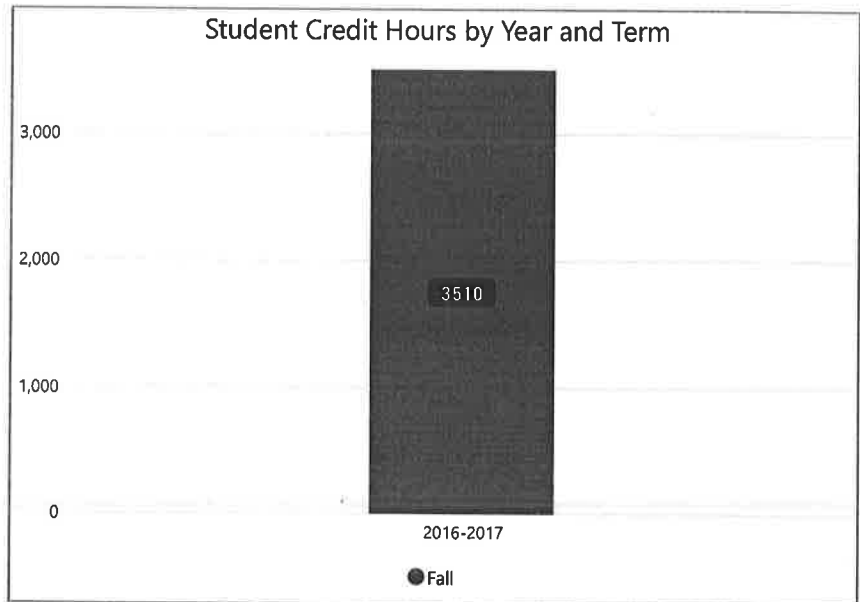
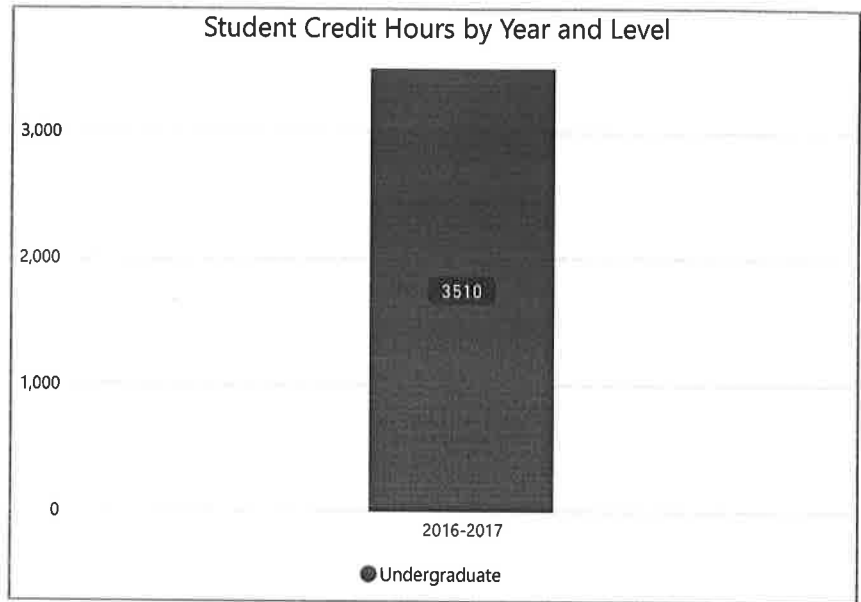
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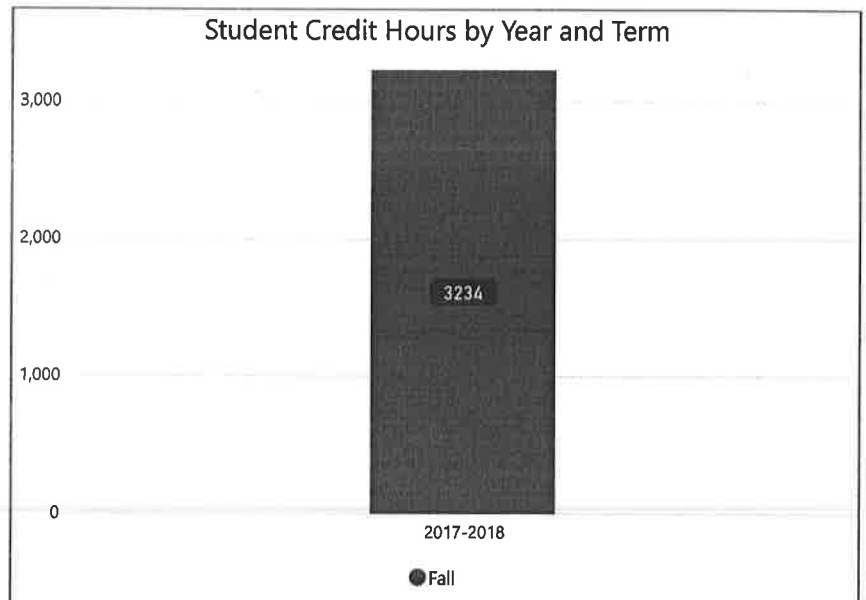
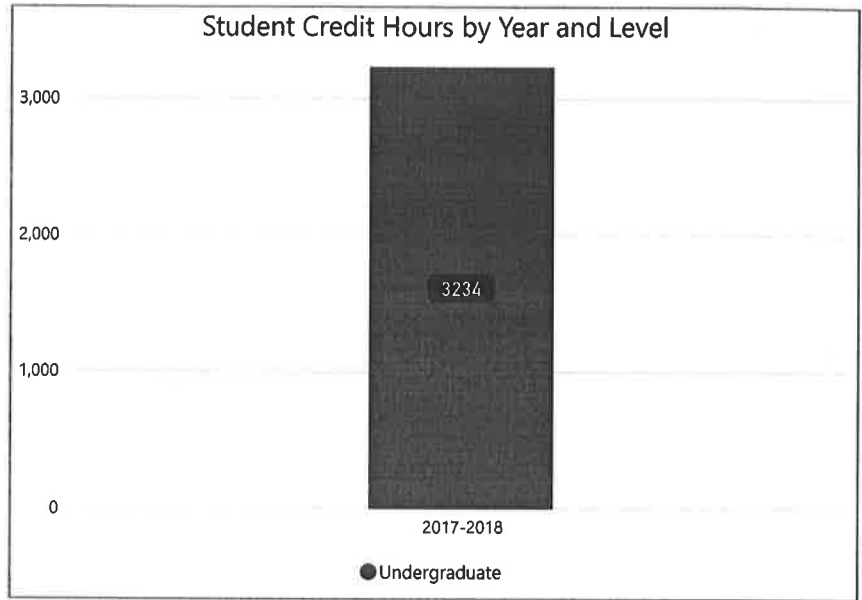
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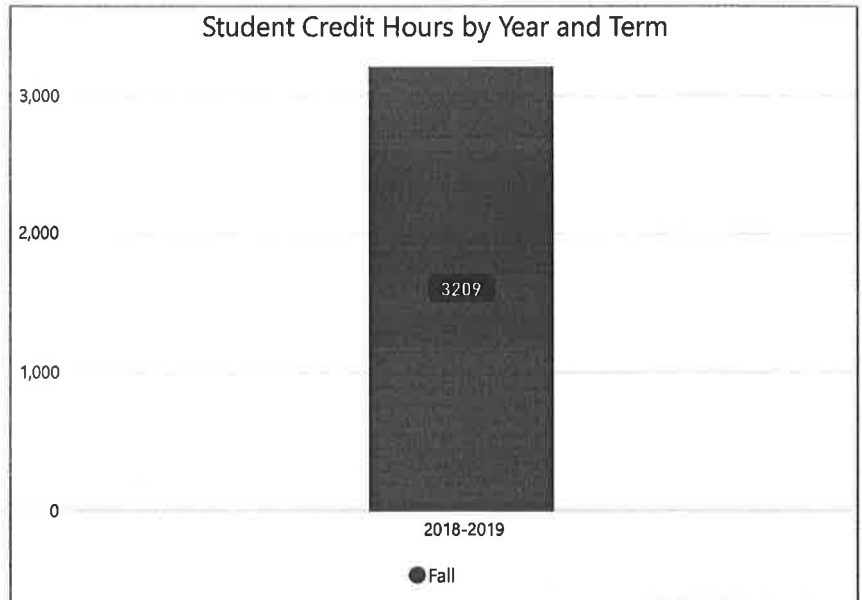
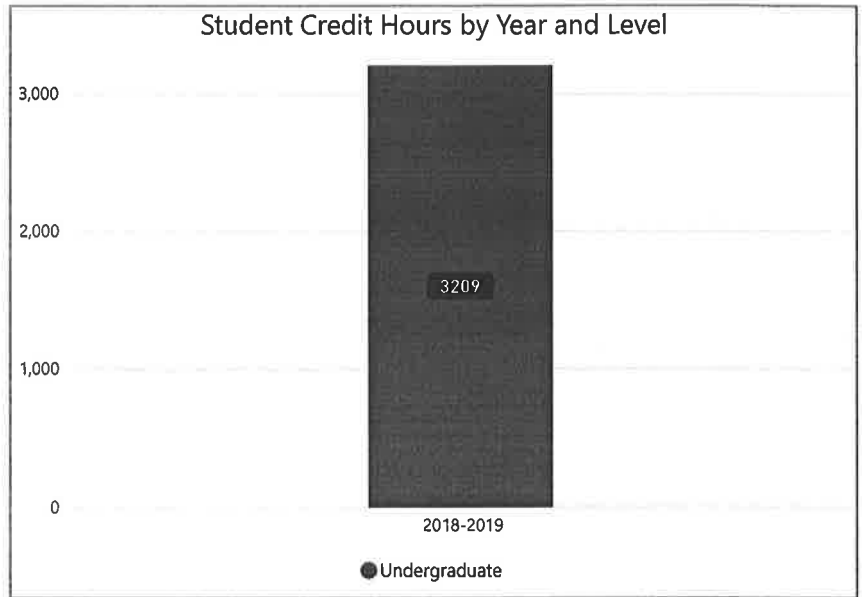
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College: Department: Course Subject:



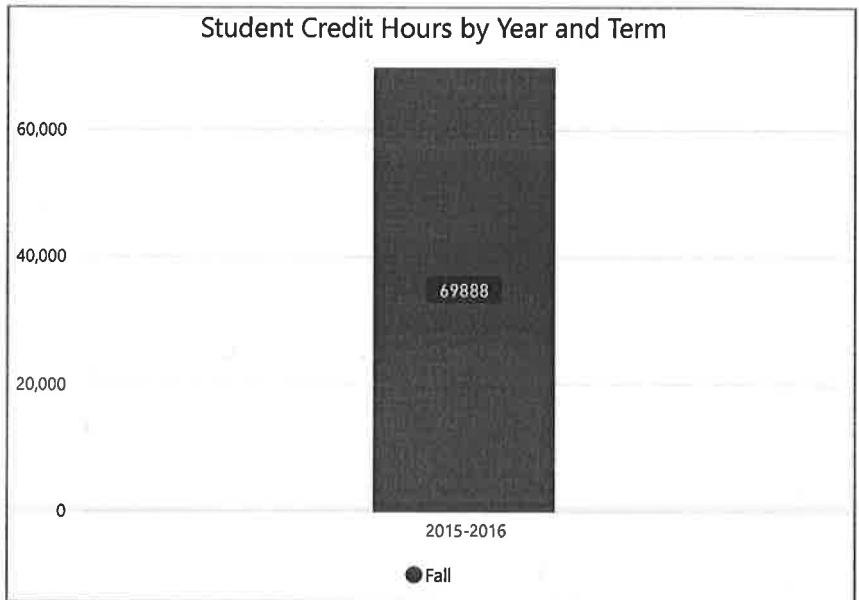
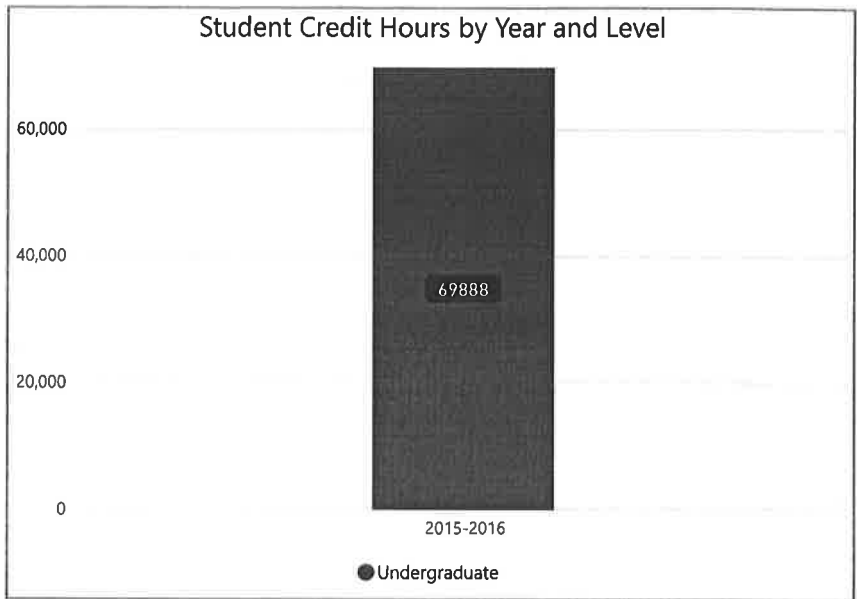
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College: Department: Course Subject:



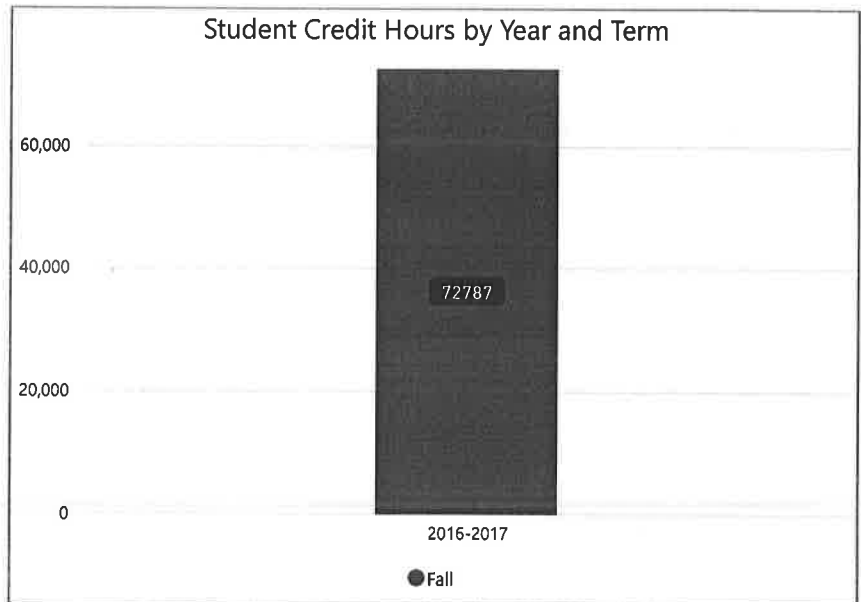
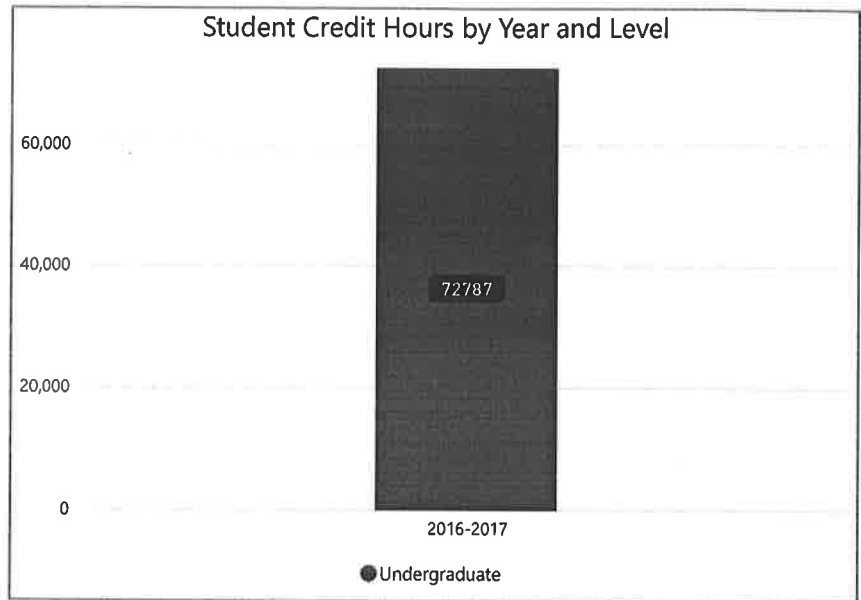
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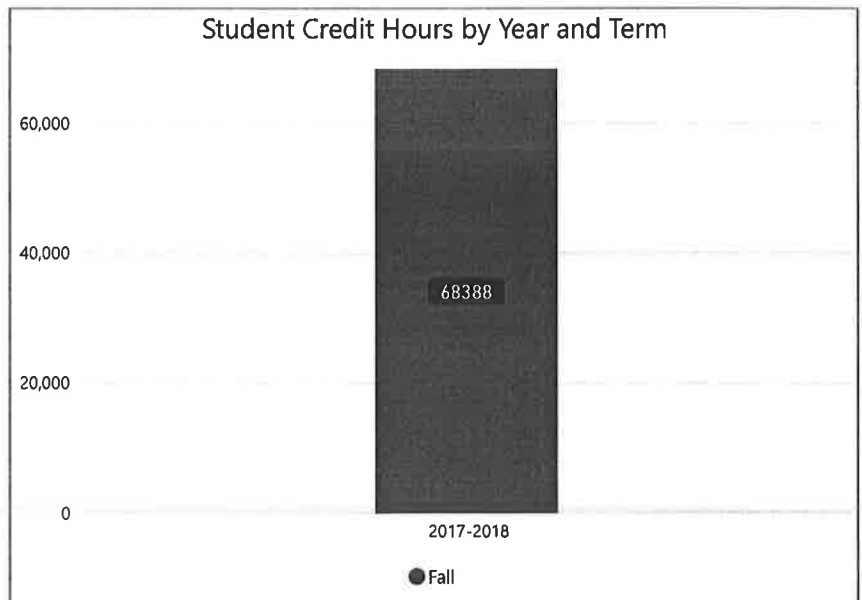
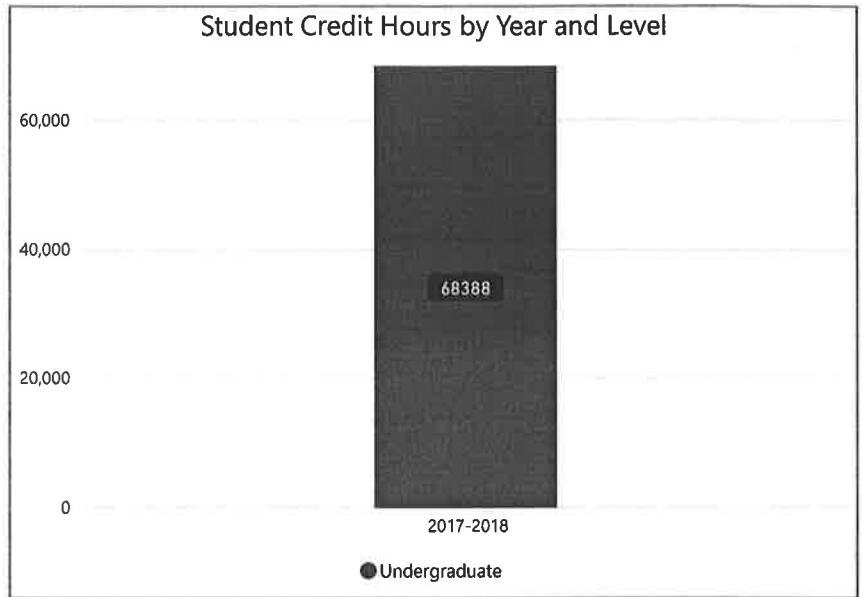
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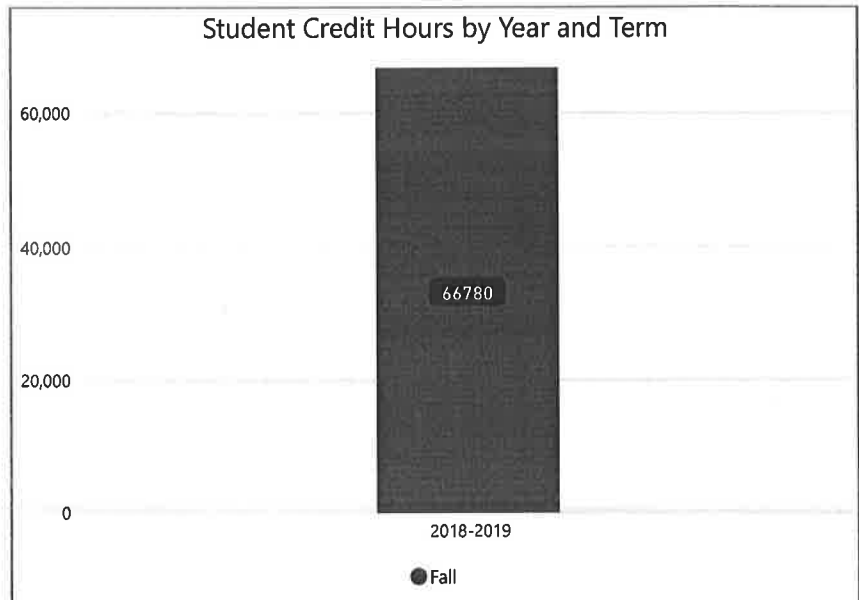
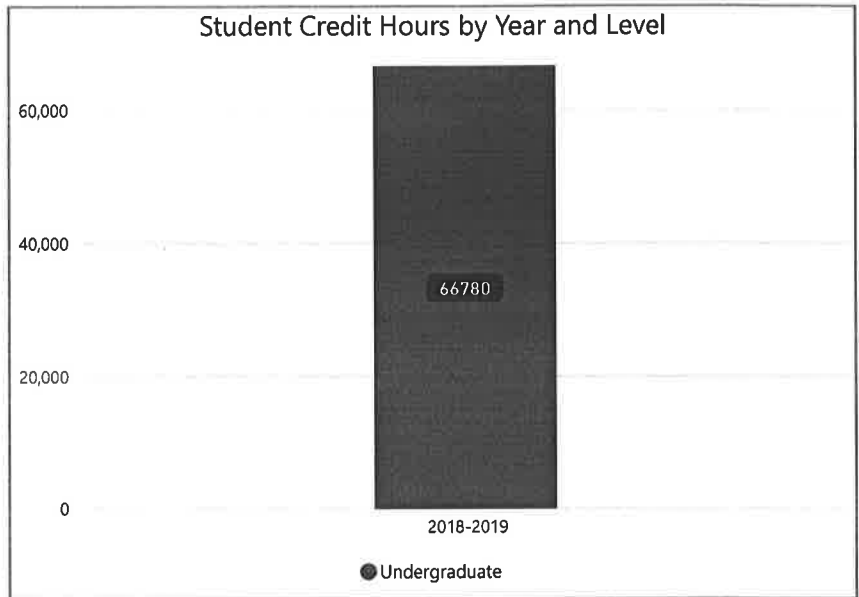
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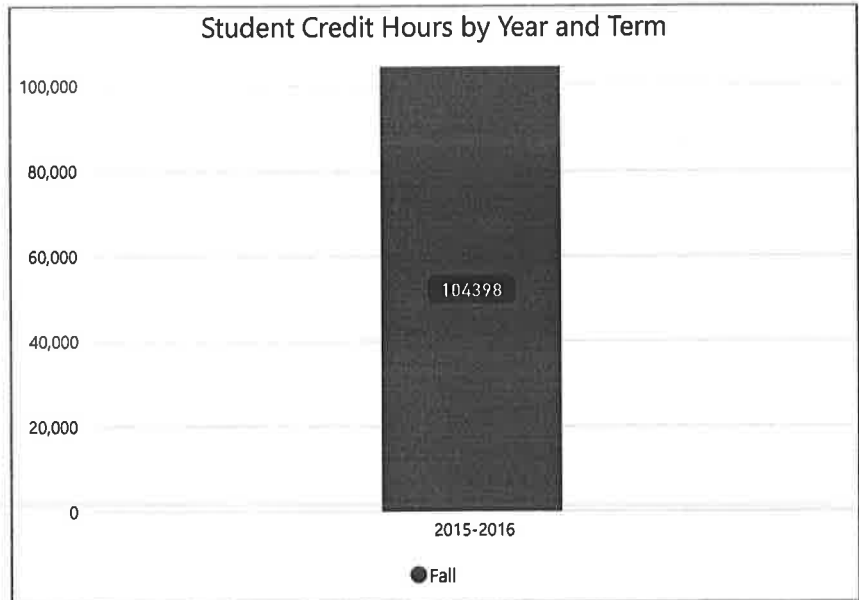
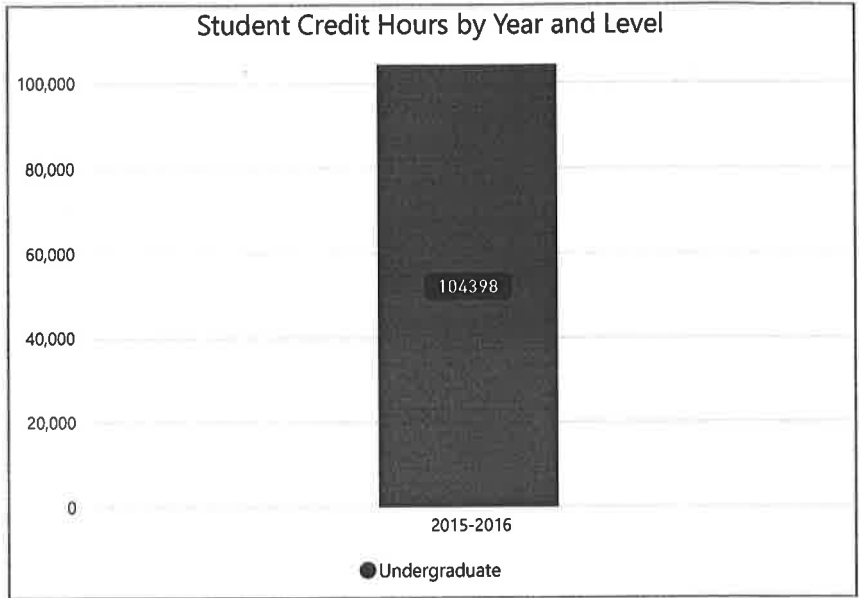
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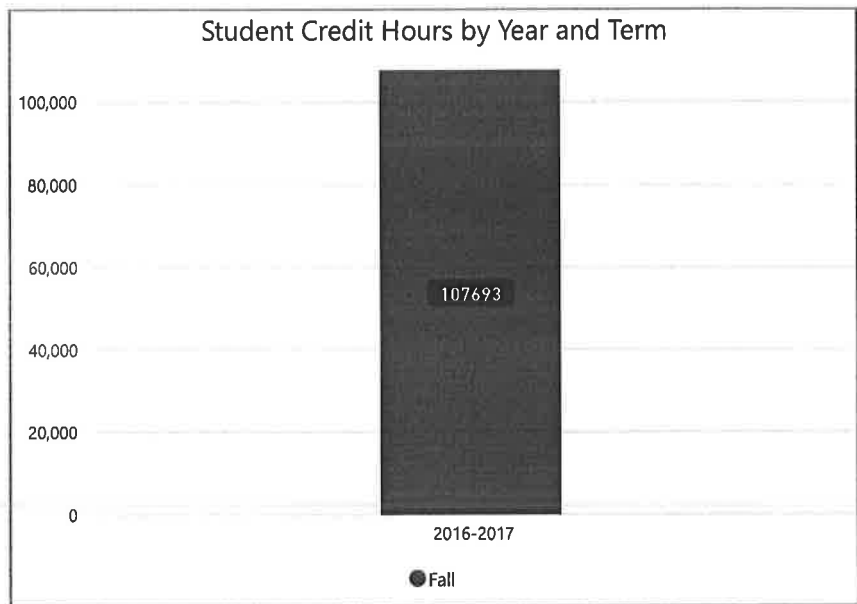
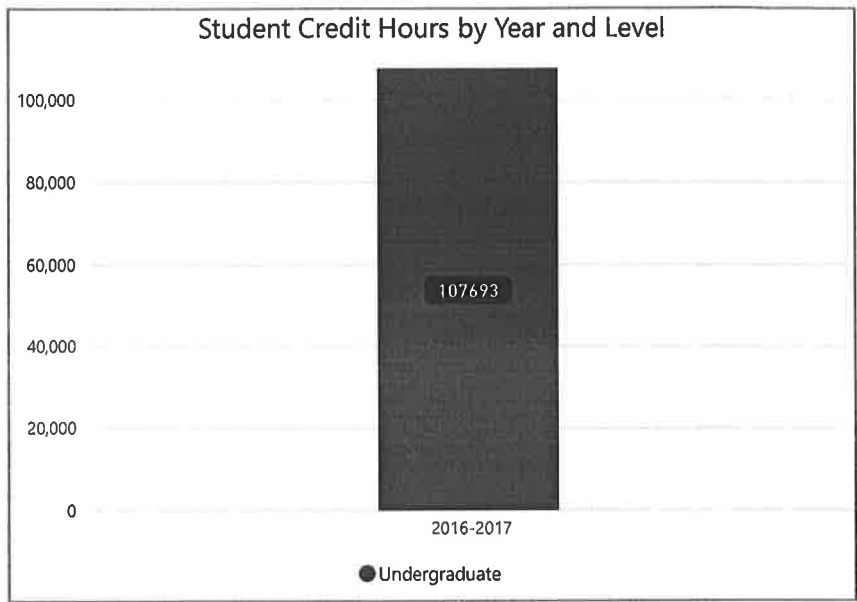
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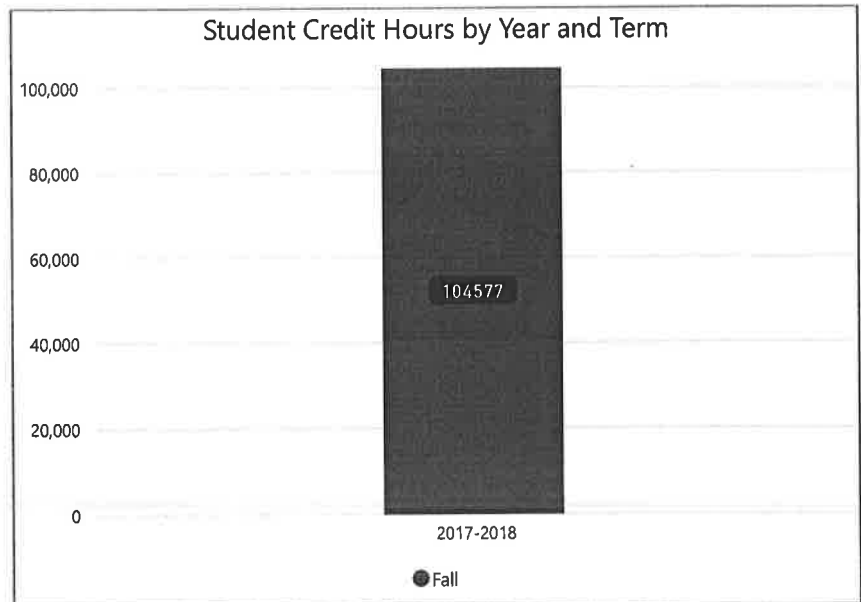
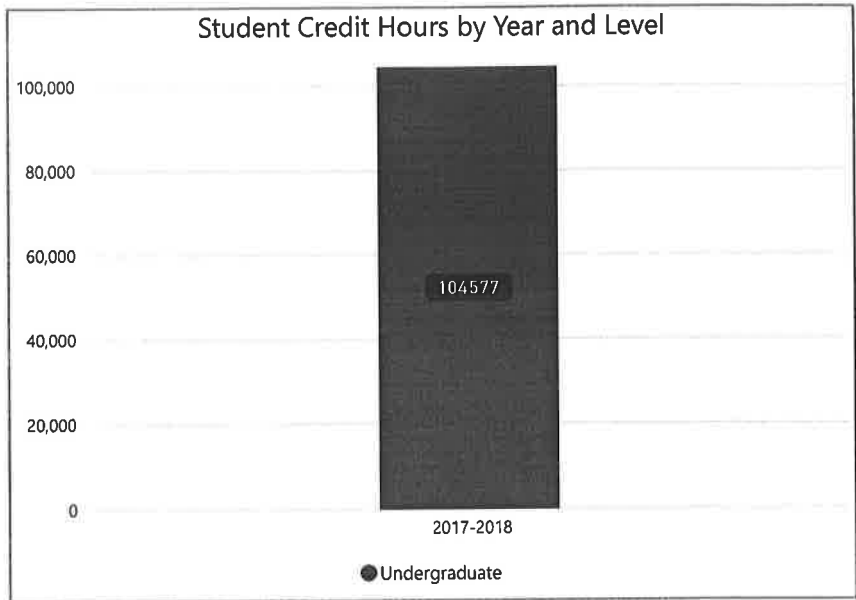
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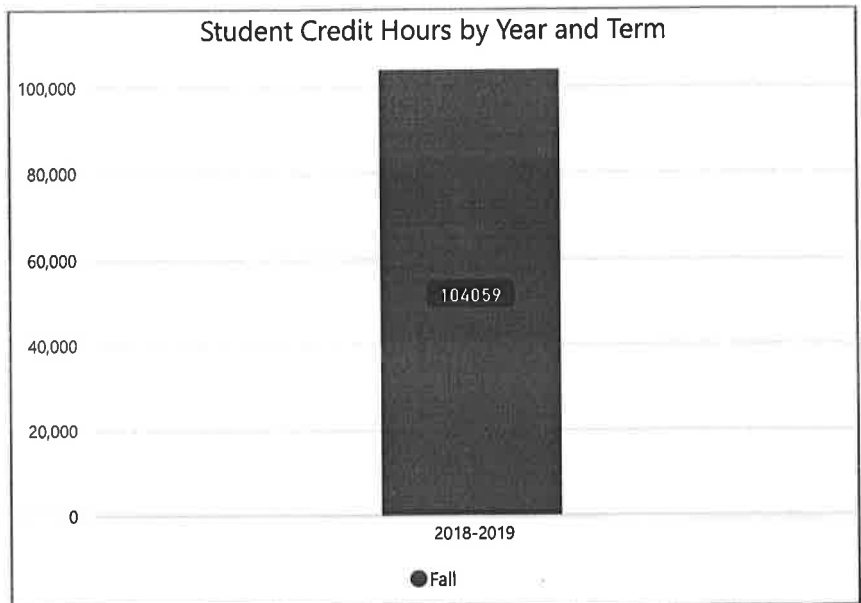
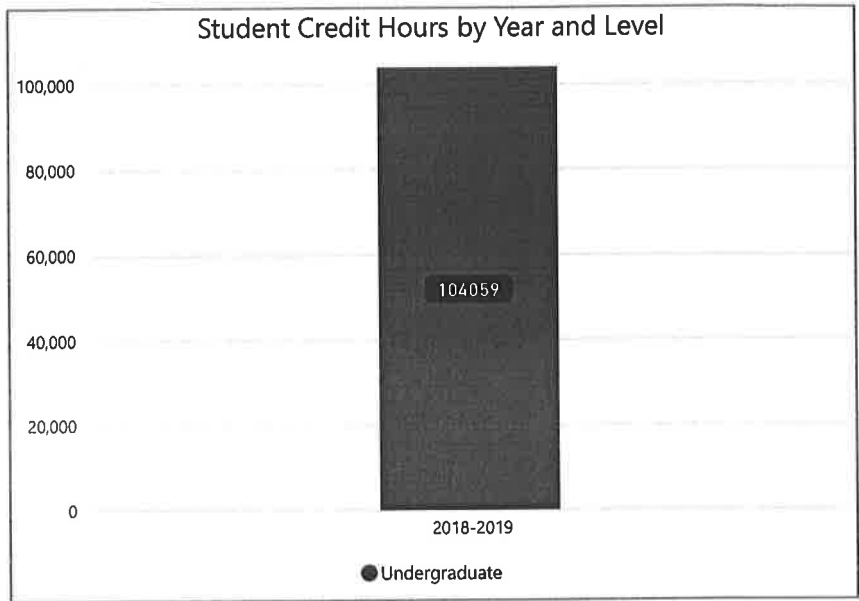


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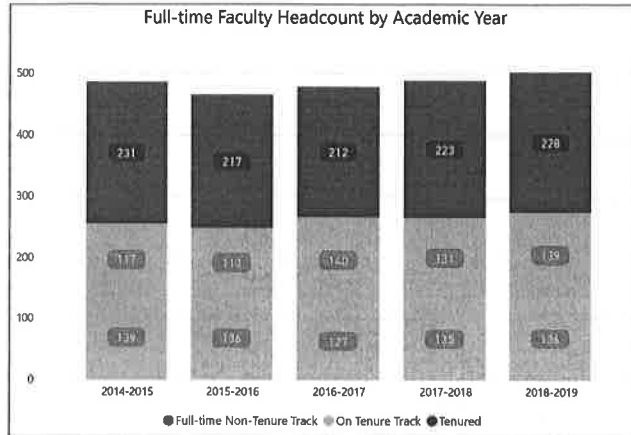
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Term	Academic ...	Course Level	Course Type
Fall	2018-2019	Undergraduate	All
College	Department	Course Subject	
All	All	All	

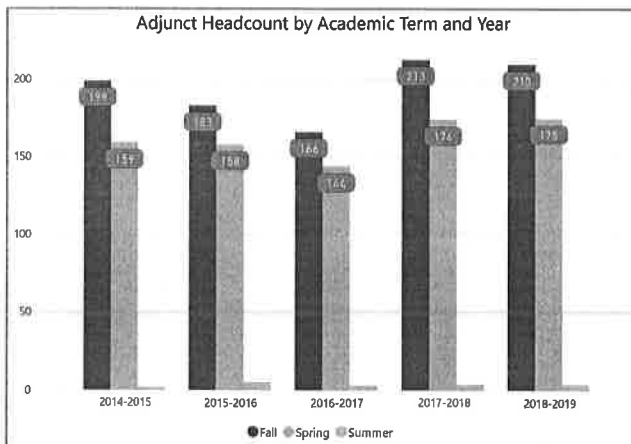
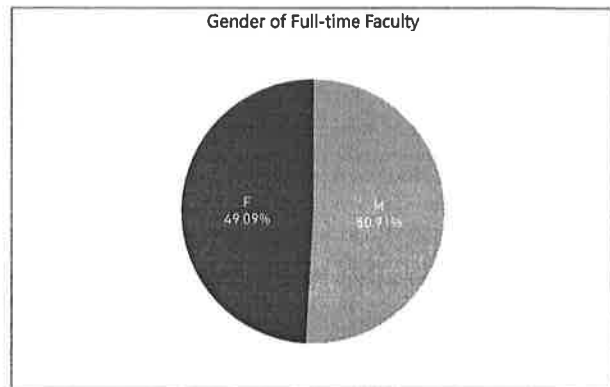
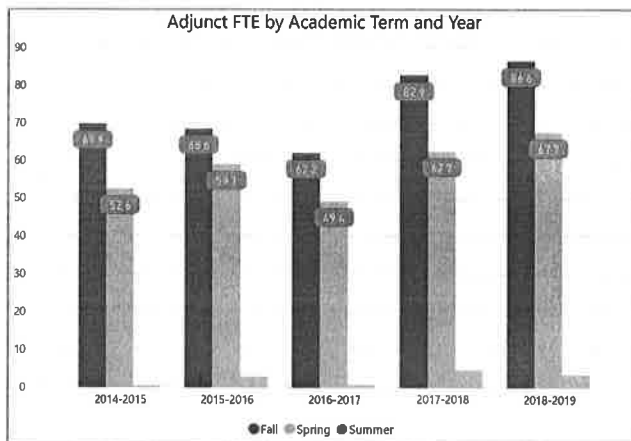


Academic Year: **UTC total**
 College: **UTC total**
 Department: **UTC total**
 Academic Area: **UTC total**

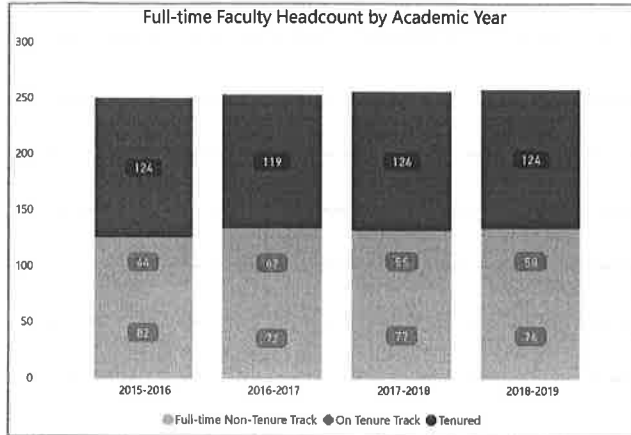


OPEIR Notes

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- * Department names, and departmental affiliations are as of Fall 2018. Programs that were different in previous years are mapped to these current definitions.
- * "Academic Area" is used to split merged departments by program area where possible from IRIS data.
- * Full-time Faculty headcount is as of Fall term. Inclusion is based on IRIS data, with a typical snapshot date of November 20.
- * Full-time Non-Tenure-Track Faculty includes all full time 9- or 12-month faculty who are not eligible for tenure.
- * Research faculty, library faculty, and College- and University-level administrators are not included in full-time headcount.
- * Adjunct FTE is based on a full teaching load of 12 credit hours. Only adjuncts teaching in a given semester are included in that semester's FTE.
- * Staff adjuncts and other part time instructional faculty and staff are included in adjunct FTE if they taught courses.
- * Race/Ethnicity and Gender charts will reflect all years selected; select year(s) from filter to isolate.



Academic Year: Multiple selecti...
 College: Arts & Sciences
 Department: All
 Academic Area: All



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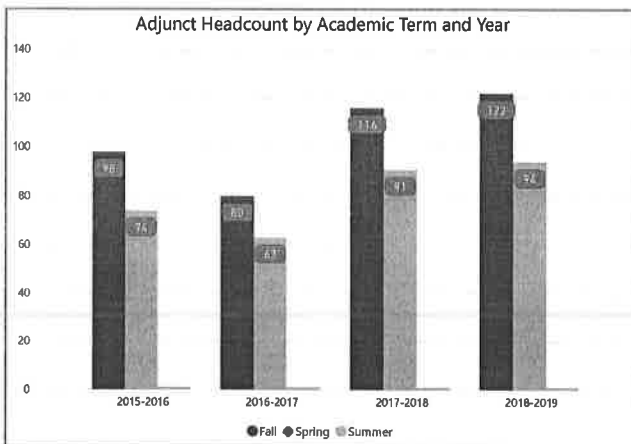
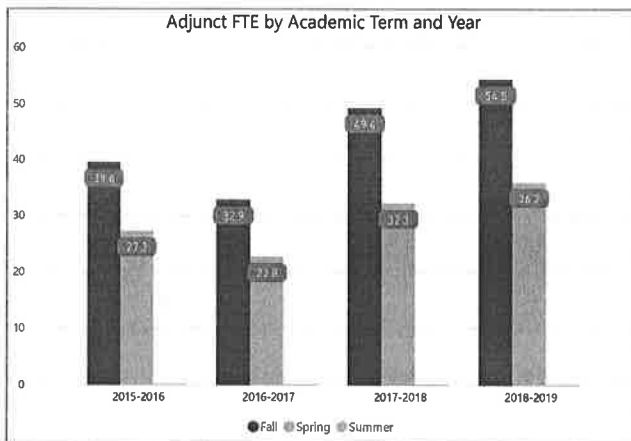
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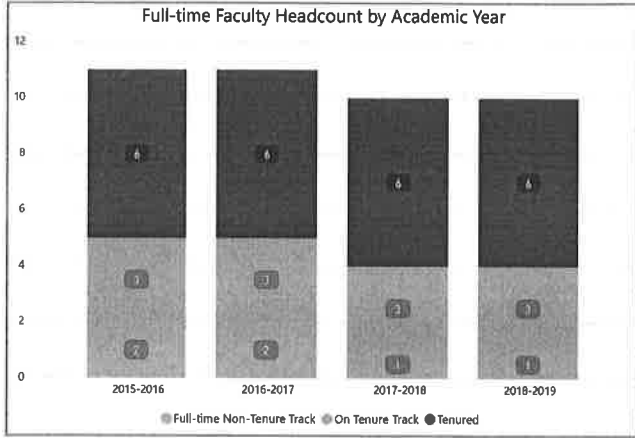
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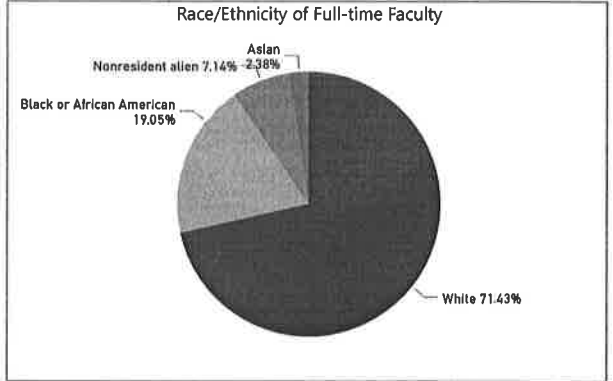
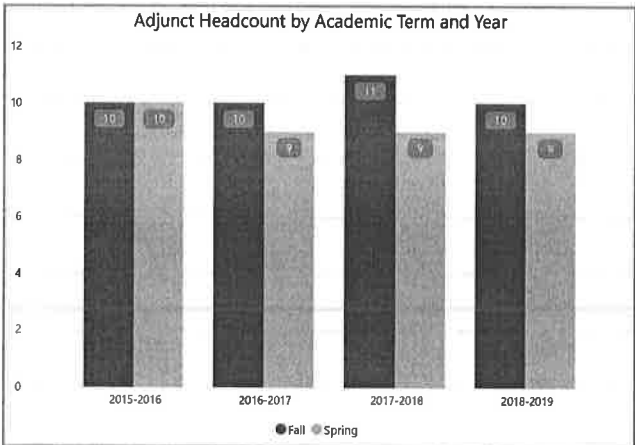
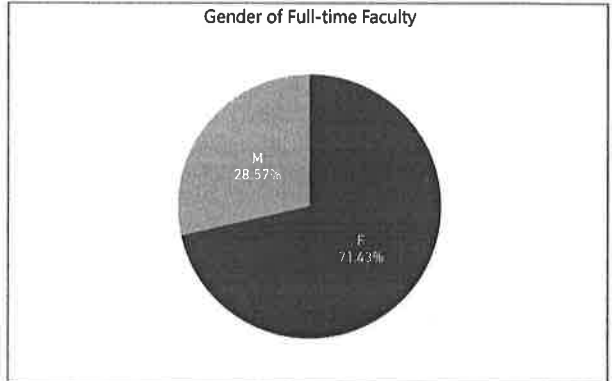
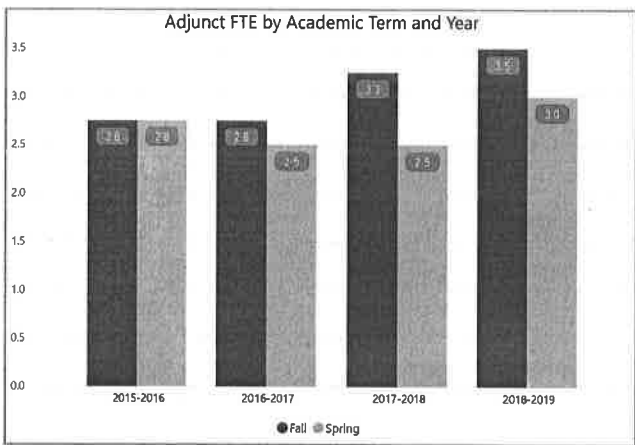


Academic Year: Multiple selecti...
 College: Arts & Sciences
 Department: Social, Cultural, & Justice Studies
 Academic Area: Criminal Justice & Legal Assistant Studies

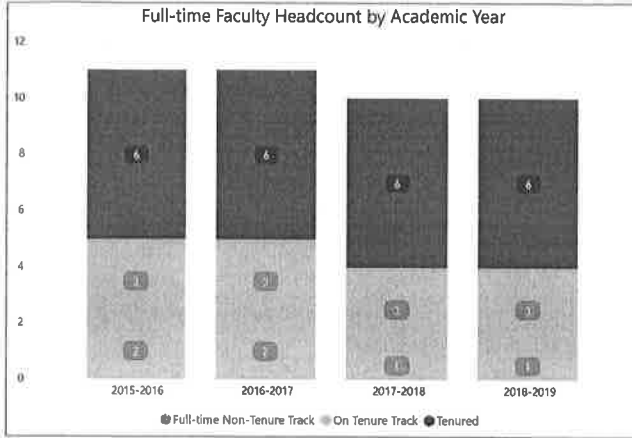


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- * Staff adjuncts and other part time instructional faculty and staff are included in adjunct FTE if they taught courses.
- * Race/Ethnicity and Gender charts will reflect all years selected; select year(s) from filter to isolate.

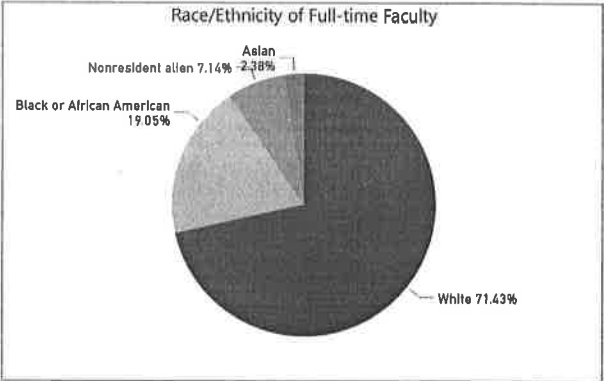
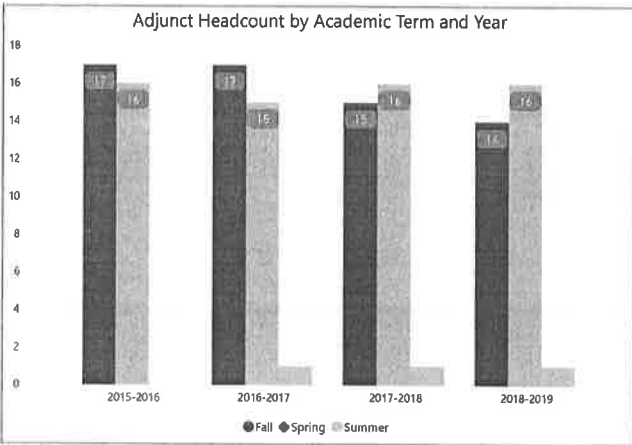
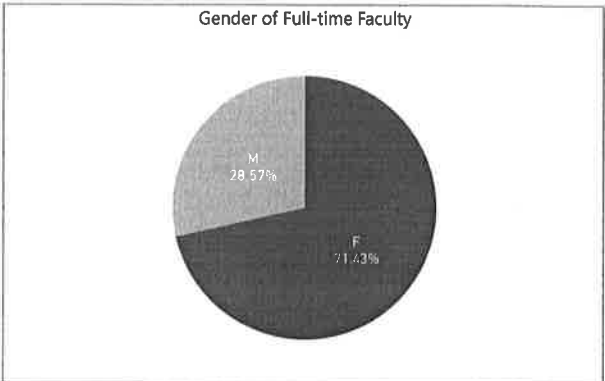
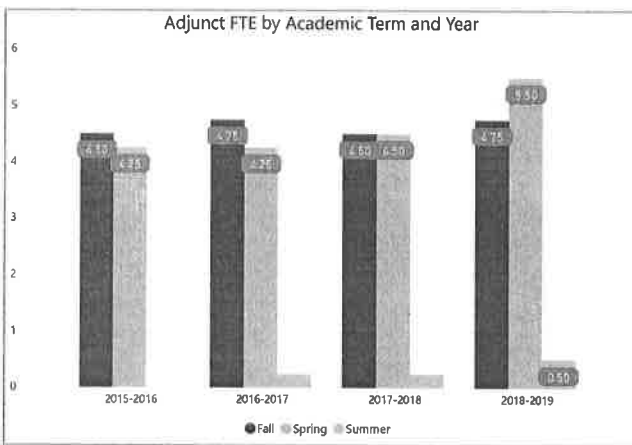


Academic Year: Multiple selecti... ^ All
 College: All
 Department: Social, Cultural, & Justice Studies
 Academic Area: Multiple selections v



OPEIR Notes

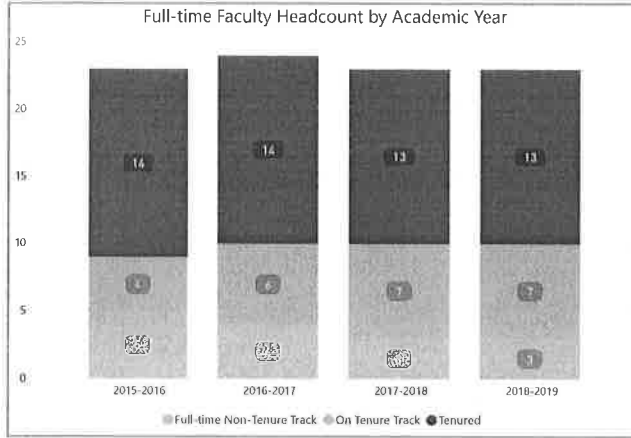
- * Due to methodological differences, numbers will not necessarily match Delaware norms.
- * Department names, and departmental affiliations are as of Fall 2018. Programs that were different in previous years are mapped to these current definitions.
- * "Academic Area" is used to split merged departments by program area where possible from IRIS data.
- * Full-time Faculty headcount is as of Fall term. Inclusion is based on IRIS data, with a typical snapshot date of November 20.
- * Full-time Non-Tenure-Track Faculty includes all full time 9- or 12-month faculty who are not eligible for tenure.
- * Research faculty, library faculty, and College- and University-level administrators are not included in full-time headcount.
- * Adjunct FTE is based on a full teaching load of 12 credit hours. Only adjuncts teaching in a given semester are included in that semester's FTE.
- * Staff adjuncts and other part time instructional faculty and staff are included in adjunct FTE if they taught courses.
- * Race/Ethnicity and Gender charts will reflect all years selected; select year(s) from filter to isolate.



Academic Year College
 Multiple selecti... Arts & Sciences

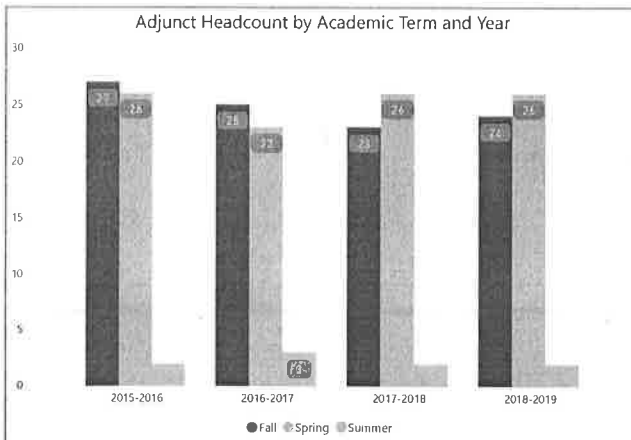
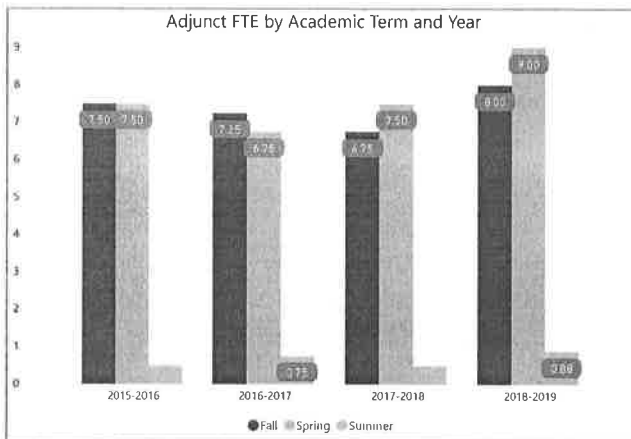
Department
 Social, Cultural, & Justice Studies

Academic Area
 All



OPEIR Notes

- * Due to methodological differences, numbers will not necessarily match Delaware norms.
- * Department names, and departmental affiliations are as of Fall 2018. Programs that were different in previous years are mapped to these current definitions.
- * "Academic Area" is used to split merged departments by program area where possible from IRIS data.
- * Full-time Faculty headcount is as of Fall term. Inclusion is based on IRIS data, with a typical snapshot date of November 20.
- * Full-time Non-Tenure-Track Faculty includes all full time 9- or 12-month faculty who are not eligible for tenure.
- * Research faculty, library faculty, and College- and University-level administrators are not included in full-time headcount.
- * Adjunct FTE is based on a full teaching load of 12 credit hours. Only adjuncts teaching in a given semester are included in that semester's FTE.
- * Staff adjuncts and other part time instructional faculty and staff are included in adjunct FTE if they taught courses.
- * Race/Ethnicity and Gender charts will reflect all years selected; select year(s) from filter to isolate.



IV. STUDENT EXPERIENCES

Student Evaluation

In accordance with university practice, the Criminal Justice program strongly encourages students to complete online course evaluations and provide qualitative feedback regarding their courses, curricula, and learning experiences. Beginning in the fall semester of 2018, the university implemented a new course learning evaluation. Accordingly, all Likert-style items included in the instrument were revised. Results of the course evaluations are therefore calculated as average scores for two distinct categories: 1) Fall 2018 – Spring 2019; and 2) Summer 2014 – Summer 2018. Furthermore, Criminal Justice was merged with Sociology, Anthropology, and Geography into the Department of Social, Cultural, and Justice Studies in the Fall of 2016. Average scores for SCJS displayed in Tables X and X are therefore based on evaluations from Fall 2016 to Summer 2018 and Fall 2018 to Spring 2019. Evaluations for each semester are provided in table format in Appendix X at the program, department, college, and university levels. As displayed in Table X, the average scores for student evaluations of learning

Table X. Criminal Justice Average Course Learning Evaluation Scores (FA 2018-SP 2019)

	Strongly Agree (%)	Agree (%)	Somewhat Agree (%)	Neither Agree nor Disagree (%)	Somewhat Disagree (%)	Disagree (%)	Strongly Disagree (%)
I am aware of the learning outcomes of this course, as stated in the syllabus	76	16	4	2	1	0	1
The course content addresses the learning outcomes of this course.	75	17	3	3	0	1	1
The course structure assists me in achieving the learning outcomes of this course.	72	16	4	3	2	1	2
I am achieving the learning outcomes of this course.	70	18	4	3	2	1	2
I keep up with all course readings and assigned work.	63	22	9	3	1	1	1
The course encourages my use of critical thinking skills.	65	19	8	4	1	1	2
The way this course is delivered encourages me to be actively engaged.	65	16	8	4	3	1	3
The instructor is willing to assist me with achieving the course learning outcomes.	74	15	4	3	1	1	2
The instructor provides constructive feedback on my coursework.	71	14	5	5	2	1	2
The instructor responds to my questions and emails within the time-frame indicated in the syllabus.	73	15	4	5	1	0	2

outcomes between Fall 2018 and Spring 2019 were quite positive and aligned with those at the department, college, and university levels (Tables X-X). In response to the statement “I am aware of the learning outcomes of this course, as stated in the syllabus,” 96% of respondents either strongly agreed, agreed, or somewhat agreed—compared with 95% at the department level, 96% at the college level, and 95% at the university level. In response to the statement “The course content addresses the learning outcomes of this course,” 95% of respondents either strongly agreed, agreed, or somewhat agreed—compared to 95% at the department level, 95% at the college level, and 95% at the university level. In response to the statement “The course structure assists me in achieving the learning outcomes of this course,” 92% of respondents either strongly agreed, agreed, or somewhat agreed—compared with 91% at the department level, 90% at the college level, and 90% at the university level. In response to the statement “I am achieving the learning outcomes of this course,” 92% of respondents either strongly agreed, agreed, or somewhat agreed—compared to 91% at the department level, 90% at the college level, and 91% at the university level. In response to the statement “I keep up with all course readings and assigned work,” 94% of respondents either strongly agreed, agreed, or somewhat agreed—compared with 92% at the department level, 94% at the college level, and 94% at the university level.

Table X. SCJS Average Course Learning Evaluation Scores (FA 2018-SP 2019)

	Strongly Agree (%)	Agree (%)	Somewhat Agree (%)	Neither Agree nor Disagree (%)	Somewhat Disagree (%)	Disagree (%)	Strongly Disagree (%)
I am aware of the learning outcomes of this course, as stated in the syllabus	71	19	5	2	1	1	1
The course content addresses the learning outcomes of this course.	70	19	6	2	1	1	1
The course structure assists me in achieving the learning outcomes of this course.	65	19	7	3	2	2	2
I am achieving the learning outcomes of this course.	63	20	8	3	3	1	2
I keep up with all course readings and assigned work.	58	23	11	3	2	1	2
The course encourages my use of critical thinking skills.	58	21	10	5	2	2	2
The way this course is delivered encourages me to be actively engaged.	57	19	10	4	3	3	4
The instructor is willing to assist me with achieving the course learning outcomes.	66	19	6	4	2	1	2
The instructor provides constructive feedback on my coursework.	60	17	8	6	3	3	3
The instructor responds to my questions and emails within the time-frame indicated in the syllabus.	63	19	4	8	2	1	3

In response to the statement “The course encourages my use of critical thinking skills,” 92% of respondents either strongly agreed, agreed, or somewhat agreed—compared with 89% at the department level, 92% at the college level, and 93% at the university level. In response to the statement “The way this course is delivered encourages me to be actively engaged,” 89% of respondents either strongly agreed, agreed, or somewhat agreed—compared to 86% at the department level, 86% at the college level, and 89% at the university level. In response to the statement “The instructor is willing to assist me with achieving the course learning outcomes,” 93% of respondents either strongly agreed, agreed, or somewhat agreed—compared to 91% at the department level, 91% at the college level, and 92% at the university level. In response to the statement “The instructor provides constructive feedback on my coursework,” 90% of respondents either strongly agreed, agreed, or somewhat agreed—compared with 85% at the department level, 85% at the college level, and 87% at the university level. In response to the statement “The instructor responds to my questions and emails within the time-frame indicated in the syllabus,” 92% of respondents either strongly agreed, agreed, or somewhat agreed—compared with 86% at the department level, 87% at the college level, and 88% at the university level. It is noteworthy that for each of the statements included in the learning evaluation,

Table X. CAS Average Course Learning Evaluation Scores (FA 2018-SP 2019)

	Strongly Agree (%)	Agree (%)	Somewhat Agree (%)	Neither Agree nor Disagree (%)	Somewhat Disagree (%)	Disagree (%)	Strongly Disagree (%)
I am aware of the learning outcomes of this course, as stated in the syllabus	71	20	5	1	1	1	1
The course content addresses the learning outcomes of this course.	69	20	6	2	1	1	1
The course structure assists me in achieving the learning outcomes of this course.	64	18	8	3	3	2	2
I am achieving the learning outcomes of this course.	61	20	9	3	3	2	2
I keep up with all course readings and assigned work.	59	24	11	2	2	1	1
The course encourages my use of critical thinking skills.	61	21	10	3	3	1	1
The way this course is delivered encourages me to be actively engaged.	59	18	9	4	4	3	3
The instructor is willing to assist me with achieving the course learning outcomes.	67	18	6	3	3	1	2
The instructor provides constructive feedback on my coursework.	61	16	8	4	5	3	3
The instructor responds to my questions and emails within the time-frame indicated in the syllabus.	65	17	5	5	5	1	2

program-level scores either matched or exceeded those at the department, college, and university levels across desirable outcome measures (e.g., strongly agree, agree, and somewhat agree). In their totality, these descriptive statistics provide preliminary evidence that the program is meeting the educational needs and expectations of its students.

Table X. UTC Average Course Learning Evaluation Scores (FA 2018-SP 2019)

	Strongly Agree (%)	Agree (%)	Somewhat Agree (%)	Neither Agree nor Disagree (%)	Somewhat Disagree (%)	Disagree (%)	Strongly Disagree (%)
I am aware of the learning outcomes of this course, as stated in the syllabus	71	19	5	2	1	1	1
The course content addresses the learning outcomes of this course.	69	20	6	2	1	1	1
The course structure assists me in achieving the learning outcomes of this course.	64	18	8	3	3	2	2
I am achieving the learning outcomes of this course.	61	21	9	3	2	2	2
I keep up with all course readings and assigned work.	60	24	10	2	2	1	1
The course encourages my use of critical thinking skills.	62	22	9	3	2	1	1
The way this course is delivered encourages me to be actively engaged.	60	19	10	3	3	2	3
The instructor is willing to assist me with achieving the course learning outcomes.	68	18	6	4	2	1	2
The instructor provides constructive feedback on my coursework.	62	17	8	5	3	3	2
The instructor responds to my questions and emails within the time-frame indicated in the syllabus.	66	18	4	7	2	1	2

As previously noted, the university implemented a new course learning evaluation instrument in the Fall of 2018. The average scores for Fall 2016 to Summer 2018 are displayed in Tables X through X. In response to the statement “The instructor is willing to help students,” 94% of respondents either strongly agreed, agreed, or somewhat agreed—compared with 94% at the department level, 94% at the college level, and 94% at the university level. In response to the statement “The instructor encourages students to be actively engaged in learning the content of the course,” 94% of respondents either strongly agreed, agreed, or somewhat agreed—compared to 93% at the department level, 93% at the college level, and 93% at the university level. In response to the statement “The instructor provides timely feedback on assignments and exams,” 94% of respondents either strongly agreed, agreed, or somewhat agreed—compared with 93% at the department level, 91% at the college level, and 90% at the university level. In response to the statement “The instructor includes activities and assignments that help students learn the content

Table X. Criminal Justice Average Course Learning Evaluation Scores (SU 2014-SU 2018)

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	77	13	4	2	2	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	78	12	4	2	2	1	1
The instructor provides timely feedback on assignments and exams.	74	13	7	2	2	1	1
The instructor includes activities and assignments that help students learn the content of this course.	71	14	6	3	2	2	2
The instructor clearly communicates expectations of students for this course.	74	13	6	2	2	1	2
The instructor expects high quality work from students.	79	13	4	2	1	0	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	74	12	5	3	2	1	3

of this course,” 91% of respondents either strongly agreed, agreed, or somewhat agreed—compared to 90% at the department level, 89% at the college level, and 91% at the university level. In response to the statement “The instructor clearly communicates expectations of students for this course,” 93% of respondents either strongly agreed, agreed, or somewhat agreed—compared with 91% at the department level, 90% at the college level, and 91% at the university level. In response to the statement “The instructor expects high quality work from students,”

Table X. SCJS Average Course Learning Evaluation Scores (FA 2016-SU 2018)

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	75	13	6	2	2	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	73	13	7	3	2	1	1
The instructor provides timely feedback on assignments and exams.	71	13	9	2	2	1	2
The instructor includes activities and assignments that help students learn the content of this course.	67	14	9	3	3	2	2
The instructor clearly communicates expectations of students for this course.	71	13	7	2	3	2	2
The instructor expects high quality work from students.	75	15	6	3	0	0	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	70	12	8	3	2	2	3

96% of respondents either strongly agreed, agreed, or somewhat agreed—compared with 96% at the department level, 95% at the college level, and 94% at the university level. In response to the statement “Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject,” 91% of respondents either strongly agreed, agreed, or

Table X. CAS Average Course Learning Evaluation Scores (SU 2014-SU 2018)

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	74	14	6	2	2	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	73	14	6	3	2	1	1
The instructor provides timely feedback on assignments and exams.	68	16	7	2	3	2	2
The instructor includes activities and assignments that help students learn the content of this course.	66	15	8	3	3	2	3
The instructor clearly communicates expectations of students for this course.	68	15	7	3	3	2	2
The instructor expects high quality work from students.	75	15	5	3	1	0	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	69	14	7	3	2	2	3

somewhat agreed—compared with 90% at the department level, 90% at the college level, and 90% at the university level. Similar to the Fall 2018-Spring 2019 course learning evaluations, these descriptive statistics suggest that the criminal justice program is meeting the educational needs and expectations of its students.

Table X. UTC Average Course Learning Evaluation Scores (SU 2014-SU 2018)

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)
The instructor is willing to help students.	74	14	6	2	2	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	72	15	6	3	2	1	1
The instructor provides timely feedback on assignments and exams.	67	16	7	3	3	2	2
The instructor includes activities and assignments that help students learn the content of this course.	66	16	8	3	3	2	2
The instructor clearly communicates expectations of students for this course.	68	16	7	3	2	2	2
The instructor expects high quality work from students.	75	15	4	3	1	1	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	68	15	7	3	2	2	3

YEAR	NAME	TRAVEL DATES	CONFERENCE NAME	LOCATION
2016	Policastro, Christina	09/07/2016-09/09/2016	SCJA Annual Conference	Savannah, GA
2016	McGuffee, Karen	10/12/2016-10/14/2016	AAfPE Annual Conference	San Antonio, TX
2016	Crittenden, Courtney	09/08/2016-09/10/2016	SCJA Annual Conference	Savannah, GA
2016	Crittenden, Courtney	11/17/2016-11/19/2016	ASC Annual Conference	New Orleans, LA
2016	Policastro, Christina	11/17/2016-11/19/2016	ASC Annual Conference	New Orleans, LA
2017	Policastro, Christina	03/21/2017-03/24/2017	ACJS Annual Meeting	Kansas City, MO
2017	Garland, Tammy	03/22/2017-03/25/2017	ACJS Annual Meeting	Kansas City, MO
2017	Crittenden, Courtney	03/21/2017-03/24/2017	ACJS Annual Meeting	Kansas City, MO
2017	Iles, Gale	03/23/2017-03/26/2017	ACJS Annual Meeting	Kansas City, MO
2017	Kule, Ahmet	03/22/2017-03/25/2017	ACJS Annual Meeting	Kansas City, MO
2017	Garland, Tammy	04/07/2017-04/07/2017	Multidisciplinary Event	Chattanooga, TN
2017	Crittenden, Courtney	09/24/2017-09/30/2017	SCJA Annual Conference	New Orleans, LA
2018	Kule, Ahmet	02/14/2018-02/17/2018	ACJS Annual Meeting	New Orleans, LA
2017	Crittenden, Courtney	11/15/2017-11/18/2017	ACJS Annual Conference	Philadelphia, PA
2017	McGuffee, Karen	10/18/2017-10/21/2017	American Assoc. for Paralegal Education	Albuquerque, NM
2018	Garland, Tammy	02/14/2018-02/18/2018	ACJS Annual Meeting	New Orleans, LA
2018	Policastro, Christina	02/14/2018-02/17/2018	ACJS Annual Meeting	New Orleans, LA
2018	Crittenden, Courtney	09/11/2018-09/15/2018	SCJA Annual Conference	Pensacola, FL
2018	Policastro, Christina	09/11/2018-09/15/2018	SCJA Annual Conference	Pensacola, FL
2018	Dierenfeldt, Ricki	11/13/2018-11/17/2018	ASC Annual Conference	Atlanta, GA
2018	Kule, Ahmet	11/15/2018-11/16/2018	ASC Annual Conference	Atlanta, GA
2018	Policastro, Christina	11/15/2018-11/17/2018	ASC Annual Conference	Atlanta, GA
2018	Crittenden, Courtney	11/15/2018-11/17/2018	ASC Annual Conference	Atlanta, GA
2019	Kule, Ahmet	03/26/2019-03/30/2019	ACJS Annual Meeting	Baltimore, MD
2019	Policastro, Christina	03/26/2019-03/30/2019	ACJS Annual Meeting	Baltimore, MD
2019	Crittenden, Courtney	03/27/2019-03/30/2019	ACJS Annual Meeting	Baltimore, MD
2019	Garland, Tammy	03/27/2019-03/30/2019	ACJS Annual Meeting	Baltimore, MD
2019	Iles, Gale	03/27/2019-03/30/2019	ACJS Annual Meeting	Baltimore, MD
2019	Garland, Tammy	04/19/2019-04/21/2019	METOO Movement	Deluth, MN
2019	Kule, Ahmet	11/12/2019-11/16/2019	ASC Annual Conference	San Francisco, CA
2019	Policastro, Christina	09/09/2019-09/14/2019	SCJA Annual Conference	Nashville, TN
2019	Dierenfeldt, Ricki	09/10/2019-09/13/2019	SCJA Annual Conference	Nashville, TN
2019	Knox, Sara	08/04/2019-08/09/2019	IAAJ Annual Conference	Pigeon Forge, TN
2019	Crittenden, Courtney	09/10/2019-09/13/2019	SCJA Annual Conference	Nashville, TN
2019	Iles, Gale	09/10/2019-09/13/2019	SCJA Annual Conference	Nashville, TN
2017	Knox, Sara	08/06/2018-08/10/2018	IAAJ Annual Conference	Pigeon Forge, TN
2017	Knox, Sara	08/07/2017-08/11/2017	IAAJ Annual Conference	Pigeon Forge, TN

Student Survey Results (NSSE)

QUESTION/STATEMENT	RESPONSE OPTIONS	2019				2018				2017				2016				2015			
		UTC	PERCENTAGES		VALID N: (DEPT.) ^a	UTC	PERCENTAGES		VALID N: (DEPT.) ^a	UTC	PERCENTAGES		VALID N: (DEPT.) ^a	UTC	PERCENTAGES		VALID N: (DEPT.) ^a	UTC	PERCENTAGES		VALID N: (DEPT.) ^a
			COLLEGE	DEPT.			COLLEGE	DEPT.			COLLEGE	DEPT.			COLLEGE	DEPT.			COLLEGE	DEPT.	
SATISFACTION WITH UTC																					
1. How would you evaluate your entire educational experience at this institution?	Never	3.1	4.1	0.0	28	1.6	1.9	7.3	55	2.8	2.0	0.0	22	2.0	3.4	0.0	27	3.1	1.9	0.0	22
	Fair	11.8	14.6	10.7		12.2	13.2	10.9		11.9	13.6	13.6		14.0	14.2	14.8		14.8	16.8	18.2	
	Good	52.0	51.9	53.6		49.8	47.5	25.3		49.7	47.0	36.4		49.9	50.2	40.7		52.7	52.9	51.8	
	Excellent	31.1	29.4	35.7		36.6	37.3	56.4		35.5	36.9	50.0		31.2	31.2	44.4		29.4	28.4	50.0	
	Definitely no	4.3	5.7	3.4	29	4.2	4.6	1.9	53	4.6	3.2	0.0	22	4.5	4.7	7.4	27	6.0	6.3	0.0	22
	Probably no	12.6	13.2	3.4		12.1	14.9	11.3		11.0	12.0	0.0		12.5	15.3	7.4		14.8	13.0	9.1	
	Probably yes	46.1	47.5	51.7		40.5	40.8	34.0		41.5	44.7	49.9		47.7	45.7	31.3		47.8	47.1	31.8	
	Definitely yes	36.9	33.6	41.4		43.3	39.7	52.8		42.8	40.6	59.1		41.3	34.9	51.9		37.4	33.7	59.1	
CURRICULUM																					
1. Institution contributes to you acquiring job or work related knowledge and skills.	Very little	12.9	15.5	3.7	27	10.7	14.8	11.5	52	11.4	12.8	13.6	22	13.6	19.3	14.8	27	14.9	16.5	0.0	22
	Sometimes	29.8	34.5	33.3		29.3	32.0	25.0		25.1	29.2	22.7		31.0	33.6	29.5		27.6	32.5	35.5	
	Quite a bit	33.2	28.2	29.6		32.9	32.2	32.7		35.3	35.6	31.8		31.0	29.2	51.9		29.4	26.2	18.2	
	Very much	25.1	21.8	33.3		27.1	21.5	30.8		26.2	22.4	31.8		23.9	18.0	14.8		28.2	24.8	36.4	
	Never	3.2	3.6	3.6	28	3.2	10.1	5.8	52	3.8	3.2	2.1	22	14.4	16.2	11.1	27	15.1	16.3	4.8	22
	Sometimes	30.3	35.6	32.1		29.4	28.6	25.0		31.7	29.9	22.7		30.7	31.0	37.0		29.6	26.0	18.2	
	Quite a bit	36.4	30.1	39.3		33.7	33.6	30.8		38.3	40.2	45.5		33.5	31.6	37.0		30.9	30.8	50.0	
	Very much	23.8	24.7	25.0		27.4	27.7	38.5		21.1	20.7	22.7		24.4	21.1	14.8		24.4	26.9	21.8	
2. Institution contributed in developing clear and effective speaking skills.	Very little	6.1	6.1	3.6	28	5.3	6.4	3.8	52	6.3	6.4	0.0	22	8.9	8.1	3.7	27	10.7	9.7	4.3	22
	Sometimes	26.7	22.0	17.9		24.5	23.7	21.2		25.7	22.1	19.2		24.2	22.0	29.6		21.9	16.4	18.2	
	Quite a bit	33.6	39.5	50.0		39.2	36.7	38.5		43.0	43.4	50.0		38.9	40.0	44.4		36.1	38.6	50.0	
	Very much	27.7	32.5	28.6		31.0	33.2	36.5		25.0	28.1	31.8		28.0	29.8	27.2		31.3	35.7	27.9	
	Never	12.2	16.6	7.1	28	10.0	10.6	11.5	52	9.7	8.0	18.2	22	14.4	16.6	11.1	27	15.4	16.4	9.1	22
	Sometimes	31.3	34.1	35.7		31.2	31.8	33.5		32.2	34.1	9.1		33.8	37.6	18.5		31.5	34.3	31.8	
	Quite a bit	34.7	28.7	39.3		31.6	31.1	42.3		33.3	33.3	31.8		31.4	29.5	48.1		27.8	24.6	22.7	
	Very much	21.9	20.7	17.9		27.3	26.5	22.9		24.9	24.5	40.9		20.5	16.3	22.2		25.3	24.6	36.4	
3. Institution contributed to developing clear and effective writing skills.	Very little	4.1	5.4	0.0	27	2.0	2.7	3.9	51	2.7	2.4	0.0	22	4.2	5.4	3.7	27	3.7	3.9	4.5	22
	Sometimes	13.3	15.6	22.2		16.6	16.8	5.9		16.3	17.6	18.2		16.3	18.3	14.8		19.1	18.4	9.1	
	Quite a bit	34.7	36.9	44.4		40.6	37.8	39.2		42.1	40.0	37.8		41.8	40.7	37.8		37.8	34.6	36.4	
	Very much	39.9	42.0	33.3		42.8	42.9	51.0		38.8	40.0	50.0		37.7	37.6	33.3		42.7	46.8	50.0	
	Never	7.0	9.6	7.1	28	4.8	5.3	5.8	52	6.0	5.2	4.5	22	7.7	9.5	7.4	27	8.6	7.8	0.0	22
	Sometimes	25.1	27.1	14.3		25.7	26.6	23.1		25.7	26.6	22.3		25.5	31.3	29.6		26.5	31.6	31.8	
	Quite a bit	39.1	33.6	39.3		40.2	39.6	40.4		40.4	40.2	36.4		36.8	33.3	40.7		37.5	33.5	40.9	
	Very much	29.4	26.8	39.3		29.3	25.5	30.8		28.5	25.9	31.8		29.0	25.9	22.2		27.9	22.7	27.3	
4. Institution contributed to developing or clarifying a personal code of values and ethics.	Very little	12.9	17.8	8.6	28	10.5	11.0	7.7	52	12.5	12.7	4.5	22	15.9	19.3	18.5	27	17.2	17.4	9.1	22
	Sometimes	31.1	32.4	48.7		28.7	28.3	15.4		27.1	27.1	13.6		29.8	29.5	29.9		27.6	24.3	31.8	
	Quite a bit	31.4	29.2	35.7		34.1	33.7	38.5		35.9	35.9	45.5		31.6	27.8	29.6		27.5	23.2	13.8	
	Very much	23.6	20.6	14.3		26.7	27.0	38.5		24.3	24.3	36.4		22.8	23.4	25.9		24.2	25.1	27.3	
	Never	12.6	14.3	7.1	28	13.1	14.1	5.8	52	14.4	13.9	9.1	22	16.6	17.8	9.8	26	18.0	18.9	7.3	22
	Sometimes	33.4	34.6	25.0		33.1	30.6	26.9		30.3	32.3	22.7		33.6	33.9	38.5		35.0	33.5	28.2	
	Quite a bit	34.6	32.4	50.0		33.3	29.9	32.7		37.7	39.0	45.5		32.3	31.5	46.2		26.8	28.2	22.7	
	Very much	19.4	18.7	17.9		20.6	21.8	24.6		17.6	14.7	22.7		17.6	16.9	11.5		20.8	19.4	14.8	
5. Institution contributed to being an informed and active citizen.	Very little	32.9	35.3	3.7	27	13.6	13.4	15.4	52	13.8	10.0	4.5	22	17.2	17.0	11.1	27	18.6	16.9	13.8	22
	Sometimes	33.3	31.0	25.9		33.2	31.3	19.2		31.5	34.0	27.3		36.4	37.9	18.5		33.0	34.6	27.3	
	Quite a bit	30.6	31.6	44.4		30.1	29.5	34.6		32.3	34.0	31.8		30.1	28.9	31.8		27.9	27.9	22.7	
	Very much	23.3	22.0	25.8		23.2	25.8	30.8		22.4	24.0	36.4		17.2	16.0	18.5		20.5	23.2	36.4	
FACULTY INVOLVEMENT																					
1. Quality of interactions with faculty members.	1	1.5	1.9	0.0	27	1.4	1.2	2.0	51	1.1	0.8	4.5	22	2.2	2.4	7.4	27	2.3	3.9	4.8	21
	2	3.6	3.8	11.1		2.8	3.0	3.9		2.3	1.2	0.0		2.7	2.4	7.4		3.8	2.5	4.8	
	3	3.7	2.9	3.7		7.3	6.2	9.8		4.9	6.8	4.5		5.7	6.4	0.0		5.9	4.9	9.5	
	4	13.2	12.8	11.1		14.8	15.3	7.8		15.8	13.2	4.5		14.0	14.9	25.9		12.9	11.3	14.3	
	5	26.2	25.3	18.5		25.5	23.5	17.6		26.6	24.4	18.2		26.9	26.4	11.1		22.8	21.3	14.4	
	6	20.6	30.8	17.0		25.5	27.8	31.4		26.0	26.0	22.7		25.2	26.1	29.6		24.0	31.4	28.6	
	7	22.2	22.4	18.5		22.9	23.0	27.5		23.3	27.6	45.5		22.7	21.4	18.5		23.3	22.5	23.8	
	Never	14.0	15.2	13.8	29	14.5	16.0	25.0	52	12.5	10.4	9.1	22	19.1	18.0	33.3	27	18.5	17.9	31.8	22
	Sometimes	33.8	37.7	17.2		38.7	37.6	34.6		38.7	41.0	36.4		45.0	46.4	37.0		41.8	38.6	27.3	
	Often	29.3	27.8	44.8		28.2	29.2	21.2		29.4	30.3	31.8		21.4	19.3	11.1		20.3	19.8	22.7	
	Very Often	19.3	19.3	24.1		18.6	17.2	19.2		19.4	18.3	22.7		14.6	16.3	18.5		19.5	23.7	18.2	
3. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	Never	48.4	45.3	55.2	29	46.3	46.4	65.4	52	41.4	37.8	52.4	21	50.6	48.5	63.0	27	52.5	52.9	72.7	22
	Sometimes	31.0	29.2	20.7		30.1	31.1	19.2		31.5	31.5	28.6		27.0	31.2	22.2		25.3	24.9	13.6	
	Often	15.3	15.7	10.3		14.4	11.8	7.7		17.3	19.7	14.3		14.5	12.9	7.4		12.4	14.1	9.1	
	Very Often	9.4	9.7	13.8		9.2	10.7	7.7		9.8	10.0	4.8		7.8	7.5	7.4		10.0	8.7	4.5	
	Never	25.9	25.2	27.6	29	27.1	27.4	52.8	53	26.1	23.9	27.3	22	30.3	28.6</						

B U D G E T vs A C T U A L S S U M M A R Y

In accordance with university policy, I have reviewed the charges shown on this ledger and either verified their accuracy and appropriateness to this program identified and reported discrepancies for correction through proper channels.

	Responsible Person	Date							
			Current Month	Budget	Commitments	YTD Actuals	Remaini		
Faculty Salaries			360.00	634,770	567,174.24		67,595.		
Clerical, Technical, Maintenance Salaries			360.00	29,058	12,192.00	360.00	16,506.		
TOTAL SALARIES & WAGES			360.00	663,828	579,366.24	360.00	84,101.		
BENEFITS/LONGEVITY CENTRALLY FUNDED									
Travel				8,485			8,485.		
Media Processing			35.66	3,410		35.66	3,374.		
Communication			2.87	1,787		2.87	1,784.		
Maintenance & Repairs				650			650.		
Professional Services & Memberships				465			465.		
Supplies			1.39	8,103		1.39	8,101.		
Contractual & Special Services				1,100			1,100.		
Other Services & Expenditures				4,000			4,000.		
TOTAL OPERATING & EQUIPMENT			39.92	28,000		39.92	27,960.		
TOTAL YEAR-TO-DATE COSTS			399.92	691,828	579,366.24	399.92	112,061.		

B U D G E T vs A C T U A L S S U M M A R Y

In accordance with university policy, I have reviewed the charges shown on the ledger and either verified their accuracy and appropriateness to this program identified and reported discrepancies for correction through proper channels.

	Responsible Person	Date						
			Current Month	Budget	Commitments	YTD Actuals	Remaini	
Faculty Salaries			8,657.50	832,444	739,438.22	8,657.50	84,348.	
Professional Salaries				35,000			35,000.	
Clerical, Technical, Maintenance Salaries			853.76	27,747	27,106.88	853.76	213.	
TOTAL SALARIES & WAGES			9,511.26	895,191	766,545.10	9,511.26	119,134.	
BENEFITS/LONGEVITY CENTRALLY FUNDED								
Travel			506.20	18,138	57.65	506.20	17,574.	
Media Processing			23.73	1,900		23.73	1,876.	
Communication			1.42	1,600		1.42	1,598.	
Maintenance & Repairs				600			600.	
Supplies			776.20	6,762		776.20	5,985.	
Rentals & Insurance				75			75.	
Contractual & Special Services				425			425.	
Other Services & Expenditures				2,012			2,012.	
TOTAL OPERATING & EQUIPMENT			1,307.55	31,512	57.65	1,307.55	30,146.	
TOTAL YEAR-TO-DATE COSTS			10,818.81	926,703	766,602.75	10,818.81	149,281.	

B U D G E T vs A C T U A L S S U M M A R Y

In accordance with university policy, I have reviewed the charges shown on this ledger and either verified their accuracy and appropriateness to this program identified and reported discrepancies for correction through proper channels.

	Current Month	Budget	Commitments	YTD Actuals	Remaini
Faculty Salaries	6,658.33	1,646,938	1,202,657.51	6,658.33	437,622.
Professional Salaries	3,004.17	36,051	33,045.87	3,004.17	0.
Clerical, Technical, Maintenance Salaries	771.84	63,834	32,803.20	771.84	30,258.
TOTAL SALARIES & WAGES	10,434.34	1,746,823	1,268,506.58	10,434.34	467,882.
BENEFITS/LONGEVITY CENTRALLY FUNDED					
Travel		26,623	73.17		26,549.
Media Processing	31.29	5,310		31.29	5,278.
Communication	7.54	3,387		7.54	3,379.
Maintenance & Repairs		1,250			1,250.
Professional Services & Memberships		465			465.
Supplies	2.46	12,387		2.46	12,384.
Rentals & Insurance		75			75.
Contractual & Special Services		1,525			1,525.
Other Services & Expenditures		10,488			10,488.
TOTAL OPERATING & EQUIPMENT	41.29	61,510	73.17	41.29	61,395.
TOTAL YEAR-TO-DATE COSTS	10,475.63	1,808,333	1,268,579.75	10,475.63	529,277.

B U D G E T vs A C T U A L S S U M M A R Y

In accordance with university policy, I have reviewed the charges shown on this ledger and either verified their accuracy and appropriateness to this program identified and reported discrepancies for correction through proper channels.

	Responsible Person	Date	Current Month	Budget	Commitments	YTD Actuals	Remaini
Faculty Salaries			7,158.33	1,656,355	1,519,346.07	7,158.33	129,850.
Professional Salaries			3,004.17	36,051	33,045.87	3,004.17	0.
Clerical, Technical, Maintenance Salaries			877.20	49,047	48,103.20	877.20	66.
TOTAL SALARIES & WAGES			11,039.70	1,741,453	1,600,495.14	11,039.70	129,918.
BENEFITS/LONGEVITY CENTRALLY FUNDED							
Travel				26,623	772.51		25,850.
Media Processing			43.47	5,310		43.47	5,266.
Communication			5.12	3,387		5.12	3,381.
Maintenance & Repairs				1,250			1,250.
Professional Services & Memberships				465			465.
Supplies			3.42	13,716	4,945.00	3.42	8,767.
Rentals & Insurance				75			75.
Contractual & Special Services				1,525			1,525.
Other Services & Expenditures				18,488			18,488.
TOTAL OPERATING & EQUIPMENT			52.01	70,839	5,717.51	52.01	65,069.
TOTAL YEAR-TO-DATE COSTS			11,091.71	1,812,292	1,606,212.65	11,091.71	194,987.

B U D G E T vs A C T U A L S S U M M A R Y

In accordance with university policy, I have reviewed the charges shown on this ledger and either verified their accuracy and appropriateness to this program identified and reported discrepancies for correction through proper channels.

Responsible Person _____ Date _____

	Current Month	Budget	Commitments	YTD Actuals	Remaini
Faculty Salaries	22,474.38	1,704,849	1,667,116.28	22,474.38	15,258.
Professional Salaries	4,114.08	40,794	38,478.88	4,114.08	1,798.
Clerical, Technical, Maintenance Salaries	2,984.40	51,730	49,725.20	2,984.40	979.
TOTAL SALARIES & WAGES	29,572.86	1,797,373	1,755,320.36	29,572.86	12,479.
BENEFITS/LONGEVITY CENTRALLY FUNDED					
Travel		26,623	359.48		26,263.
Media Processing	58.99	5,460		58.99	5,401.
Communication	5.63	3,537		5.63	3,531.
Maintenance & Repairs		1,250			1,250.
Professional Services & Memberships		465			465.
Supplies		13,716			13,716.
Rentals & Insurance		75			75.
Contractual & Special Services	599.60-	1,525		599.60-	2,124.
Other Services & Expenditures		18,488			18,488.
TOTAL OPERATING & EQUIPMENT	534.98-	71,139	359.48	534.98-	71,314.
TOTAL YEAR-TO-DATE COSTS	29,037.88	1,868,512	1,755,679.84	29,037.88	83,794.

B U D G E T vs A C T U A L S S U M M A R Y

In accordance with university policy, I have reviewed the charges shown on this ledger and either verified their accuracy and appropriateness to this program identified and reported discrepancies for correction through proper channels.

Responsible Person _____ Date _____

	Current Month	Budget	Commitments	YTD Actuals	Remaini
Faculty Salaries	11,186.03	1,710,433	1,180,550.65	11,186.03	518,696.
Professional Salaries	3,498.08	41,977	38,478.88	3,498.08	0.
Clerical, Technical, Maintenance Salaries	3,586.80	62,172	59,062.64	3,586.80	477.
TOTAL SALARIES & WAGES	18,270.91	1,814,582	1,278,092.17	18,270.91	518,218.
BENEFITS/LONGEVITY CENTRALLY FUNDED					
Travel		26,623	107.48		26,515.
Media Processing	81.68	5,460		81.68	5,378.
Communication	38.45	3,537		38.45	3,498.
Maintenance & Repairs		1,250			1,250.
Professional Services & Memberships		465			465.
Supplies		13,716	259.00		13,457.
Rentals & Insurance		75			75.
Contractual & Special Services		1,525			1,525.
Other Services & Expenditures		18,488			18,488.
TOTAL OPERATING & EQUIPMENT	120.13	71,139	366.48	120.13	70,652.
TOTAL YEAR-TO-DATE COSTS	18,391.04	1,885,721	1,278,458.65	18,391.04	588,871.

Data as of 09/23/2019
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 Run by CNF311

UNIVERSITY OF TENNESSEE
 Fiscal Year 2015
 Period 1..16

Budget Version 0 Social, Cultural, & Justice Strds
 Fund E041076
 Funds Center *
 Commitment Item ALL_OI_AND_BENS All Commitment Items (w/ benefits)
 Functional Area *

	Overall Budget	Total Encumber	Total Actuals	Budget Variance	Enc. Pur Ord.	Enc:Punds_Req	Enc: Parked	Enc: Sw. Trap	Ad. Pr. Postings	ACT CO Post
412100 Faculty Salaries		788,497.32	788,497.32						788,497.32	
412200 Faculty Extra Service		5,760.00	5,760.00						5,760.00	
412400 Faculty Longevity Pay		19,600.00	19,600.00						19,600.00	
* Total Faculty Sal. (6 Long.)		813,857.32	813,857.32						813,857.32	
416100 Cler/Tech/Maint Sal		27,237.80	27,237.80						27,237.80	
416200 Cler/Tech/Maint Ovtm		345.00	345.00						345.00	
416240 Cler/Tech/Maint Addl		1,400.00	1,400.00						1,400.00	
416400 Cler/Tech/Maint Ingv		700.00	700.00						700.00	
* Total Cler.Tech.Maint Sals/In		28,992.80	28,992.80						28,992.80	
** Total Salaries		842,850.12	842,850.12						842,850.12	
421100 Ret Contrib-Ord/B		52,286.32	52,286.32						52,286.32	
421140 Ret Contrib-Ord/Bybr		4,500.00	4,500.00						4,500.00	
421200 Ret Contrib-Stats		27,542.82	27,542.82						27,542.82	
421400 Soc Sec Contrib		61,900.21	61,900.21						61,900.21	
421500 Unemployment Comp		361.02	361.02						361.02	
421600 Workers Compensation		2,217.49	2,217.49						2,217.49	
421700 Ret Contrib-Ord/A		21,228.90	21,228.90						21,228.90	
421800 Soc Sec Contrib Flex		2,613.04	2,613.04						2,613.04	
422100 Group Insurance		115,111.81	115,111.81						115,111.81	
422400 401-K Matching		4,500.00	4,500.00						4,500.00	
*** TOTAL STAFF BENEFITS		292,261.61	292,261.61						292,261.61	
*** Total Salaries & Benefits		1,135,111.73	1,135,111.73						1,135,111.73	
431100 Travel In-State		1,111.75	1,111.75						1,111.75	
431200 Travel Out-Of-State		6,801.03	6,801.03						6,801.03	
431500 Travel International		996.52	996.52						996.52	
** Total Travel		8,909.30	8,909.30						8,909.30	
432100 Mtr V Oper-Local/Trk		1,820.38	1,820.38						1,820.38	
432200 Motor Vehicle Oper		1,820.38	1,820.38						1,820.38	
433100 Printing		424.41	424.41						424.41	
433200 Duplicating		633.71	633.71						633.71	
433400 Publications/Reports		702.16	702.16						702.16	
** Total Media Processing		1,760.28	1,760.28						1,760.28	
435100 Postage		43.20	43.20						43.20	
435300 Telephones		4,038.00	4,038.00						4,038.00	
** Total Communication		4,081.20	4,081.20						4,081.20	
436100 Maintenance & Repairs		25.00	25.00						25.00	
** Total Maintenance, Repair		25.00	25.00						25.00	
437400 Instt Mbr Fees/Dues		675.00	675.00						675.00	
** Total Prof Svc, Memberships		675.00	675.00						675.00	
439100 Operating Supplies		11,514.86	11,514.86						11,514.86	
439400 Sensitive Min Equip										
** Total Supplies		11,514.86	11,514.86						11,514.86	
446200 Group Arranged Events		966.98	966.98						966.98	
446500 Oth Univ Departments		1,495.85	1,495.85						1,495.85	
446800 Seminar/Cont Reg Fee		916.00	916.00						916.00	
** Total Contrac., Spec Svc		3,378.83	3,378.83						3,378.83	
*** Total Operating		32,164.85	32,164.85						32,164.85	
**** Commitment Item Total		1,167,276.58	1,167,276.58						1,167,276.58	

Data as of 09/23/2019
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 Run by CNF311

UNIVERSITY OF TENNESSEE

Fiscal Year 2016
 Period 1..16

Budget Version 0

Fund E041076 Social, Cultural, & Justice Stds

Funds Center *

Commitment Item ALL_C1_AWD_BENE All Commitment Items (w/ Benefits)

Functional Area *

	Overall Budget	Total Encumber	Total Actuals	Budget Variance	Enc. Pur. Ord.	Enc. Funds Res.	Enc. Parked F.	Enc. Buf. F.	Net. P. Postings	Net. CO. Post.
412100 Faculty Salaries			816,988.98	816,988.98-					816,988.98	
412200 Faculty Extra Services			3,860.00	3,860.00-					3,860.00	
412400 Faculty Longevity Pay			19,000.00	19,000.00-					19,000.00	
* Total Faculty Sal. (& Long.)			839,848.98	839,848.98-					839,848.98	
414100 Professional Salaries			32,083.37	32,083.37-					32,083.37	
* Total Professional Sal. & Lon			32,083.37	32,083.37-					32,083.37	
416100 Cler/Tech/Maint Sal			29,581.31	29,581.31-					29,581.31	
416400 Cler/Tech/Maint Ingv			800.00	800.00-					800.00	
* Total Cler,Tech,Maint Sal&Lon			30,381.31	30,381.31-					30,381.31	
** Total Salaries			902,313.66	902,313.66-					902,313.66	
421100 Ret Contrib-Orp/B			53,304.76	53,304.76-					53,304.76	
421140 Ret Contrib-Orp/Hvbr			11,909.98	11,909.98-					11,909.98	
421200 Ret Contrib-Statc			21,680.87	21,680.87-					21,680.87	
421400 Soc Sec Contrib			66,202.70	66,202.70-					66,202.70	
421500 Unemployment Comp			360.12	360.12-					360.12	
421600 Workers Compensation			2,247.07	2,247.07-					2,247.07	
421700 Ret Contrib-Orp/A			22,356.30	22,356.30-					22,356.30	
421800 Soc Sec Contrib Flex			2,824.28	2,824.28-					2,824.28	
422100 Group Insurance			128,685.26	128,685.26-					128,685.26	
422400 401-K Matching			4,950.01	4,950.01-					4,950.01	
** TOTAL STAFF BENEFITS			314,521.35	314,521.35-					314,521.35	
*** Total Salaries & Benefits			1,216,835.01	1,216,835.01-					1,216,835.01	
431100 Travel In-State			908.20	908.20-					908.20	
431200 Travel Out-Of-State			7,375.57	7,375.57-					7,375.57	
431300 Mtr V Oper-Trvl In			75.64	75.64-					75.64	
431400 Mtr V Oper-Trvl Out			298.22	298.22-					298.22	
431500 Travel International			3,997.98	3,997.98-					3,997.98	
* Total Travel			12,855.61	12,855.61-					12,855.61	
432100 Mtr V Oper-Local/Trk			1,541.40	1,541.40-					1,541.40	
* Total Motor Vehicle Oper			1,541.40	1,541.40-					1,541.40	
433100 Printing			357.35	357.35-					357.35	
433200 Duplicating			685.26	685.26-					685.26	
433400 Publications/Reports			519.30	519.30-					519.30	
* Total Media Processing			1,561.91	1,561.91-					1,561.91	
435100 Postage			76.76	76.76-					76.76	
435300 Telephone			4,031.40	4,031.40-					4,031.40	
* Total Communication			4,108.16	4,108.16-					4,108.16	
439100 Operating Supplies			13,021.39	13,021.39-					13,021.39	
* Total Supplies			13,021.39	13,021.39-					13,021.39	
442100 Insurance			200.00	200.00-					200.00	
* Total Insur & Interest			200.00	200.00-					200.00	
446200 Group Arranged Events			227.29	227.29-					227.29	
446500 3-sec Commercial Svcs			1,165.53	1,165.53-					1,165.53	
446600 0-sec Univ Departments			50.00	50.00-					50.00	
446700 Other Personal Svcs			1,861.03	1,861.03-					1,861.03	
446800 Seminar/Conf Reg Fee			3,303.85	3,303.85-					3,303.85	
* Total Contrace, Spec Svc			3,303.85	3,303.85-					3,303.85	
449200 Entertainment										
** Total Other Serv & Exp										
*** Total Operating			36,392.32	36,392.32-					36,392.32	

OVERALL BUDGET VS. ACTUALS
 ZFN_RCS002 by Commitment Item

Data as of 09/23/2019
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UNIVERSITY OF TENNESSEE

Fiscal Year 2017

Period 1..16

Budget Version 0

Fund EQ41076 Social, Cultural, & Justice Stds

Funds Center *

Commitment Item ALL CI AND BENEF

Functional Area *

All Commitment Items (w/ benefits)

	Overall Budget	Total Encumbr.	Total Actuals	Budget Variance	Enc. Pur Ord.	Enc Funds Req	Enc Parked FI	Enc. Bus. Trns	Act F. Postng	Act CO Post.
412100 Faculty Salaries			1,592,395.31	1,592,395.31-					1,592,395.31	
412200 Faculty Extra Service			11,160.00	11,160.00-					11,160.00	
412400 Faculty Longevity Pay			29,500.00	29,500.00-					29,500.00	
* Total Faculty Sal. (6 Long.)			1,633,055.31	1,633,055.31-					1,633,055.31	
413100 CPA, GA, GRA Salaries			194.75	194.75-					194.75	
* Total GTA, GA, GRA Sal.			194.75	194.75-					194.75	
413100 Professional Salaries			36,050.04	36,050.04-					36,050.04	
* Total Professional Sal. & Lon			36,050.04	36,050.04-					36,050.04	
416100 Cler/Tech/Maint Sal			46,985.04	46,985.04-					46,985.04	
416210 Cler/Tech/Maint Addl			1,200.00	1,200.00-					1,200.00	
416400 Cler/Tech/Maint Longy			900.00	900.00-					900.00	
* Total Cler,Tech,Maint Sal&Lon			49,085.04	49,085.04-					49,085.04	
** Total Salaries			1,718,385.14	1,718,385.14-					1,718,385.14	
421100 Ret Contrib-Orp/S			87,844.73	87,844.73-					87,844.73	
421140 Ret Contrib-Orp/Sybr			17,498.74	17,498.74-					17,498.74	
421200 Ret Contrib-State			62,846.37	62,846.37-					62,846.37	
421240 Ret Contrib-State By			1,276.45	1,276.45-					1,276.45	
421250 Retire-RCS By 401K			5,963.07	5,963.07-					5,963.07	
421270 Ret Contrib-St By SM			3,122.51	3,122.51-					3,122.51	
421400 Soc Sec Contrib			124,086.84	124,086.84-					124,086.84	
421500 Unemployment Comp			661.61	661.61-					661.61	
421500 Workers Compensation			4,293.77	4,293.77-					4,293.77	
421700 Ret Contrib-Orp/A			23,281.22	23,281.22-					23,281.22	
421800 Soc Sec Contrib Flex			6,106.95	6,106.95-					6,106.95	
422100 Group Insurance			252,873.35	252,873.35-					252,873.35	
422180 RSA State Contrib										
422400 401-K Matching										
** TOTAL STAFF BENEFITS			13,283.33	13,283.33-					13,283.33	
*** Total Salaries & Benefits			603,138.94	603,138.94-					603,138.94	
431100 Travel In-State			2,321,524.08	2,321,524.08-					2,321,524.08	
431200 Travel Out-Of-State			3,460.73	3,460.73-					3,460.73	
431300 Mtr V Oper-Tryl In			16,445.50	16,445.50-					16,445.50	
431400 Mtr V Oper-Tryl Out			345.76	345.76-					345.76	
431500 Travel Informational			259.90	259.90-					259.90	
** Total Travel			1,038.94	1,038.94-					1,038.94	
482100 Mtr V Oper-Local/Trck			21,550.83	21,550.83-					21,550.83	
** Total Motor Vehicle Oper			661.93	661.93-					661.93	
433100 Printing			3,063.07	3,063.07-					3,063.07	
433200 Duplicating			2,334.08	2,334.08-					2,334.08	
** Total Media Processing			5,397.15	5,397.15-					5,397.15	
435100 Postage			174.71	174.71-					174.71	
435300 Telepbx			7,742.00	7,742.00-					7,742.00	
** Total Communication			7,916.71	7,916.71-					7,916.71	
437400 Inflat Mtr Fees/Dues			163.00	163.00-					163.00	
437500 Legal/Prof Fees			47.10	47.10-					47.10	
** Total Prof Svcs/Memberships			210.10	210.10-					210.10	
439100 Operating Supplies			32,795.89	32,795.89-					32,795.89	
439400 Sensitive Min Equip			329.26	329.26-					329.26	
** Total Supplies			33,125.15	33,125.15-					33,125.15	
442100 Insurance			150.00	150.00-					150.00	

**	Total Insur & Interest		150.00	150.00-				150.00
	446200 Group Arranged Events		2,030.36	2,030.36-				2,030.36
	446500 Spec Commercial Svcs		100.00	100.00-				100.00
	446600 Oth Univ Departments		5,319.87	5,319.87-				5,319.87
	446800 Seminar/Conf Reg Fees		6,055.00	6,055.00-				6,055.00
**	Total Contrac.,Spec Svc		13,505.23	13,505.23-				13,505.23
	449200 Entertainment		683.11	683.11-				683.11
**	Total Other Serv & Exp		683.11	683.11-				683.11
***	Total Operating		83,200.21	83,200.21-				83,200.21
****	Commitment Item Total		2,404,724.29	2,404,724.29-				2,404,724.29

Data as of 09/23/2019
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 Run by CNF311

UNIVERSITY OF TENNESSEE
 Fiscal Year 2018
 Period 1..16

Budget Version 0
 Fund E041076 Social, Cultural, & Justice Stds
 Funds Center *
 Commitment Item ALL_CU_FUND_HERE
 All Commitment Items (w/ benefits)
 Functional Area *

	Overall Budget	Total Encumbr	Total Actuals	Budget Variance	Enc: Pur Ord	Enc: Funds Req	Enc: Parked Y	Enc: Bus. Trip	Acct: Postings	Net CO Post
412100 Faculty Salaries			1,640,119.32	1,640,119.32-					1,640,119.32	
412200 Faculty Extra Services			1,140.00-	1,140.00-					1,140.00-	
412400 Faculty Longevity Pay			28,600.00	28,600.00-					28,600.00	
* Total Faculty Sal. (& Long.)			1,667,579.32	1,667,579.32-					1,667,579.32	
414100 Professional Salaries			40,793.88	40,793.88-					40,793.88	
414400 Professional Ingvty			300.00	300.00-					300.00	
* Total Professional Sal. & Lon			41,093.88	41,093.88-					41,093.88	
415100 Clair/Tech/Maint Sal			48,868.60	48,868.60-					48,868.60	
416400 Clair/Tech/Maint Ingvty			1,000.00	1,000.00-					1,000.00	
* Total Clair,Tech,Maint Sal&Lon			49,868.60	49,868.60-					49,868.60	
** Total Salaries			1,758,541.80	1,758,541.80-					1,758,541.80	
421100 Ret Contrib-Orp/B			88,923.90	88,923.90-					88,923.90	
421140 Ret Contrib-Orp/Hybr			18,458.41	18,458.41-					18,458.41	
421200 Ret Contrib-State			74,404.94	74,404.94-					74,404.94	
421240 Ret Contrib-State Hy			2,243.52	2,243.52-					2,243.52	
421250 Retire-Tech8 By 401K			9,605.36	9,605.36-					9,605.36	
421270 Ret Contrib-St Ry ER			4,609.08	4,609.08-					4,609.08	
421400 Soc Sec Contrib			128,760.26	128,760.26-					128,760.26	
421500 Unemployment Comp			574.92	574.92-					574.92	
421600 Workers Compensation			4,420.07	4,420.07-					4,420.07	
421700 Ret Contrib-Orp/A			26,561.25	26,561.25-					26,561.25	
421800 Soc Sec Contrib Flex			6,296.14	6,296.14-					6,296.14	
422100 Group Insurance			273,467.89	273,467.89-					273,467.89	
422400 HSA State Contrib										
422400 401-K Matching			13,176.49	13,176.49-					13,176.49	
** TOTAL STAFF BENEFITS			651,502.23	651,502.23-					651,502.23	
*** Total Salaries & Benefits			2,410,044.03	2,410,044.03-					2,410,044.03	
431100 Travel In-State			3,552.11	3,552.11-					3,552.11	
431200 Travel Out-Of-State			17,305.81	17,305.81-					17,305.81	
431300 Mtr V Oper-Trvl In			95.17	95.17-					95.17	
431400 Mtr V Oper-Trvl Out			72.23	72.23-					72.23	
431500 Travel International			2,026.76	2,026.76-					2,026.76	
** Total Travel			23,052.08	23,052.08-					23,052.08	
432100 Mtr V Oper-Local/Trk			414.66	414.66-					414.66	
** Total Motor Vehicle Oper			414.66	414.66-					414.66	
433100 Printing			2,081.33	2,081.33-					2,081.33	
433200 Duplicating			2,660.99	2,660.99-					2,660.99	
** Total Media Processing			4,742.32	4,742.32-					4,742.32	
435100 Postage			120.72	120.72-					120.72	
435300 Telephone			8,494.00	8,494.00-					8,494.00	
** Total Communication			8,614.72	8,614.72-					8,614.72	
437500 Legal/Prof Fees			145.95	145.95-					145.95	
** Total Prof Svc,Memberships			145.95	145.95-					145.95	
439100 Operating Supplies			37,887.33	37,887.33-					37,887.33	
439400 Sensitive Min Equip			4,945.00	4,945.00-					4,945.00	
** Total Supplies			42,832.33	42,832.33-					42,832.33	
442100 Insurance			173.00	173.00-					173.00	
** Total Insur & Interest			173.00	173.00-					173.00	
446200 Group Arranged Events										
446500 Spec Commercial Svcs			1,210.67	1,210.67-					1,210.67	

446600 Oth Unly Departments
 446700 Other Personal Svcs
 446800 Seminar/Conf Reg Fee
 ** Total Contrac., Spec Svc
 449200 Entertainment
 ** Total Other Serv & Exp
 *** Total Operating
 ***** Commitment Item Total

1,177.55
 2,300.00
 1,735.00
 6,423.22
 420.80
 420.80
 86,819.08
 2,496,863.11

1,177.55
 2,300.00
 1,735.00
 6,423.22
 420.80
 420.80
 86,819.08
 2,496,863.11

OVERALL BUDGET VS. ACTUALS
 25M_BCR002 BY Commitment Item

UNIVERSITY OF TENNESSEE

Data as of 09/23/2019

Fiscal Year 2019

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Period 1..16

Run by CNF311

Budget Version 0

Fund E041076 Social, Cultural, & Justice Stds

Funds Center *

Commitment Item ALL_OI_AND_BENE

All Commitment Items (w/ benefits)

Functional Area *

	Overall Budget	Total Encumber	Total Actuals	Budget Variance	Enc: Requisite	Enc: Par Ord	Enc: Fundd Res	Enc: Parked F	Enc: Bus. Trip	Act: FI Posting	Act: CO Post
412100 Faculty Salaries			1,504,217.59	1,504,217.59						1,504,217.59	
412200 Faculty Extra Service			6,430.00	6,430.00						6,430.00	
412400 Faculty Longevity Pay			29,703.79	29,703.79						29,703.79	
* Total Faculty Sal. (& Long.)			1,540,351.38	1,540,351.38						1,540,351.38	
414100 Professional Salaries			41,976.96	41,976.96						41,976.96	
414200 Professional Ext Svc			6,616.00	6,616.00						6,616.00	
414400 Professional Logvty			373.32	373.32						373.32	
* Total Professional Sal. & Ion			48,966.28	48,966.28						48,966.28	
416100 Cler/Tech/Maint Sal			52,212.41	52,212.41						52,212.41	
416400 Cler/Tech/Maint Empl			1,100.00	1,100.00						1,100.00	
* Total Cler, Tech, Maint Sal&Ion			53,312.41	53,312.41						53,312.41	
418100 Student Wages-Hourly			98.00	98.00						98.00	
* Total Student Employees			98.00	98.00						98.00	
** Total Salaries			1,642,728.07	1,642,728.07						1,642,728.07	
421100 Ret Contrib-Ord/B			73,898.15	73,898.15						73,898.15	
421140 Ret Contrib-Ord/Rybr			20,658.37	20,658.37						20,658.37	
421200 Ret Contrib-State			68,779.75	68,779.75						68,779.75	
421240 Ret Contrib-State RV			3,152.93	3,152.93						3,152.93	
421250 Ret Contrib-State RV 401A			11,279.61	11,279.61						11,279.61	
421270 Ret Contrib-St By SR			4,200.10	4,200.10						4,200.10	
421400 Soc Sec Contrib			120,531.57	120,531.57						120,531.57	
421500 Unemployment Comp			594.54	594.54						594.54	
421600 Workers Compensation			4,117.02	4,117.02						4,117.02	
421700 Ret Contrib-Ord/A			27,417.75	27,417.75						27,417.75	
421800 Soc Sec Contrib Flex			4,892.15	4,892.15						4,892.15	
422100 Group Insurance			227,592.33	227,592.33						227,592.33	
422150 OPRS Normal Cost			6,758.48	6,758.48						6,758.48	
422180 HSA State Contrib											
422400 401-X Matching											
424800 Grad Empl Health Ins											
** TOTAL STAFF BENEFITS			11,827.67	11,827.67						11,827.67	
431100 Travel In-State			164.00	164.00						164.00	
431200 Travel Out-Of-State			585,864.42	585,864.42						585,864.42	
431300 Mtr V Oper-Fryl In			2,228,592.49	2,228,592.49						2,228,592.49	
431500 Travel International			5,168.31	5,168.31						5,168.31	
** Total Travel			12,203.18	12,203.18						12,203.18	
432100 Mtr V Oper-Local/Trk			288.93	288.93						288.93	
** Total Motor Vehicle Oper			298.61	298.61						298.61	
433100 Printing			17,959.03	17,959.03						17,959.03	
433200 Duplicating			1,170.55	1,170.55						1,170.55	
433400 Publications/Reports			1,170.55	1,170.55						1,170.55	
** Total Media Processing			2,092.67	2,092.67						2,092.67	
435100 Postage			8,944.64	8,944.64						8,944.64	
435300 Telephone			200.00	200.00						200.00	
** Total Communication			11,237.31	11,237.31						11,237.31	
437500 Legal/Prof Fees			151.02	151.02						151.02	
** Total Prof Svc, Memberships			9,971.00	9,971.00						9,971.00	
439100 Operating Supplies			10,122.02	10,122.02						10,122.02	
** Total Supplies			7.35	7.35						7.35	
			7.35	7.35						7.35	
			23,136.98	23,136.98						23,136.98	
			23,136.98	23,136.98						23,136.98	

442100 Insurance
 ** Total Insur & Interest
 446200 Group Arranged Events
 446400 Oth Edng/Gov Agency
 446600 Oth Univ Departments
 446700 Other Personal Svcs
 446800 Seminars/Conf/Reg Fee
 ** Total Contract., Spec Svc
 449200 Entertainment
 ** Total Other Serv & Exp
 *** Total Operating
 ***** Commitment Item Total

237.00
 237.00
 3,417.83
 204.00
 622.16
 2,500.00
 680.00
 7,423.99
 533.79
 533.79
 71,828.02
 2,300,420.51

237.00
 237.00
 3,417.83
 204.00
 622.16
 2,500.00
 680.00
 7,423.99
 533.79
 533.79
 71,828.02
 2,300,420.51

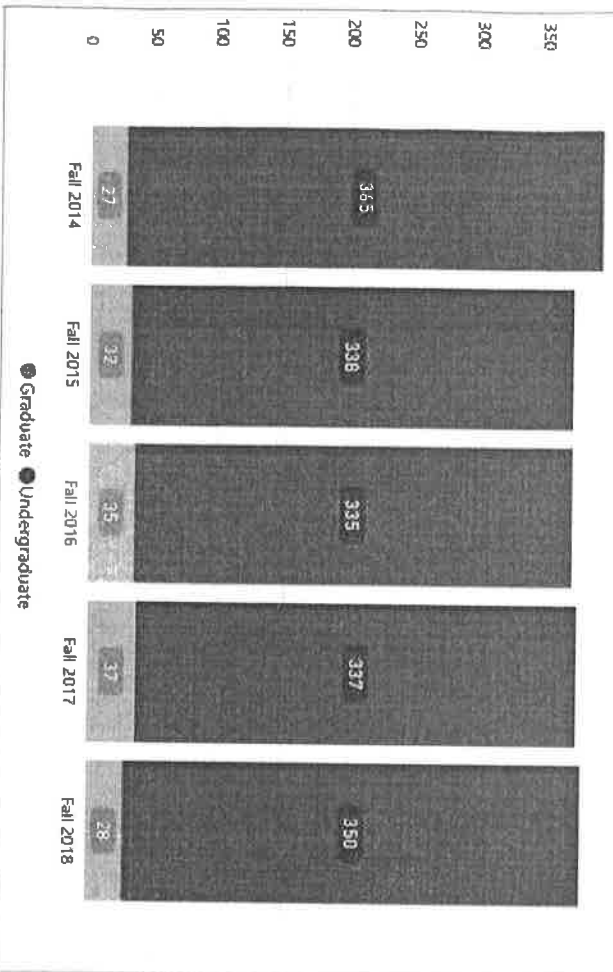
Enrollment Dashboard

[Enrollment](#) |
 [Degrees](#) |
 [Progression](#) |
 [Retention](#) |
 [Student Credit Hours](#) |
 [Faculty](#) |
 [General Education](#)

Term: [Multiple s...](#) | [All](#) |
 Student Level: [All](#) |
 Class: [All](#) |
 Full-time/Part-Time: [All](#) |
 First Time Freshman: [All](#) |
 First Generation: [All](#) |
 Adult Learner: [All](#) |
 Gender: [All](#) |
 Race/Ethnicity: [All](#)

College: [All](#) |
 Department: [All](#) |
 Program: [Criminal Justice](#) |
 Second Majors: Include Second Majors | Primary Majors Only |
 Veteran: [All](#)

Enrollment by Year



OPER NOTES

- * Data conform to UTC internal reporting standards and may differ slightly from reports provided for external constituents such as the Tennessee Higher Education Commission
- * Program names, department names, and departmental IDs shown are as of Fall 2017. Programs that were different in previous years are mapped to these current definitions
- * If a prior quarter it is recommended to leave "Dist not Students Only" selected. Deselecting "District Student Only" will result in counts only consisting of students with multiple majors
- * Including second majors will result in the double-counting of some students but will give a full accounting of the students in individual programs. It is recommended to leave this deselected unless filtering to an individual program
- * Pre-majors are included in the numbers for their associated major
- * Missing data are always the result of a count of zero students. This is caused either by a program not existing in the selected time period or having zero enrollment for the selected filters
- * "Adult Learner" is defined as any student age 25 or older
- * Race/Ethnicity or Gender values of "Unknown" indicate that information was not disclosed by the student
- * Back-to-back and gender charts will reflect all years selected; select year(s) from filter to isolate



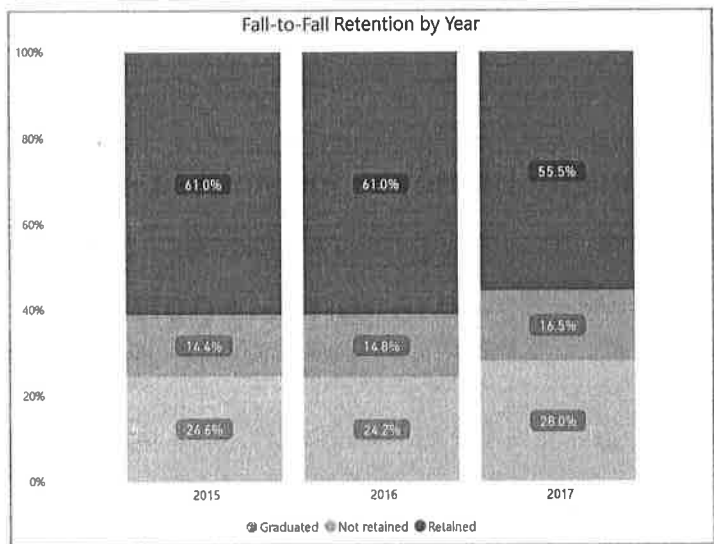
Office of Planning, Evaluation, and Institutional Research

UTC / Office of Planning, Evaluation, and Institutional Research / Institutional & Departmental Dashboards / Retention

Retention Dashboard

Enrollment | Degrees | Retention | Student Credit Hours | Faculty | General Education

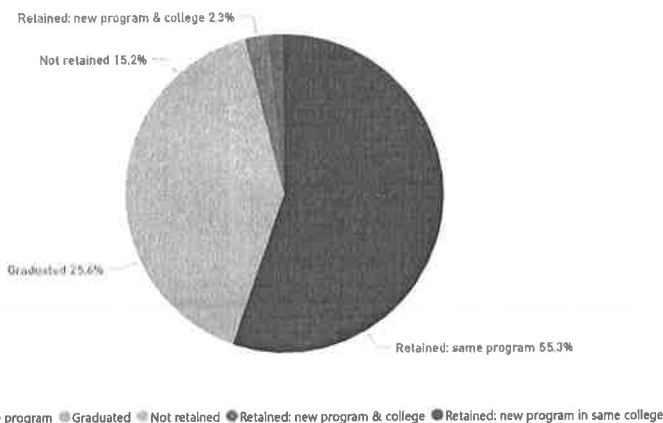
Beginning ... Gender Race/Ethnicity College Department Program
 Multiple sel... All All Arts & Sciences Social, Cultural, & Justice ... Criminal Justice




OPEIR Notes

- * Data conform to UTC internal reporting standards and may differ slightly from repo external constituents such as the Tennessee Higher Education Commission.
- * Data include all Undergraduate students pursuing a degree.
- * Program names, department names, and departmental affiliations are as of Fall 2017. P different in previous years are mapped to these current definitions.
- * Outcome definitions for a student enrolled in a selected beginning year:
 - * A student is classified as "graduated" if they have been granted a Bachelor's degree in the Fall term of the following year.
 - * A student is classified as "retained" if they are enrolled in the Fall term of the following year and have not yet been granted a degree.
 - * A student is classified as "not retained" if they are not enrolled at UTC in the following year and have not been granted a degree.
- * Pre-majors are grouped with their associated major. If a student is enrolled with a pre-major and then is enrolled with the associated major the following year, that student would be classified as "Retained: same program."
- * Missing bars are always the result of a count of zero students. This is caused either by a zero enrollment in the selected time period or having zero enrollment for the selected filters.
- * Race/Ethnicity or Gender values of "Unknown" indicates that information was not disclosed.

Retention and Migration Details





THE UNIVERSITY OF TENNESSEE CHATTANOOGA
**PLANNING, EVALUATION, AND
 INSTITUTIONAL RESEARCH**

Date Completed: 2/19/2019

Name of person fulfilling request: Stephanie Virgo

Description: Four-year, five-year, and six-year graduation rates for the BS Criminal Justice program are shown here. Please note that students are classified by program based on the primary major with which they graduated or the primary major at the last record of enrollment. The cohort is when the student entered UTC as a first-time, full-time freshman.

BS Criminal Justice Graduation Rates

	Cohort	Graduated in 4 Years	%	Graduated in 5 Years	%	Graduated in 6 Years	%
Fall 2008 Cohort	76	21	27.6%	33	43.4%	40	52.6%
Fall 2009 Cohort	84	20	23.8%	34	40.5%	38	45.2%
Fall 2010 Cohort	71	22	31.0%	38	53.5%	38	53.5%
Fall 2011 Cohort	87	24	27.6%	34	39.1%	41	47.1%
Fall 2012 Cohort	101	32	31.7%	45	44.6%	50	49.5%
Fall 2013 Cohort	78	24	30.8%	43	55.1%		
Fall 2014 Cohort	89	37	41.6%				

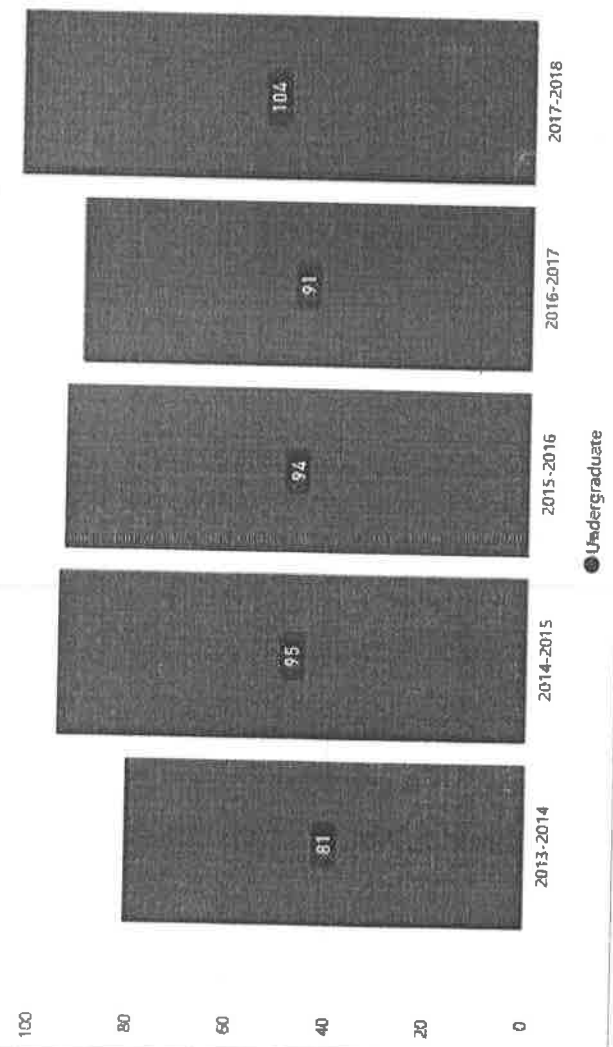
Degrees Awarded Dashboard

[Enrollment](#) | [Degrees](#) | [Progression](#) | [Retention](#) | [Student Credit Hours](#) | [Faculty](#) | [General Education](#)

Term: **All** | Academic Year: **Multiple se...** | Degree Type: **Undergraduate** | Degree: **All** | Race/Ethnicity: **All** | Veteran: **All**

College: **All** | Department: **All** | Program: **Criminal Justice** | Gender: **All**

Degrees Awarded by Year



OPEIR Notes

- Data conform to UTC internal reporting standards and may differ slightly from reports provided for external constituents such as the Tennessee Higher Education Commission.
- Program names, department names, and departmental affiliations are as of Fall 2017. Programs that were different in previous years are mapped to these current definitions.
- For this dashboard, Summer term is considered the *last* term in the year. For example, Summer 2017 graduates are included in year 2016-2017.
- Missing data are always the result of a count of zero degrees. This is caused either by a program not existing in the selected time period or having zero degrees granted for the selected filters.
- Race/Ethnicity or Gender values of "Unknown" indicate that information was not disclosed by the student.
- Race/Ethnicity and Gender charts will reflect all years selected; select year(s) from filter to isolate.